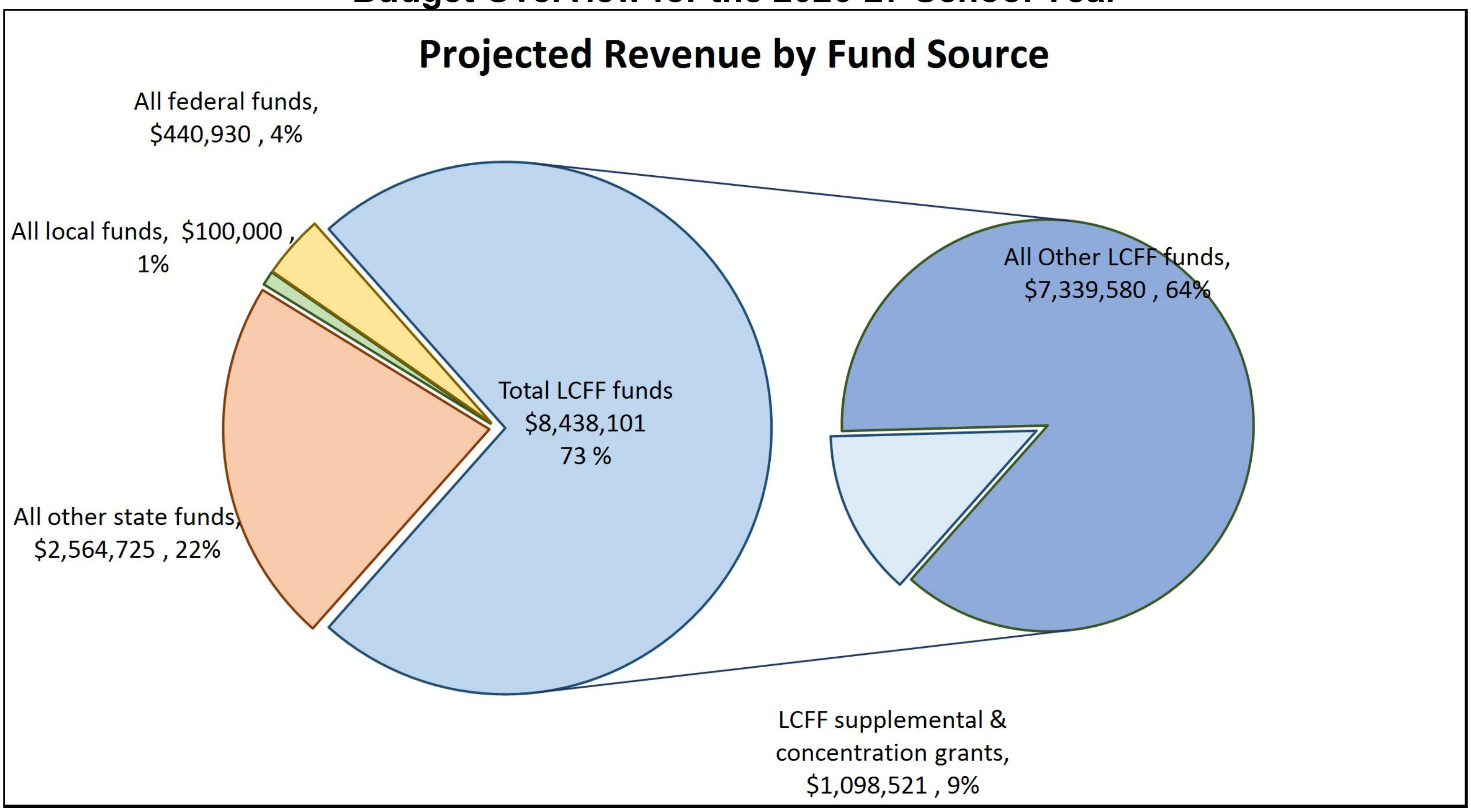
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Academy of Arts and Technology
CDS Code: 15-10157-0142505
School Year: 2026-27
LEA contact information:
Dr. Joanna Kendrick
Superintendent

661-885-0023

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

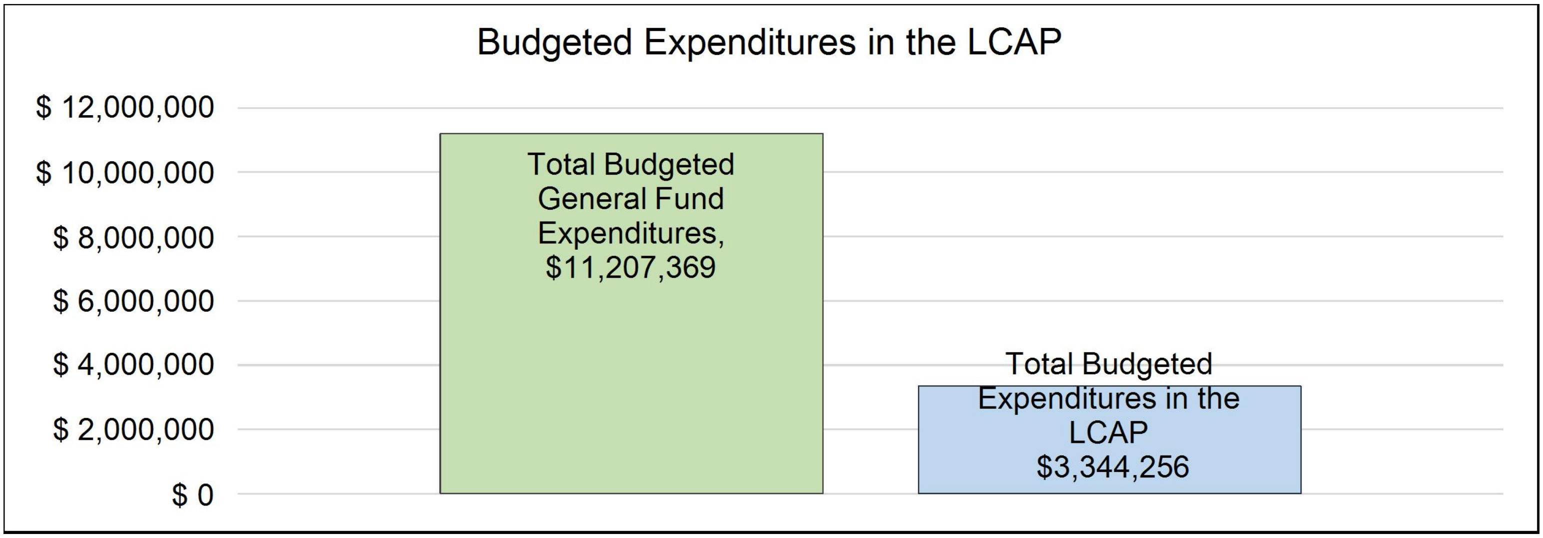


This chart shows the total general purpose revenue Central Academy of Arts and Technology expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Academy of Arts and Technology is $11,543,756, of which $8438101 is Local Control Funding Formula (LCFF), $2564725 is other state funds, $100000 is local funds, and $440930 is federal funds. Of the $8438101 in LCFF Funds, $1098521 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Central Academy of Arts and Technology plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central Academy of Arts and Technology plans to spend $11207369 for the 2026-27 school year. Of that amount, $3344256 is tied to actions/services in the LCAP and $7,863,113 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Per California Education Code and LCAP guidance, certain school expenditures are not reported within the LCAP because they are not directly aligned with actions intended to improve student outcomes under the eight state priorities.

These include:

- Facilities and lease expenses
- Utilities
- Legal and audit services
- Capital outlay not tied to direct student outcomes
- Technology infrastructure not aligned to student learning
- Food service operations
- General administrative overhead

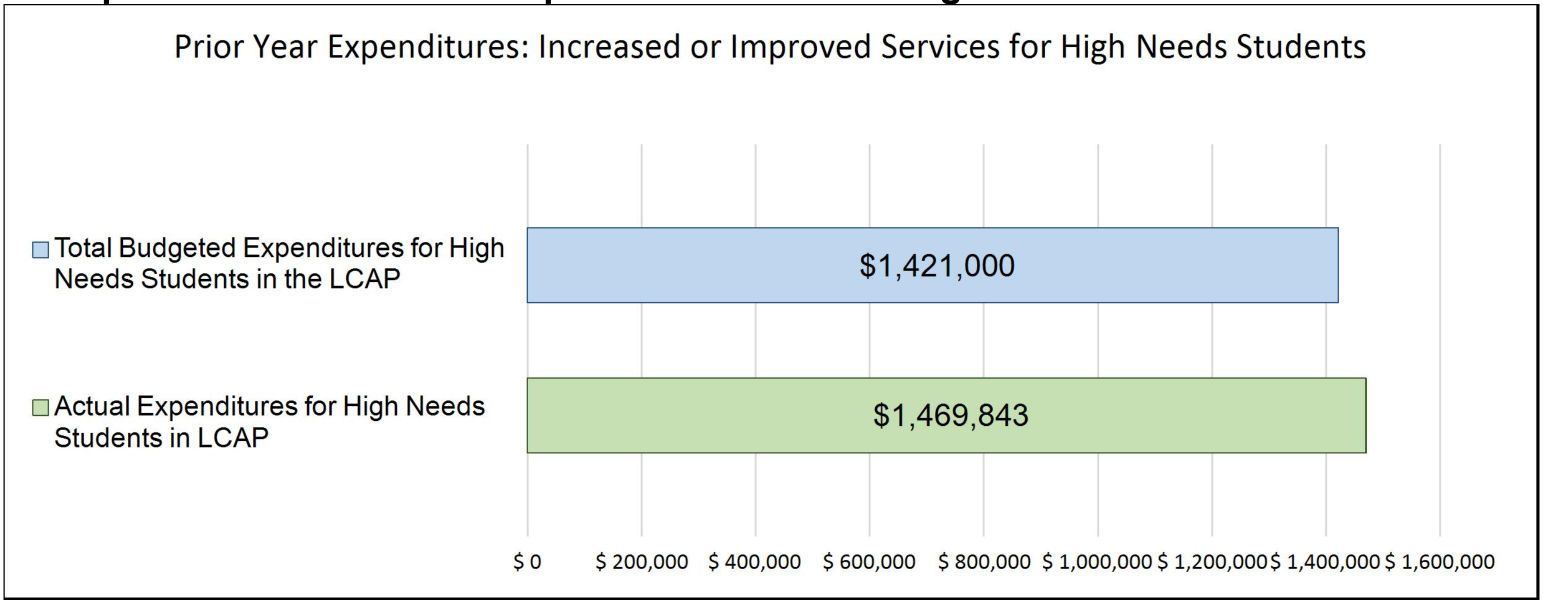
These expenses are essential to maintaining school operations and compliance and are documented through the charter school’s formal budget and external reporting processes.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Central Academy of Arts and Technology is projecting it will receive $1098521 based on the enrollment of Foster Youth, English learner, and low-income students. Central Academy of Arts and Technology must describe how it intends to increase or improve services for high needs students in the LCAP. Central Academy of Arts and Technology plans to spend $2956148 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Central Academy of Arts and Technology budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Central Academy of Arts and Technology estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Central Academy of Arts and Technology's LCAP budgeted $1421000 for planned actions to increase or improve services for high needs students. Central Academy of Arts and Technology actually spent $1469843 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Academy of Arts and Technology	Dr. Joanna Kendrick Superintendent	joanna.kendrick@linkedps.org 661-885-0023

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Central Academy of Arts and Technology (CAAT) is a dynamic, diverse and growing public charter school in Bakersfield, proudly serving students in Transitional Kindergarten through ninth, with plans to add one grade each year until it becomes a full TK–12 school in 2028-29. In the 2024-2025 school year the Charter School served students in grade TK-8 with 230 total students. As the first charter school authorized in Bakersfield, CAAT offers a bold and innovative educational experience that centers families, empowers teachers, and prepares students to thrive in a rapidly changing world. Rooted in the cardinal virtues of wisdom, courage, justice, and self discipline, CAAT cultivates a school culture that promotes both academic excellence and strong character development.

CAAT's academic program is uniquely enriched by its focus on the arts and technology. Students engage in the study of the seven classical arts; music, dance, theater, visual arts, architecture, rhetoric, and literature, while also exploring a variety of technology electives such as coding, digital design, and media arts. This intentional blend of classical education and modern innovation prepares students to become both creative thinkers and future-ready problem solvers. Located in the heart of Bakersfield, CAAT is diverse by design, drawing students from over 10 different school districts across the region.

From the 2024–2025 to the 2025–2026 school year, the school experienced significant growth, expanding enrollment from 230 students to 525 students. With this growth, the school's demographic composition has slightly shifted. While the baseline data in this LCAP reflect student groups enrolled in 2024–2025, the school's current (2025-2026) numerically significant student groups are as follows: 60% of students are socioeconomically disadvantaged, 15% receive special education services, 68% identify as Hispanic, and 5% identify as Multiethnic. English learners (3%), long-term English learners (0.8%), African American students (5%), foster youth (3%), and homeless youth (2%) are represented in the student body, but these groups are not numerically significant. The school views its diversity as a vital strength, reinforcing CAAT's deep commitment to equity, access, and opportunity for every learner.

The Central Academy of Arts and Technology's (CAAT) Local Control and Accountability Plan (LCAP) for the 2025–2026 school year reflects our commitment to providing a rigorous, inclusive, and student-centered education. Our LCAP addresses the needs of all students with specific focus on the following subgroups: Socioeconomically Disadvantaged (SED), Students with Disabilities, Hispanic, White, and Multiethnic students. The plan aligns with the priorities set forth by the State of California. The Charter School is using the LCAP as the school's Single Plan for Student Achievement (SPSA), and all federal funds are included within the plan to ensure alignment of goals, actions, and resources.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2025 California School Dashboard provides an opportunity for the school to reflect on how our students are performing across key indicators. The following analysis highlights areas of strength and identifies areas where continued focus is needed. Detailed Dashboard results for each state indicator and student group are provided below to offer additional context and transparency.

As a new school, the Central Academy of Arts and Technology (CAAT) did not receive performance levels (colors) on the 2025 California School Dashboard. Instead, this section reflects status data only, which provides an initial baseline for understanding student performance and identifying areas of focus for continuous improvement.

Overall, ELA performance is a relative strength, with multiple student groups performing above standard. In contrast, mathematics represents a clear area of need, with all student groups performing below standard, and more significant gaps for Socioeconomically Disadvantaged (SED) and White students. Chronic absenteeism rates indicate a need to strengthen student engagement and attendance systems across groups, particularly for Students with Disabilities and White students. Suspension rates remain low overall, reflecting a positive school climate; however, higher rates for Students with Disabilities suggest an opportunity to strengthen supports and ensure equitable discipline practices.

2025 Dashboard Performance
ELA Performance
All students are 11 points above standard.
Hispanic students are 6.2 points above standard.
Socioeconomically Disadvantaged (SED) students are 4.5 points above standard.
White students are 40 points below standard.

Mathematics
All students are 37.1 points below standard.
Hispanic students are 37.3 points below standard
Socioeconomically Disadvantaged (SED) students are 53.2 points below standard

White students are 100.5 points below standard.

English Learner Progress Indicator- The school did not receive an ELPI score as there were no English learner students who were administered the ELPAC.

Chronic Absenteeism
25.8 % of All students are chronically absent
27.8 % of Hispanic students are chronically absent
27.8 % of Socioeconomically Disadvantaged (SED) students are chronically absent
30.2% of White students are chronically absent
30.2 % of Students with Disabilities were chronically absent

Suspension Rate
2.2% of All students were suspended at least one day
2.4% of Hispanic students were suspended at least one day

2.2% of Socioeconomically Disadvantaged (SED) students were suspended at least one day
0% of White students were suspended at least one day
5.4% of Students with Disabilities were were suspended at least one day

Local Data

CAAT’s local data based on student outcomes in the school's local benchmark assessment, i-Ready reflects encouraging student growth and a strong foundation in English Language Arts (ELA). In ELA, 58% of students are meeting or exceeding grade-level expectations, while 71% are meeting or exceeding their annual growth targets. This suggests that a substantial majority of students are making meaningful academic progress. White students (64%) and Hispanic students (56%) demonstrate strong grade-level performance, while growth target attainment remains strong across multiple student groups, including Multiethnic students (70%) and White students (65%).

Math results highlight an area of ongoing focus while also demonstrating positive growth among several student groups. Although 30% of students are currently meeting or exceeding grade-level expectations, many students continue to make progress toward proficiency, with 42% meeting or exceeding growth targets. Hispanic students (54%), White students (54%), and Multiethnic students (60%) are performing above the school wide average for grade-level attainment, while growth target attainment is particularly strong among Multiethnic students (78%), White students (74%), and Hispanic students (60%).

Overall, the data suggest that CAAT is successfully supporting student growth, particularly in ELA, where both achievement and growth outcomes are strong. Math remains an important area for continued improvement, but the growth demonstrated by several student groups indicates that many students are making progress toward grade-level expectations.

The school does not have any unexpended LREBG funds for the 2025-2026 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of LinkEd Public Schools and School Administration	Head of Schools, Academic Dean, and emerging teacher leaders serving as leadership advisors engaged in a collaborative planning process to develop the goals and actions for the LCAP as the school's Faculty Senate. The team first met in October at the end of the first quarter to identify priorities and set direction for the year and continued to meet each quarter to review goals and progress. An update on annual progress was shared with the Board in January, followed by a draft budget in March, and an update on goal progress and action development in April. Throughout this process, input was also gathered through newly established advisory groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Special Education Advisory Council, African American Advisory Council, Development Advisory Committee, and the Executive Council, which includes staff, student, and parent representation. These groups helped ensure that family, student, and staff perspectives informed priorities and actions. The team remained focused on aligning actions with schoolwide goals and strengthening systems to support students most in need. Based on local data and classroom input, iReady Reading assessments were selected as key indicators in grades K–8 to help teachers identify and address learning gaps.

Educational Partner(s)	Process for Engagement
Site Administrators, including Lead Teachers	Throughout the year, the Superintendent, CEO, Head of Schools, and Academic Dean and key teacher leaders at CAAT reviewed iReady data at three points to monitor progress and guide goal setting. They identified students in special education, foster care as subgroups falling behind, and flagged both math and the need to better challenge high-performing students as school wide areas of focus. These findings shaped targeted supports and priorities in the LCAP.
School Site Council	In early January and again in March 2026, SSC members provided input on the LCAP Family Survey and discussed strategies for school implementation of key programs including improving math performance. The Charter School's Site Council consisted of support staff, parents, and teachers.
Parents	Parents were engaged in the LCAP development process through ongoing, meaningful opportunities for input. Monthly "Coffee and Conversation" meetings with school leadership provided a space for families to share their perspectives, ask questions, and offer suggestions. Additionally, two parent surveys were conducted to gather broader feedback on school priorities, student needs, and areas for improvement. The school's Parent Club was formed in November and at monthly meetings school leadership provided updates on the school's progress and parents offered feedback that shaped the 2026-27 LCAP goals. This input helped shape the goals and actions to reflect the values and experiences of the CAAT parent community.
Teachers and other School Staff	Teachers and support staff played an active role in the LCAP development process through multiple points of engagement. Teachers and all support staff participated in two formal surveys to share feedback on priorities and needs, and discussed student data and instructional strategies during weekly PLC meetings, where goals were regularly reviewed and adjusted. Quarterly data meetings were conducted in which the Superintendent delivered comprehensive "State of the School" presentations. These sessions reviewed key academic, attendance, and survey data, and included opportunities for teachers and support staff to provide feedback and engage in reflective dialogue to inform ongoing improvement efforts.

Educational Partner(s)	Process for Engagement
Students	Student voice was a key part of the LCAP development process at CAAT. School Leadership created an accessible Google Form for students to provide suggestions and bring forth opportunities that they felt students needed during. Students participated in focus groups in December, March, and May and contributed ideas through the Student Council, offering valuable insight into their learning experiences and school culture. In addition, student surveys were conducted to gather input on what supports they need to succeed and how the school can improve. This feedback helped ensure the plan reflects the real experiences and aspirations of the students it serves. CAAT’s Student Government played a key role in identifying areas for growth in the student experience.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Central Academy of Arts and Technology (CAAT) gathered input from educational partners through surveys, student focus groups, parent meetings, and staff discussions during the development of the 2026–27 LCAP. Feedback from families, students, and staff consistently reinforced the importance of the priorities and actions already included in the current LCAP. As a result, no significant changes were made to the goals, actions, or services in the 2026–27 LCAP. Instead, stakeholder input affirmed the school's continued focus on academic achievement, family engagement, and expanded opportunities in the arts and technology.

Educational partners expressed continued support for CAAT's investment in literacy instruction and intervention services. Families and staff emphasized the importance of ensuring students develop strong reading skills and receive additional support when needed. This feedback reinforced the continuation of school wide literacy supports, including the Success for All program, targeted interventions, and small-group instruction designed to accelerate student learning.

Stakeholders also identified mathematics achievement as an ongoing area of focus and expressed support for continued math intervention services and personalized academic support. This feedback aligned with the school's existing efforts to provide targeted instruction, intervention, and data-driven support for students who need additional assistance.

Parents and students continued to value CAAT's unique emphasis on arts and technology. Feedback highlighted appreciation for enrichment opportunities, elective offerings, and hands-on learning experiences that support student engagement, creativity, and college and career readiness. This input reinforced the school's commitment to maintaining and expanding opportunities aligned with its mission and vision.

Family engagement remained another consistent theme. Parents expressed appreciation for communication efforts, family events, and opportunities to be involved in school activities and decision-making processes. As a result, CAAT will continue implementing actions that strengthen partnerships between home and school and encourage meaningful family participation.

Overall, educational partner feedback validated the priorities currently reflected in the LCAP and reinforced the school's commitment to providing rigorous academics, personalized support, strong family partnerships, and engaging arts and technology programs for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Provide a rigorous academic program that challenges every student while personalizing learning to meet individual needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal emerged from schoolwide assessment data indicating a significant gap in Math proficiency and a need to strengthen core instruction across ELA and content areas. Benchmark data from iReady and formative assessments showed that while students were growing, performance levels for Students with Disabilities, Homeless and Foster Youth and Socioeconomically Disadvantaged students still lagged behind their peers. The School conducted an “Academic Score Card” or School Report Card in association with Instruction Patterns to further identify needs and create a plan to strengthen the instructional model. With the school doubling in size in Year 2 and new students enrolling across grade levels, ensuring coherence, rigor, and inclusion in our academic program became a top priority. This goal is grounded in our commitment to equitable access to a high-quality, standards-aligned curriculum supported by data-driven instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Standards Implementation in ELA % of teachers implementing ELA state standards. Source: Classroom Observations	2024-25 100%	2025-26 100%	N/A	N/A	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2A					
1.2	% of students meeting/exceeding growth targets in ELA (iReady) Source: Local Benchmarks, iReady Priority 8	2024-25 65% SWD: 33% SED: 41% Hispanic: 55% Multiethnic: 71% White: 70%	2025-26 71% SWD: 20% SED: 50% Hispanic: 58% Multiethnic: 70% White: 65%	N/A	N/A	All students +6% SWD: -13% SED: +9% Hispanic: +3% Multiethnic: -1% White: -5%
1.3	% of students meeting/exceeding grade level in ELA (iReady) Source: Local Benchmarks Priority 8	2024-25 60% SWD: 24% SED: 48% Hispanic: 60% Multiethnic: 61% White: 63%	2025-26 58% SWD: 34% SED: 44% Hispanic: 56% Multiethnic: 2% White: 64%	N/A	N/A	All students -2% SWD: +10% SED: -4% Hispanic: -4% Multiethnic: -59% White: +1%
1.4	Standards Implementation in Math: % of teachers implementing state standards Source: Classroom Observations Priority 2A	2024-25 100%	2025-26 100%	N/A	45%	No change
1.5	% of students meeting/exceeding grade level in Math (iReady) Source: Local Benchmarks	2024-25 34% SWD: 11% SED: 25% Hispanic: 31% Multiethnic: 34%	2025-26 30% SWD: 8% SED: 26% Hispanic: 54% Multiethnic: 60%	N/A	40% SWD: 20% SED: 30% Hispanic: 40% Multiethnic: 40% White: 40%	All students -4% SWD: -3% SED: +1% Hispanic: +23% Multiethnic: +26% White: +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8	White: 38%	White: 54%			
1.6	% of students meeting/exceeding growth targets in Math (iReady) Source: Local Benchmarks, iReady Priority 8	2024-25 50% SWD: 15% SED: 30% Hispanic: 58% Multiethnic: 40% White: 50%	2025-26 42% SWD: 9% SED: 35% Hispanic: 60% Multiethnic: 78% White: 74%	N/A	75% SWD: 50% SED: 50% Hispanic: 70% Multiethnic: 60% White: 75%	All students. -8% SWD: -6% SED: +5% Hispanic: +2% Multiethnic: +38% White: +24%
1.7	Implementation of ELD Standards: % of English Learners receiving designated and integrated ELD Source: Class rosters Priority 2B	2024-25 100%	2025-26 100%	N/A	100%	No change
1.8	% of ELs making progress toward English proficiency Source: CA Dashboard Priority 4E	2024-25 N/A	2025-26 Data not displayed for privacy (less than 11 students)	N/A	60%	N/A
1.9	% of students with IEPs accessing general education with support Source: Priority 7C	2024-25 100%	2025-26 100%	N/A	100%	No change
1.10	Teaching Assignments: % of FTE appropriately	2024-25	2025-26	N/A	Appropriately assigned: 100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assigned and fully credentialed Source: Master Scheudel Priority 1A	Appropriately assigned: 100% Fully Credentialed: 70%	Appropriately assigned: 100% Fully Credentialed: 70%		Fully Credentialed: 100%	
1.11	Broad Course of Study Source: CAAT Master Schedule Priority 7A	2024-25 100% of Students Have Access to a Board Course of Study (CAAT master schedule)	2025-26 N/A	N/A	100% of Students Have Access to a Board Course of Study (CAAT master schedule)	No change
1.12	CAASP Achievement: Distance from standard and overall proficiency Source:CA Dashboard Priority 4A	N/A No 2024 Dashboard	2025 Dashboard ELA DFS All students +11 SWD: data not displayed for privacy (less than 11 students) SED: -4.5 Hispanic: +6.2 Multiethnic: data not displayed for privacy (less than 11 students) White: -40 ELA Percent meeting/exceeding standard: All students 48.46% SWD: 26.67% SED: 40.48% Hispanic (Not SED): 61.90%	2026 Dashboard ELA DFS All students SWD: SED: Hispanic: Multiethnic: White: ELA Percent meeting/exceeding standard: All students SWD: SED: Hispanic (Not SED): Multiethnic: White (not SED): Math DFS All students SWD: SED:	2026 Dashboard ELA DFS All students +15 SWD: -20 SED: -3 Hispanic: +10 Multiethnic: +5 White: -20 ELA Percent meeting/exceeding standard: All students 55% SWD: 35% SED: 45% Hispanic (Not SED): 65% Multiethnic: 60% White (not SED): 60% Math DFS All students -10 SWD: -20	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Multiethnic: data not displayed for privacy White (not SED): 57.15% Math DFS All students -37.1 SWD: data not displayed for privacy (less than 11 students) SED: -53.2 Hispanic: -37.3 Multiethnic: data not displayed for privacy (less than 11 students) White: -100.5 Math Percent meeting/exceeding standard: All students 31.50% SWD: 0% SED: 28.91% Hispanic (Not SED): 40% Multiethnic: data not displayed for privacy White (not SED): 30.76%	Hispanic: Multiethnic: White: Math Percent meeting/exceeding standard: All students: SWD: SED: Hispanic (Not SED): Multiethnic: White (not SED):	SED: -30 Hispanic: -10 Multiethnic: -10 White: -20 Math Percent meeting/exceeding standard: All students: 40% SWD: 30% SED: 30% Hispanic (Not SED): 50% Multiethnic: 30% White (not SED): 40%	
1.13	Access to intervention services for unduplicated students requiring	2024-25 100% of unduplicated students in need of	2025-26 100% of unduplicated	N/A	100% of students in need of intervention had	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	additional assistance to achieve grade level mastery. Source: Master Schedule Priority: 7B	intervention had access to Success For All Literacy Program and Math intervention	students in need of intervention had access to Success For All Literacy Program and Math intervention		access to Success For All Literacy Program, Math	
1.14	Access to Standards Based Instructional Materials Source: Master Scheudel Priority:1B	2024-25 100% of students have access to standards based materials	2025-26 100% of students have access to standards based materials	N/A	100% of students have access to standards based materials	No change
1.15	Facilities Source: Monthly Inspection Log and FIT analysis Priority 1C	2024-25 FIT Assessment overall “Exemplary” facilities rating	2025-26 FIT Assessment overall “Exemplary” facilities rating	N/A	FIT Assessment overall “Exemplarly” facilities rating	No change
1.16	English learner reclassification rate Source: Priority 4F	2024-25 0	2025-26 0	N/A	20%	No change
1.17	Percentage of students who have successfully completed A-G courses Source: CA Dashboard Priority 4B	2024 Dashboard N/A The school did not serve high school students this year.	2025 Dashboard N/A The school only served 9th grade students this year.	N/A	N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Percentage of students who have successfully completed SBE approved CTE courses Source: CA Dashboard Priority 4C	2024 Dashboard N/A The school did not serve high school students this year.	2025 Dashboard N/A The school only served 9th grade students this year.	N/A	N/A	N/A
1.19	Percentage of students who have successfully completed A-G Courses and SBE approved CTE courses Source: CA Dashboard Priority 4D	2024 Dashboard N/A The school did not serve high school students this year.	2025 Dashboard N/A The school only served 9th grade students this year.	N/A	N/A	N/A
1.20	Percentage of students who have passed an AP exam with a score of 3 or higher Source: CA Dashboard Priority 4G	2024 Dashboard N/A The school did not serve high school students this year.	2025 Dashboard N/A The school only served 9th grade students this year.	N/A	80%	N/A
1.21	Percentage of students who demonstrate college preparedness (EAP) Source: Priority 4H	2024 Dashboard N/A The school did not serve high school students this year.	2025 Dashboard N/A The school only served 9th grade students this year.	N/A	80%	N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 1 were implemented substantially as planned, with notable success observed in Action 1.2: Math and ELA Intervention and Tutoring, Action 1.3: Success for All, and Action 1.4: Data-Driven Instruction. Through targeted intervention, structured literacy supports, and regular data analysis, CAAT strengthened personalized learning opportunities and academic support systems for students.

Notable successes include the following:

Action 1.2 – Math and ELA Intervention and Tutoring: The school continued implementation of its Genius Hour intervention model, providing targeted small-group support based on i-Ready data, classroom performance, and ongoing progress monitoring. All students participated in flexible intervention groups designed to provide acceleration and personalized support.

Action 1.3 – Success for All: The Success for All literacy program continued to be implemented schoolwide, with strong results in foundational reading development. Through small-group instruction and progress monitoring, 81% of second-grade students were reading on grade level by the end of the year.

Action 1.4 – Data-Driven Instruction: Monthly Professional Learning Community (PLC) meetings supported collaborative analysis of academic, attendance, and school culture data. Teachers used these data discussions to adjust intervention groups, refine instructional supports, and strengthen personalized learning opportunities.

The following actions were partially implemented:

Action 1.5 – Inclusive Practices: The school continued expanding inclusive practices and Universal Design for Learning strategies while responding to a significant increase in the number of students with disabilities served. Although implementation was not fully realized due to rapid enrollment growth, the school continued building systems and capacity to support all learners.

Action 1.6 – College Preparatory Education: As the school expanded into high school with its first ninth-grade class, significant progress was made toward implementation, including completion of the initial WASC accreditation process and development of Arts and Technology pathway plans aligned to future college and career opportunities. These efforts laid a strong foundation for future expansion of early college and career pathway opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures remained substantially aligned with the planned expenditures and the implementation of the actions and services described in the LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 1 have demonstrated mixed effectiveness in making progress toward increasing student achievement and providing a rigorous academic program that meets individual student needs.

Action 1.1 – Qualified Teachers
According to i-Ready ELA data, the percentage of students meeting or exceeding growth targets increased by 6 percentage points overall and by 9 percentage points for Socioeconomically Disadvantaged (SED) students. However, the percentage of students meeting or exceeding grade-level expectations in ELA declined by 2 percentage points overall, although Students with Disabilities improved by 10 percentage points. In i-Ready Math, grade-level performance declined by 4 percentage points overall, while SED students improved by 1 percentage point. Math growth declined by 8 percentage points overall but increased by 5 percentage points for SED students.

Effectiveness: Moderately effective. i-Ready results indicate positive growth for SED students, particularly in ELA growth and Math growth, although overall achievement and growth outcomes were mixed.

Action 1.2 – Math and ELA Intervention and Tutoring
According to i-Ready ELA data, students meeting or exceeding growth targets increased by 6 percentage points overall and by 9 percentage points for SED students. In i-Ready Math, SED students improved by 1 percentage point in grade-level performance and by 5 percentage points in growth.

Effectiveness: Effective for SED students and students requiring additional support, particularly in ELA growth and Math growth, although overall Math outcomes remain an area for continued improvement.

Action 1.3 – Success for All
According to i-Ready ELA data, the percentage of students meeting or exceeding grade-level expectations declined by 2 percentage points overall but increased by 10 percentage points for Students with Disabilities. CAASPP ELA achievement data showed 48.46% of students met or exceeded standards, including 40.48% of SED students and 61.9% of Hispanic students.

Effectiveness: Effective in supporting literacy outcomes for several student groups, particularly Students with Disabilities and Hispanic students. While i-Ready grade-level performance remained relatively stable overall, CAASPP results indicate many students are demonstrating proficiency on state assessments.

Action 1.4 – Data-Driven Instruction

According to i-Ready benchmark data, ELA grade-level performance declined by 2 percentage points overall and Math grade-level performance declined by 4 percentage points overall. However, SED students improved by 1 percentage point in Math grade-level performance and by 5 percentage points in Math growth.

Effectiveness: Moderately effective. i-Ready data indicate positive outcomes for SED students, particularly in mathematics, although overall achievement results suggest continued refinement is needed to accelerate learning for all students.

Action 1.5- Inclusive Practices
According to i-Ready data, students with disabilities demonstrated substantially lower achievement and growth than other student groups. In ELA, 20% of SWD met or exceeded their growth targets and 34% met or exceeded grade-level standards. In math, only 9% met or exceeded growth targets and 8% met or exceeded grade-level standards. CAASPP results reflected similar disparities: 26.67% of SWD met or exceeded the ELA standard, compared with 48.46% of all students, and no SWD met or exceeded the math standard, compared with 31.50% of all students.

Effectiveness: The action was not effective in producing the intended academic outcomes for students with disabilities. SWD achievement and growth remained substantially below the results of the overall student population and most other student groups, particularly in mathematics. These findings indicate a need to evaluate the consistency and quality of the co-teaching and push-in models and strengthen the support provided to general and special education staff.

Action 1.6 – College Preparatory Education
Metrics related to A-G completion, CTE completion, combined A-G/CTE completion, and college preparedness (EAP) were not available because the school only served ninth-grade students during the year.

Effectiveness: Too early to determine effectiveness due to the school's initial implementation of its high school program and the absence of outcome data.

Action 1.7- Induction, Credentials, and Teacher Assignments
According to Metric 1.10, 100% of teachers were appropriately assigned to their subject areas, maintaining the baseline rate. However, only 70% of teachers were fully credentialed, also unchanged from the baseline and below the Year 3 target of 100%.

Effectiveness:The action was partially effective. The school maintained appropriate teacher assignments for all instructional staff, but the percentage of fully credentialed teachers did not improve. Continued induction and credentialing support is needed to increase the percentage of fully credentialed teachers and meet the established target.

Action 1.8– Instructional Materials
According to CAASPP ELA achievement data, 48.46% of students met or exceeded standards, including 40.48% of SED students. Additionally, i-Ready ELA data showed overall grade-level performance remained relatively stable, declining by only 2 percentage points from baseline. In Math, 31.5 % of all students met or exceeded standards, with 28.91% of SED students meeting or exceeding standards. In Math, i-Ready grade-level performance declined by 4 percentage points overall, but several student groups showed improvement, including SED students by 1 percentage point.

Effectiveness: Effective in maintaining access and academic support for vulnerable student populations while contributing to stable ELA and Math performance and positive CAASPP achievement outcomes.

Action 1.9 – McKinney Vento
Academic performance data specific to students experiencing homelessness is not available due to the small number of homeless students enrolled at the school. The state does not publicly report student group data when the group includes fewer than 11 students in order to protect student privacy. Therefore, effectiveness for this action is evaluated using available engagement and school climate data.
Suspension data show that 9.1% of homeless students were suspended, compared to 2.2% of all students. Chronic absenteeism data show that 27.3% of homeless students were chronically absent, compared to 25.8% of all students. These results indicate that homeless students experienced higher rates of suspension and chronic absenteeism than the overall student population, despite the school providing targeted supports such as a homeless and foster liaison, transportation as needed, immediate enrollment, school supplies and uniforms, and after school programs.

Effectiveness: Not yet effective in reducing disparities for students experiencing homelessness, as available engagement and school climate data show higher suspension and chronic absenteeism rates for homeless students compared to all students. Continued monitoring and more targeted implementation of McKinney Vento supports are needed to improve attendance, reduce exclusionary discipline, and strengthen student connection to school.

Conclusion:
Overall, the actions under Goal 1 have been moderately effective in advancing academic outcomes. The strongest evidence of effectiveness is found in the i-Ready growth data, where ELA growth increased by 6 percentage points for all students and by 9 percentage points for SED students. SED students also improved in Math growth (+5 percentage points) and Math grade-level performance (+1 percentage point). Students with Disabilities demonstrated notable gains in i-Ready ELA grade-level performance (+10 percentage points). In addition, CAASPP achievement data showed nearly half of all students met or exceeded ELA standards, with particularly strong results for Hispanic students. While overall achievement results were mixed, the data indicate meaningful progress for key student groups.
However, available engagement and school climate data for students experiencing homelessness indicate continued need for more targeted support. Although academic performance data for homeless students is not publicly reported due to small student group size, suspension and chronic absenteeism data show that homeless students experienced higher rates than all students overall. These results suggest that while Goal 1 actions contributed to some academic progress, additional attention is needed to strengthen the effectiveness of McKinney Vento supports, reduce barriers to attendance, and improve school connectedness for students experiencing homelessness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Year data represents was added to Baseline Metrics.

Metrics to evaluate Action 1.3, Success for All have been revised. Previously i-Ready ELA and Math data were listed as metrics to be used to evaluate the effectiveness of this action. Since Success for All is an ELA program, it is not appropriate to evaluate the effectiveness of this action using a metric that measures performance in math, therefore it has been removed. There are no other planned changes to metrics, target outcomes or action for the coming year. Differences in Budgeted Expenditures are due to changes in enrollment and the corresponding adjustments needed to serve a larger student population. As actual enrollment and student needs become known goals were adjusted to ensure resources were directed toward effectively implementing the actions and services identified in the LCAP. While there is some variation, the overall goals, actions, the intended outcomes remain consistent.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified Teachers to Provide Expanded Services	Recruit and retain credentialed teachers to support Genius Hour and targeted interventions. Extra salaries and benefits for twelve (12) core teachers are allocated in part to extend services beyond their regular classroom instruction, including Genius Hour, tutoring, and additional academic and enrichment opportunities. These expanded duties provide equitable access to rigorous learning and contribute to improved outcomes for all student groups.	$1,293,205.00	Yes
1.2	Math and ELA Intervention and Tutoring	The School provides six (6) instructors for targeted small-group intervention and acceleration, especially in Math and ELA through instructional aides during Genius Hour and in the classroom. Intervention software and tutoring support through learning software to support these programs.	$424,943.00	Yes
1.3	Success For All	Success for All is implemented schoolwide during the school's supplemental Literacy Block, which takes place during the first 70 minutes of the school day, providing every student with access to a comprehensive, research-based literacy program in addition to core ELA instruction. Through this daily structured reading instruction, cooperative learning	$92,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies, and embedded social-emotional lessons, all students receive consistent, high-quality support in developing strong foundational literacy skills.		
1.4	Data Driven Instruction	Integrate data-driven instruction supported by iReady, SFA, DIBELS and other diagnostics platform licenses, assessment tools.	$57,000.00	Yes
1.5	Inclusive Practices	Fund three FTE to deliver inclusive education practices including co-teaching and push-in models for SWD (SPED staffing, gen ed support, PD on inclusive practices).	$370,108.00	No
1.6	College Preparatory Education	Offer comprehensive College and Career Counseling through a partnership with March Consulting, including course development, personalized academic counseling for every student in grades 7–9, individualized college and career planning, and access to dual enrollment courses through university and college partnerships to accelerate college readiness and degree attainment.	$110,000.00	Yes
1.7	Induction, Credentials, and Teacher Assignments	Provide a state-approved teacher induction program and ensure that teachers are fully credentialed in their assigned subject areas to provide the conditions for learning for unduplicated pupils and all students. Title II funds ($10,000.00) are being used for this action.	$26,000.00	Yes
1.8	Instructional Materials	CAAT provides teachers with high-quality, evidence-based core instructional materials with embedded supports and differentiation for English learners, students with disabilities, and socioeconomically disadvantaged students, as well as funding for supplemental instructional materials, including additional mathematics resources, supplemental novels, and teacher classroom instructional budgets to enhance instruction and meet students' individual learning needs.	$152,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	McKinney Vento	The School will provide targeted interventions and support for students experiencing homelessness including a homeless and foster liaison, transportation as needed, immediate school enrollment, school supplies and uniforms, and after school programs. Title 1 Funds ($10,000.00) are being used for this action.	$18,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Create an engaging and vibrant school culture that makes students excited to come to school every day.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student and family feedback from surveys and focus groups, which identified a desire to continue to build a strong sense of belonging, engagement, and positive behavior systems. As the student population increases dramatically in Year 2, maintaining a safe, inclusive, and joyful school environment is essential. Data from discipline referrals and SEL screeners also highlighted a need to increase restorative practices, mental health supports, and culturally responsive programming. This goal ensures we build a unified, welcoming school culture as our community grows

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Positive School Climate Survey: % of students reporting a positive school climate Source: School Surveys and School Report Card Instruction Partners Priority 6C	2024-25 97% of students reported a positive school climate SWD: 98% SED: 95% Hispanic: 95% Multiethnic: 94% White: 97%	2025-26 94% of students reported a positive school climate SWD: 91% SED: 90% Hispanic: 97% Multiethnic: 90% White: 95%	N/A	95% of reporting a positive school climate SWD: 95% SED: 95% Hispanic: 95% Multiethnic: 95% White: 95%	All students: -3% SWD: -7% SED: -5% Hispanic: +2% Multiethnic: -4% White: -2%
2.2	Attendance: Average Daily attendance rate Source: Attendance records in Aeries	2024-25 93.89% ADA for the 2024 - 2025 School Year	2025-26 92% ADA for the 2025 - 2026 School Year	N/A	95% ADA SWD: 94% SED: 95% Hispanic: 95%	ADA: -1.89% SWD: +3% SED: +2% Hispanic: -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5A	SWD: 90% SED: 89%% Hispanic: 93.3% Multiethnic: 92.5% White: 93%	SWD: 93% SED: 91%% Hispanic: 90.2% Multiethnic: 91.6% White: 93%		Multiethnic: 95% White: 95%	Multiethnic: -0.9% White: +/-0%
2.3	% of students with 0 office referrals per semester Source:Student Information System and KickBoard Priority 6A	2024-25 91% SWD: 92% SED: 90% Hispanic: 97% Multiethnic: 90% White: 95%	2025-26 94% SWD: 91% SED: 90% Hispanic: 97% Multiethnic: 90% White: 95%	N/A	90% SWD: 90% SED: 90% Hispanic: 90% Multiethnic: 90% White: 90%	All students: +3% SWD: -1% SED: no change Hispanic: no change Multiethnic: no change White: no change
2.4	Student suspension Rates Source: Student Information System Priority 6A	2024 Dashboard 1.74% SWD: .8% SED: 1% Hispanic:1% Multiethnic: 2% White: 1%	2025 Dashboard 2.2 % SWD: 5.4% SED: 2.2% Hispanic: 2.4% Multiethnic: 2.6% White: 0%	N/A	<2% SWD: 1% SED: 1% Hispanic: 1% Multiethnic: 1% White: 1%	All students: +0.46 % SWD: +4.6% SED: +1.2% Hispanic: +1.4% Multiethnic: 0.6% White: -1%
2.5	Student expulsion Rates Source: Student Information System Priority 6B	2024-25 0%	2025-26 0.19%	N/A	<2%	+0.19%
2.6	Middle School Dropout Rates Source: California Dashboard Priority 5C	2024-25 0%	2025-26 0%	N/A	<5%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	High School Dropout Rates Source: California Dashboard Priority 5D	2025 Dashboard The school did not serve high school students this year.	2025 Dashboard N/A	N/A	<5%	N/A
2.8	High School Graduation Rates Source: California Dashboard Priority 5E	2025 Dashboard The school did not serve high school students this year.	2025 Dashboard	N/A	N/A	N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 2 were implemented substantially as planned, with notable success observed in Action 2.1: Positive Behavior System, Action 2.2: Staff SEL Training, Action 2.3: Social Emotional Learning Curriculum, and Action 2.6: Arts and Technology Elective Courses. Through the continued implementation of school wide behavior supports, social-emotional learning practices, and expanded enrichment opportunities, CAAT strengthened student engagement, belonging, and school culture.

Notable successes include the following:

Action 2.1 – Positive Behavior System:The school continued implementation of its school wide behavior system using Kick board and a token economy to reinforce positive behaviors and student accountability. A notable success was the expansion of behavior supports and structures designed specifically to meet the needs of high school students.

Action 2.2 – Staff SEL Training: Staff continued receiving training and support in the Getting Along Together curriculum, social-emotional learning practices, and relationship-building strategies. As the school expanded, new staff were successfully trained, and preparation began for implementation of a House System designed to strengthen student belonging, mentorship, and school culture.

Action 2.3 – Social Emotional Learning Curriculum: The Getting Along Together curriculum continued to be implemented across grade levels. A major success was the expansion of social-emotional learning supports into the high school program through development of the House System to promote belonging, mentorship, and community-building.

Action 2.6 – Arts and Technology Elective Courses: The school successfully expanded arts and technology opportunities through additional pathway-aligned electives, including Artificial Intelligence, Computer Programming, Drama, and college and career readiness courses. Expanded staffing in the arts further strengthened elective offerings and student enrichment opportunities.

The following actions were partially implemented:

Action 2.4 – Clubs and Activities: Clubs and activities were fully implemented in grades 6–9; however, expansion in the elementary grades was limited as the school prioritized implementation of the House System, social-emotional learning structures, and expanded elective opportunities.

Action 2.5 – Elementary and Middle/High School Leadership: Student leadership opportunities continued through programs such as student council, but rapid school growth, increased enrollment, staffing needs, and the launch of the high school program required ongoing adjustments to leadership structures and systems throughout the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

CAAT did not expend funds budgeted for external staff training related to the Success For All Getting Along Together social-emotional learning program because the intended services were successfully provided through existing internal capacity. During the implementation year, CAAT continued to implement the Getting Along Together curriculum as the school's core social-emotional learning program. The school also maintained 100% teacher retention, eliminating the need to provide comprehensive initial training for newly hired instructional staff. In addition, CAAT employed three full-time teachers who were able to train Getting Along Together trainers. These staff members provided onboarding, refresher training, coaching, and ongoing implementation support to instructional staff throughout the year. As a result, CAAT was able to fully implement the planned social-emotional learning program with fidelity while avoiding the cost of contracting with external trainers. The planned outcomes and services were achieved despite the lower-than-anticipated expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 2 have demonstrated mixed effectiveness in making progress toward creating an engaging and vibrant school culture that makes students excited to come to school every day.

Action 2.1 – Positive Behavior System
The percentage of students with zero office referrals increased from 91% to 94% (+4 percentage points), indicating improved student behavior overall. SED students maintained a strong rate of students with zero office referrals at 90%, meeting the established target. Suspension rates increased from 1.74% to 2.2% overall (+0.46 percentage points), and from 1.0% to 2.2% (+1.2 percentage points) for SED students. Expulsion rates increased slightly from 0% to 0.19%.

Effectiveness:Moderately effective. Results indicate improved behavior outcomes overall, with 94% of students and 90% of SED students experiencing no office referrals. Suspension data suggest additional supports may be needed to further improve outcomes for SED students.

Action 2.2 – Staff SEL Training and Action 2.3- Social Emotional Learning Curriculum
The percentage of students reporting a positive school climate remained high at 94%. SED students reported a positive school climate rate of 90%, reflecting a decline of 5 percentage points from baseline but continuing to indicate that the majority of students perceive the school climate positively. The percentage of students with zero office referrals increased from 91% to 94% (+4 percentage points), indicating improved student behavior overall. SED students maintained a strong rate of students with zero office referrals at 90%, meeting the established target.

Effectiveness:Effective in maintaining a positive school climate for both all students and SED students despite significant school growth and expansion.

Action 2.4 – Clubs and Activities
Average Daily Attendance (ADA) was 92%, representing a decline of 1.89 percentage points from baseline. Although subgroup attendance data were not provided for the current year, overall attendance remained above 90%.

Effectiveness:Moderately effective. Attendance remained relatively strong overall, though continued efforts are needed to increase attendance toward the established target.

Action 2.5 – Elementary and Middle/High School Leadership
The percentage of students reporting a positive school climate remained high at 94%, and Average Daily Attendance remained at 92%. SED students reported a positive school climate rate of 90%, demonstrating continued positive perceptions of school culture.

Effectiveness:Effective in maintaining a positive school culture and sense of belonging for students, including SED students.

Action 2.6 – Arts and Technology Elective Courses
Middle school dropout rates remained at 0%, maintaining the baseline and remaining well below the target of less than 5%. High school dropout data were not yet available.

Effectiveness: Effective in supporting student engagement and retention, as evidenced by maintaining a 0% middle school dropout rate.

Conclusion:
Overall, the actions under Goal 2 have been effective in maintaining a positive school culture and supporting student engagement. Positive school climate remained high at 94% for all students and 90% for SED students. Additionally, 94% of students and 90% of SED students had zero office referrals, indicating strong behavior outcomes. While attendance declined slightly and suspension rates increased from baseline, the overall results suggest that the actions under Goal 2 have contributed to a positive and engaging learning environment for all students, including socioeconomically disadvantaged students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to metrics, target outcomes or action for the coming year.

Differences in Budgeted Expenditures are due to changes in enrollment and the corresponding adjustments needed to serve a larger student population. As actual enrollment and student needs become known goals were adjusted to ensure resources were directed toward effectively implementing the actions and services identified in the LCAP. While there is some variation, the overall goals, actions, the intended outcomes remain consistent.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior System	Implement Positive Behavior Interventions and Supports and through KickBoard and Student Wide "paycheck" system.	$10,000.00	Yes
2.2	Staff SEL Training	Provide training for restorative practices behavioral supports, training, monitoring tools, coaching from Getting Along Together and the Success For All Foundation.	$65,000.00	Yes
2.3	Social Emotional Learning Curriculum	Support SEL curriculum Getting Along Together and mental health services SEL material.	$20,000.00	Yes
2.4	Clubs and Activities	The School provides a variety of student clubs, sports, and enrichment activities that celebrate identity and creativity (club sponsors, materials, supplies, stipends).	$62,000.00	Yes
2.5	Elementary and Middle/High School Leadership	The school provides a leader at the Elementary and Middle/High School (two FTE) level to support positive behavior, engagement, and attendance.	$223,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Arts and Technology Elective Courses	Salaries and benefits for five (5) instructors to provide all students daily arts and/or technology courses as well as materials for these courses.	$467,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Build a school community where families are not just participants but active co-creators in the educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal reflects what we heard directly from families during monthly Coffee & Conversations and two annual surveys—parents want to be involved, heard, and empowered as partners. As our school size doubles, clear communication, equitable access, and co-creation with families become even more critical. With a high percentage of English Learners and low-income families, we recognized the need for intentional structures to support ongoing engagement and shared leadership. This goal supports systems that make families central to the educational experience and school decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates Source: Student Information System Priority: 5A	2024-25 93.2% Attendance SWD: 90% SED: 89%% Hispanic: 93.3% Multiethnic: 92.5% White: 93%	2025-26 93% Attendance SWD: 87% SED: 91%% Hispanic: 94% Multiethnic: 92% White: 94%	N/A	97% Attendance	ADA: -0.2%
3.2	Chronic Absenteeism I Source: California Dashboard Priority: 5B	2024 Dashboard N/A No Dashboard Data At This Time	2025 Dashboard 25.8% Chronically absent SED: 27.8% EL: 54.5%	N/A	Chronic absenteeism to <8% for all student groups	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: no data reported			
3.3	% of families reporting satisfaction with school communication (semi-annual school survey). Source: Local Surveys Priority: 3A	2024-25 97% SWD: 100% SED: 98% Hispanic: 95% Multiethnic: 97% White: 95%	2025-26 91% SWD: 95% SED: 88% Hispanic: 90% Multiethnic: 95% White: 91%	N/A	95% parent satisfaction with school communication SWD: 95% SED: 95% Hispanic: 95% Multiethnic: 95% White: 95%	All students: -6% SWD: -5% SED: -10% Hispanic: -5% Multiethnic: -2% White: -4%
3.4	% of parents attending parent teacher conferences including significant subgroups of SED. Source: Sign in Sheets Priority: 3B	2024-25 89% of parents attended parent-teacher conferences SWD: 98% SED: 80% Hispanic: 85% Multiethnic: 90% White: 95%	2025-26 79% of parents attended parent-teacher conferences SWD: 84% SED: 74% Hispanic: 85% Multiethnic: 84% White: 74%	N/A	98% of parents attending parent-teacher conferences 90% of SED parents attending parent-teacher conferences	All students: -10% SWD: -14% SED: -6% Hispanic: no change Multiethnic: -6% White: -21%
3.5	# of active family leaders in the Family Solutions Team -School Governance Committees Source:Sign in Sheets Priority: 3A	2024-25 4 active parents on parent club board and participating in solutions teams	2025-26 4 active parents on parent club board 5 parents on the Special Education Advisory Committee 4 parents on the African American Advisory Committee	N/A	6 active parents participating on solutions teams (one per solutions team)	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	% of families completing parent service hours Source: Service Hour Logs Priority: 3B	2024-25 55% of families completing parent service hours 40% of families of unduplicated students completed parent service hours	2025-26 Family service hours were not utilized as a formal measure of family engagement during the 2025–2026 school year, as the school determined this metric did not fully or accurately reflect the depth and variety of family participation and partnership activities occurring across the school community. The school is currently reevaluating this practice and exploring more meaningful and inclusive accountability measures to assess family engagement and participation.	N/A	70% of families completing parent service hours 50% of unduplicated families completing parent service hours	N/A
3.7	% of families participating Special Education Parent Advisory Committee (SEPAC)	2024-25 The committee will be established in the 2025-26 school year.	2025-26 Five parents participated in the SEPAC during the 2025-2026 school	N/A	10%	+ 5 parents participating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Sign in Sheets Priority:3C		year, attending two meetings and representing 7% of the families with students with disabilities.			

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 3 were implemented substantially as planned, with notable success observed in Action 3.1: Parent Groups, Action 3.3: Parent Communication, and Action 3.4: Parent Surveys and Feedback. Through expanded family leadership opportunities, strengthened communication systems, and meaningful feedback processes, CAAT continued to build strong partnerships with families and increase family engagement.

Notable successes include the following:

Action 3.1 – Parent Groups: The school expanded opportunities for family involvement through the continued development of the Parent Club, English Learner Advisory Committee (ELAC), Special Education Advisory Committee, and African American Advisory Committee. These groups provided families with additional opportunities to build community, provide feedback, and participate in school decision-making.

Action 3.3 – Parent Communication:A major success was the expanded and more consistent use of ParentSquare to support school wide communication, classroom updates, event reminders, and family engagement. Regular newsletters and communication from teachers and administrators strengthened school-to-home connections across the campus.

Action 3.4 – Parent Surveys and Feedback:Family participation in school surveys and feedback opportunities exceeded 80%, providing valuable input to support continuous improvement efforts and strengthen partnerships between the school and families.

The following action was partially implemented:

Action 3.2 – Solutions Teams: The school made the intentional decision to prioritize the development of diverse parent advisory groups and committees as enrollment and the parent population nearly doubled during the year. This growth created an opportunity to strengthen foundational family engagement structures before fully expanding the Solutions Team model. Through this process, the school gathered feedback from families and staff and identified the need to refine the structure, processes, and expectations of Solutions Teams to ensure they are sustainable, culturally responsive, inclusive, and accessible to families from diverse backgrounds. While implementation was not fully realized as originally envisioned, the work completed this year established a stronger foundation for future implementation by expanding family leadership opportunities, building trust with educational partners, and creating more representative avenues for family voice and participation in school decision-making.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

CAAT did not implement the Solutions Teams model during the 2025–26 school year as originally planned. During its second year of operation, the school experienced significant enrollment growth and a substantial expansion of its family community. As a result, the LEA made the strategic decision to prioritize building strong relationships with students and families, strengthening school culture, and establishing consistent communication and engagement practices. These foundational systems are essential prerequisites for the successful implementation of an effective Solutions Teams process. Rather than launching the model prematurely, CAAT ocused on creating the conditions necessary for long-term success. The Solutions Teams model will be implemented during the 2026–27 school year. To support successful implementation, two new school leaders are participating in Solutions Teams training during the summer of 2026 and will lead the implementation and ongoing facilitation of the process beginning in the 2026–27 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 3 have demonstrated limited effectiveness in making progress toward building a school community where families are active partners in the educational experience. While family leadership opportunities remained available and expanded into additional advisory structures, family satisfaction and participation measures generally declined from baseline, particularly among Socioeconomically Disadvantaged (SED) families.

Action 3.1 – Parent Groups
Family satisfaction with school communication declined from 97% to 91% overall (-6 percentage points). Satisfaction among SED families declined from 98% to 88% (-10 percentage points). Parent-teacher conference participation declined from 89% to 79% overall (-10 percentage points) and from 80% to 74% for SED families (-6 percentage points).

Chronic Absenteeism rates for unduplicated students remains slightly higher than the all student group, 27.8% with of SED students chronically absent and 54.5% of ELs chronically absent.

Ineffective. Family satisfaction with school communication and parent-teacher conference participation declined from baseline for both all families and SED families. Chronic absenteeism also remains high among unduplicated students. These outcomes do not demonstrate that the parent group activities effectively strengthened family engagement, communication, participation, or student attendance.

Action 3.2 – Solutions Teams
The number of active family leaders participating in governance and advisory structures remained comparable to baseline levels. Family leadership participation expanded to include five parents participating in the Special Education Advisory Committee and four parents participating in the African American Advisory Committee; however, overall participation levels did not increase from baseline.

Effectiveness: Unable to demonstrate effectiveness. Family leadership opportunities expanded into additional advisory structures, but no measurable improvement from baseline was demonstrated.

Action 3.3 – Parent Communication
Parent-teacher conference participation declined from 89% at baseline to 79% in Year 1, a decrease of 10 percentage points. Participation declined for students with disabilities from 98% to 84% (-14 points), socioeconomically disadvantaged families from 80% to 74% (-6 points), multiethnic families from 90% to 84% (-6 points), and White families from 95% to 74% (-21 points). Participation among Hispanic families remained unchanged at 85%.

Effectiveness: Ineffective. Conference participation declined overall and for nearly every reported student group, indicating that the parent communication action did not yet produce the intended improvement in family participation.

Action 3.4 – Parent Surveys and Feedback
Family satisfaction with school communication declined from 97% to 91% overall (-6 percentage points) and from 98% to 88% for SED families (-10 percentage points). Survey data provided valuable information regarding family perceptions and engagement needs, but satisfaction levels declined from baseline.

Effectiveness: Limited effectiveness. Family feedback was collected successfully, but survey results indicate lower satisfaction levels compared to baseline.

Conclusion:
Overall, the actions under Goal 3 demonstrated limited effectiveness in increasing family engagement outcomes during the reporting period. Family satisfaction with school communication declined by 6 percentage points overall and by 10 percentage points for SED families. Parent-teacher conference participation declined by 10 percentage points overall and by 6 percentage points for SED families. While family leadership opportunities remained available and expanded into additional advisory groups, no measurable increase in participation was demonstrated from baseline. These results suggest a need to strengthen family engagement and communication strategies, particularly for socioeconomically disadvantaged families, as the school continues to grow. The school plans to continue expanding the role of parent groups as part of its ongoing commitment to improving services and increasing family engagement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 3.6: Family service hours were not utilized as a formal measure of family engagement during the 2025–2026 school year, as the school determined this metric did not fully or accurately reflect the depth and variety of family participation and partnership activities occurring across the school community. The school is currently reevaluating this practice and exploring more meaningful and inclusive accountability measures to assess family engagement and participation.

There are no additional planned changes to metrics, target outcomes or action for the coming year.

Differences in Budgeted Expenditures are due to changes in enrollment and the corresponding adjustments needed to serve a larger student population. As actual enrollment and student needs become known goals were adjusted to ensure resources were directed toward effectively implementing the actions and services identified in the LCAP. While there is some variation, the overall goals, actions, the intended outcomes remain consistent.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Groups	Host monthly parent meetings including: Coffee & Conversation Parent Club Family Education Nights These events strengthen family-school communication (includes supplies, staff costs, hospitality)	$5,000.00	Yes
3.2	Solutions Teams	Create and sustain a Family Solutions/Innovation Team to co-design programs. Includes materials, coordination time for staff and support from SFA for training the Solutions Team Model.	$8,000.00	Yes
3.3	Parent Communication	Provide multilingual communication and translation services; interpreters, translated documents, parent communication platforms of Parent Square and Aries.	$28,000.00	Yes
3.4	Parent Surveys and Feedback	Survey families annually and adapt programming based on their input; survey platform through parent square.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,098,521	$75,874

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.967%	0.000%	$0.00	14.967%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Qualified Teachers to Provide Expanded Services **Need:** Educational Partner input from parent surveys, staff feedback, and student focus groups emphasized the importance of small-group instruction, enrichment, and individualized academic support. In the 2024–25 school year, CAAT's enrollment grew and the	Many teachers at Caat, in addition to their regular classroom instruction, provide Genius Hour opportunities to provide tutoring, while also leading tutoring and targeted interventions designed to close achievement gaps leading small groups, hosting reading tutoring and more. All students are invited to participate in tutoring, receive additional help, and attend special learning groups. These expanded services ensure that all students, including unduplicated pupil groups, have equitable access to rigorous, personalized	% of students meeting growth targets on math and ELA i-Ready % of students reaching grade level proficiency on math and ELA i-Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged group reached 60%. This student group requires both access to rigorous enrichment and additional targeted interventions to close learning gaps. Furthermore, data from i-Ready show that while student growth is strong, many students remain below grade level in reading and math, indicating a need for expanded instructional support. There were more low income students who scored two or more grade levels below in the fall iReady assessment; 40% compared to 26% of their peers. **Scope:** Schoolwide	learning. CAAT strengthens instructional quality and sustains a culture of innovation, creativity, and intervention across the school by employing teachers to attend tutoring and small group learning activities.	
1.2	**Action:** Math and ELA Intervention and Tutoring **Need:** Educational partner feedback, including input from parents, teachers, and staff during stakeholder meetings, emphasized the importance of additional instructional time and individualized attention, especially for students facing academic or environmental challenges. This feedback was consistent with student performance data. On the fall i-Ready diagnostic, 48% of students scored below grade level in reading and 52% scored below grade level in math, with the lowest performance concentrated among students identified as low income, foster, or homeless. These students represent a significant portion of our enrollment, with 60% of the student	We expanded tutoring and small group instruction to provide targeted academic support for low-income students, English learners, and foster youth. These services were designed to address gaps in foundational skills, support language development, and offer personalized instruction in a setting that promotes consistent progress. Tutoring and small group instruction are provided schoolwide to ensure that students with the greatest academic needs, particularly low-income students, English learners, and foster youth, receive consistent, targeted support without being isolated from their peers. By embedding these interventions into the regular school day and after-school programming, we created multiple access points for individualized instruction in a way that was inclusive and responsive to varied learning needs. For our unduplicated students, this approach helped close gaps in foundational skills,	iReady mastery of grade level content

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	body qualifying as socioeconomically disadvantaged and 7% identified as foster or homeless youth. Suspension and chronic absenteeism rates were also higher for these students, underscoring the importance of addressing these needs. In response, we prioritized expanding supports across the school to ensure that our most vulnerable students had access to the individualized attention, instructional time, and enrichment opportunities needed to succeed. **Scope:** Schoolwide	provided language development opportunities, and offered additional adult support; all of which are critical for students who may have experienced disrupted schooling or limited access to educational resources. Offering these services schoolwide allowed us to normalize "intervention" as a core part of our instructional model, creating a supportive academic culture where all students, and especially those most vulnerable, can grow and succeed.	
1.3	**Action:** Success For All **Need:** Our low-income student group demonstrated increased need for foundational literacy and math support, social-emotional learning, and access to grade-level content with appropriate scaffolds. Notably, 57% of our low income students entered CAAT two (2) or more grade levels below grade level and families consistently expressed a desire for more individualized academic and behavioral support. Teachers identified the correlation between behavioral challenges and low reading levels with our low-income students. Three (3%) of low income students were suspended compared to 1% of the overall population at the Charter School. Parents indicated the need for more resources to	To address these needs, we implemented schoolwide academic interventions, including Success for All (SFA) for literacy, iReady for personalized instruction and progress monitoring, and Genius Hour for student choice and enrichment. As part of SFA, we also implemented the Getting Along Together curriculum, which builds essential social-emotional skills such as executive functioning, teamwork, and collaboration, key areas of growth for many of our unduplicated students. We also invested in a full-inclusion model for students with disabilities, robust behavioral supports, and expanded family engagement strategies to build trust and increase participation. While these actions were principally directed to meet the specific needs of our low-income students, particularly in improving access to high-quality literacy materials and instruction, they were implemented on a schoolwide basis to ensure that all students benefit from strong, differentiated teaching and a cohesive, inclusive	% of students meeting/exceeding grade level in ELA (iReady) CAASP Achievement: Distance from standard and overall proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support student behavior as well as curriculum to address gaps in skills and build confidence. **Scope:** Schoolwide	school culture. By addressing barriers to learning and emphasizing shared values and collaborative learning, we are building a culture of academic success and belonging for all students.	
1.4	**Action:** Data Driven Instruction **Need:** Educational Partner feedback from teachers, support staff, families, and governance sessions highlighted the need for consistent use of data to inform instruction and interventions. I-Ready diagnostic results show that while many students are demonstrating growth, 66% remain below grade level in math, with only 25% of SED students meeting/exceeding grade level in math compared to 34% of all students. In reading, 20% remain below grade level, with only 48% of SED students meeting/exceeding grade level in ELA compared to 60% of all students. In addition, SFA mastery tests showed that on average 55% of students were meeting benchmarks in foundational literacy skills, underscoring the importance of our close monitoring of progress towards meeting early literacy goals. Families of unduplicated pupils emphasized the importance of clear progress monitoring, feedback, and timely interventions to prevent students from falling behind. SFA early literacy data also infrared the school's home-school connections providing parents with on-grade level and appropriately	The school will integrate data-driven instruction by investing in assessment platforms such as iReady, Reading Reconsidered, DIBELS, and other diagnostics. These tools will provide teachers with timely and actionable data to guide small group instruction, identify students in need of intervention or enrichment, and track progress across grade levels. Using a systematic approach to data ensures that all students, including low-income, English Learners, and students with disabilities, receive targeted supports that accelerate growth and promote equitable outcomes. Furthermore, data-driven practices enable teachers to communicate student progress with both students and parents, fostering buy-in and ensuring that students and families take an active role in achieving academic success.	% of students meeting/exceeding grade level in ELA (iReady) % of students meeting/exceeding grade level in Math (iReady)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenging literacy activities to support their child's progress at home. **Scope:** Schoolwide		
1.6	**Action:** College Preparatory Education **Need:** Through ongoing input sessions with families, students, and staff, including surveys, parent meetings, and one-on-one conversations, we collected significant qualitative data from educational partners that consistently expressed a need for earlier, more personalized college and career guidance. Comments collected from these parent engagement activities, in particular from families of unduplicated students, indicated that they wanted their children to understand postsecondary pathways before high school, receive support in course selection, and connect their learning to real-world opportunities. Staff, Board Members, and students echoed this, noting that early planning could reduce barriers to college access, support stronger academic performance, and increase participation in advanced coursework and dual enrollment. While we do not yet have student-level data related to college and career readiness due to the school's current grade span, we are drawing on family college-going data to illustrate the need for early guidance and supports. More than 84% of CAAT parents	In response to this feedback, the school will continue to offer College and Career Counseling through a partnership with March Consulting, providing a combination of parent workshops, individualized academic counseling, targeted coursework, and guidance linked directly to dual enrollment opportunities. Every student in grades 7–10 will receive a personalized plan that aligns course selection, enrichment activities, and career exploration with future college readiness goals, ensuring equitable access to early postsecondary preparation. To further expand college access, CAAT provides 1.0 FTE dedicated to Dual Enrollment coordination, student support, and tutoring through the school's College and Career Center. Students are offered opportunities to earn transferable college credit through dual enrollment partnerships with California State University, Bakersfield and local community colleges. Because university-level dual enrollment courses offered through California State University, Bakersfield require institutional fees and partnership costs, the LEA invests additional resources to make these opportunities accessible to students. This service is implemented LEA-wide so that all students in grades 7–10 receive consistent access to high-quality college and career counseling. However, it is principally directed toward the needs of unduplicated pupils (low-income, English learners, and foster youth)	Percentage of students who have successfully completed A-G courses. Percentage of students who have successfully completed A-G Courses and SBE approved CTE courses Percentage of students who have successfully completed SBE approved CTE courses Percentage of students who demonstrate college preparedness (EAP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reported having no college experience, and 15% did not complete high school. This means a large portion of our families are navigating postsecondary planning for the first time, often without access to the knowledge or resources that support college readiness. These findings reinforce the importance of providing structured, early college and career guidance to ensure equitable access to postsecondary opportunities for all students. **Scope:** Schoolwide	because these groups face disproportionate barriers to postsecondary readiness, including limited access to early guidance, fewer advanced coursework opportunities, financial barriers to college coursework, and less familiarity with college pathways. By starting in the middle grades and intentionally connecting counseling to dual enrollment pathways, dedicated college support, tutoring, and access to college coursework, the program provides earlier, more targeted support that increases access to rigorous courses, closes opportunity gaps, and ensures that unduplicated pupils are better prepared for success in college and careers. This goes beyond the base program by offering individualized counseling, parent workshops, dedicated dual enrollment coordination and tutoring, and funded access to university and community college coursework specifically designed to address these barriers, representing an increased service that directly benefits unduplicated students while raising outcomes for all.	
1.7	**Action:** Induction, Credentials, and Teacher Assignments **Need:** **Scope:** Schoolwide		
1.8	**Action:** Instructional Materials	These services were provided to all students across the LEA to create a consistent, high-quality instructional environment where every learner,	% of students meeting/exceeding grade level

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Charter school had 7% Homeless and Foster Youth. This student group scored 22% below the norm in the school on the initial iReady assessment. Additionally, teachers reported that this subgroup had more “gaps” making it challenging to address their unique needs. Educational partners including families, students, and social workers identified that providing resources at the appropriate level was needed for this student group along with high quality instructional materials. Teachers similarly seek to implement Individualized Learning Plans and leveraging personalized pathways as well as mastery level placement in SFA groups vs. grade level groupings only. The supplemental resources budgets allow teachers to provide the resources they need to support individualized learning along side the core instructional materials. **Scope:** Schoolwide	regardless of background, could thrive. For our foster and homeless youth, schoolwide implementation ensured they were not singled out or separated, but instead fully included in the core academic and social programs that support success. Offering core programs such as CKLA and Imagine Math along with programs that allow for personalization such as iReady, Reflex Math, Success for All, and Getting Along Together to all students provided a stable foundation of personalized learning, routine, and community, key protective factors for students experiencing housing instability or foster care. This inclusive approach gave foster and homeless students equal access to strong instruction and peer relationships while also normalizing the support they receive, reducing stigma and promoting a sense of belonging.	in ELA (iReady) % of students meeting/exceeding grade level in Math (iReady) CAASP Achievement: Distance from standard and overall proficiency
2.1	**Action:** Positive Behavior System **Need:** Through student surveys, parent focus groups, staff meetings, and analysis of discipline and attendance data, educational partners identified a need for consistent, proactive behavior supports that promote a positive school climate. The school collected significant qualitative data from families of unduplicated pupils who expressed concern about	Getting Along Together is a research-based social-emotional learning and behavior management program that teaches students explicit skills in self-control, problem-solving, empathy, and cooperative learning. Through this program, SEL instruction is embedded across all grade levels and reinforced through morning meetings, Homeroom Check-Ins, weekly schoolwide gatherings, class council meetings, and structured team-building opportunities that help students practice and apply these skills in real-life contexts. This service is provided LEA-	% of students with office referrals per semester Student Suspension Rates Student Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disproportionate discipline practices and requested strategies that help students build conflict-resolution skills, self-regulation, and stronger peer relationships. Staff requested additional training and tools to implement restorative approaches with fidelity and to monitor progress effectively. Local data highlight these concerns. In 2024–25, suspension rates for socioeconomically disadvantaged students were 50% percent higher than the schoolwide average. Chronic absenteeism affected 28% of unduplicated students compared to 15% of their peers, reflecting challenges with engagement and connection to school. These findings demonstrate the need for consistent school wide behavior support and expanded training in restorative practices. **Scope:** Schoolwide	wide to ensure that all staff are trained in evidence-based restorative practices, receive coaching support, and have access to monitoring tools that create a consistent behavioral framework across the school. It is principally directed toward unduplicated pupils (low-income, English learners, and foster youth) because these students are more likely to face barriers to academic engagement due to behavioral challenges and disproportionate discipline outcomes. By implementing these supports schoolwide and providing targeted coaching, the program addresses these inequities, builds stronger connections between students and staff, and reduces exclusionary discipline. This represents an increased service beyond the base program by embedding restorative practices training and monitoring systems that specifically benefit unduplicated pupils while raising climate and culture standards for all students.	
2.2	**Action:** Staff SEL Training **Need:** Through parent advisory meetings, coffee and conversation meetings, student focus groups, and staff surveys, educational partners identified the need for the continued consistent, positive approach to behavior management that builds student motivation and reinforces desired behaviors. Families of unduplicated pupils in particular, more often shared concerns about their child's behavior. Students expressed a desire for more	This action implements PBIS schoolwide through the Kickboard platform, enabling staff to track positive behaviors, issue "paycheck" points, and communicate progress to students and families. The schoolwide paycheck system allows students to earn and redeem points for privileges, activities, or items, reinforcing school values and behavioral expectations. This approach creates a consistent, transparent framework for acknowledging positive behavior, promoting self-regulation, and building a positive school climate. This service is offered LEA-wide so that every student benefits from a consistent system of positive reinforcement. It is principally directed toward unduplicated pupils, as	Positive School Climate Survey: % of students reporting a positive school climate % of discipline referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	activities and systems that celebrate their successes and provide tangible, meaningful rewards. Staff emphasized how using Kickboard, a structured tool to track behavior data in real time, was promoting transparency, and encouraging collaboration between home and school. Local data confirm these qualitative observations and conversations. During the 2024–25 school year, 62% of discipline referrals were issued to unduplicated students. From Kickboard Data, low income students received 10% fewer bonuses for positive recognition. These findings underscore the need to continue to refine the schoolwide, proactive system that celebrates student contributions, reduces disproportionality, and increases transparency for families. **Scope:** Schoolwide	research indicates that schoolwide PBIS systems and incentive programs improve engagement, reduce office referrals, and narrow discipline disparities for these groups. Studies from the U.S. Department of Education show that positive reinforcement systems are particularly effective for students who have historically been overrepresented in exclusionary discipline, leading to improved attendance, stronger academic outcomes, and higher rates of on-task behavior.	
2.3	**Action:** Social Emotional Learning Curriculum **Need:** While school culture data from the first year of the school was a strength with 96% of students repairing an overall positive school climate, as the school doubles in size in the second year, school climate will continue to be an area of focus. With the addition of new students the school will continue to support self-regulation, conflict resolution, and positive peer interactions	Providing staff with the Success For All Getting Along Together SEL curriculum and corresponding training, including restorative practices, behavioral supports, monitoring tools, coaching, and curriculum support, ensures that all educators are equipped to create safe, structured, and supportive learning environments. In addition, the LEA employs a full-time School Psychologist to provide school-based mental health services, behavioral consultation, social-emotional support, and staff coaching to strengthen positive behavior and student well-being. By implementing these supports LEA-wide, the school establishes consistency in expectations and interventions, so	Positive School Climate Survey: % of students reporting a positive school climate % of Discipline referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as new students are welcomed into the Caat Culture. Additionally, from the founding year, some family feedback and student surveys indicate concerns about inconsistent approaches to discipline across grade levels. For example, only 88% of 5th grade students reported positive relationships with peers while overall 95% of students reported positive relationships with peers. SED students reporting a positive school culture was 90%, lower than the all student group and all other student subgroups. In addition, teachers have expressed a need for more tools and training to address challenging behaviors while still building strong relationships. These needs are present across the LEA, not limited to any one grade span or subgroup, making this an LEA-wide priority. **Scope:** Schoolwide	students experience the same clear and positive SEL support in every classroom. This coherence strengthens relationships and supports equity by ensuring every student benefits from adults who are trained to reinforce social-emotional skills, resolve conflicts, respond to behavioral needs, and maintain a positive school culture.	
2.4	**Action:** Clubs and Activities **Need:** Through student surveys, parent group meetings, coffee and conversations, and staff planning meetings, educational partners identified the need for more opportunities for students to explore interests, build leadership skills, and connect with peers outside of the traditional classroom setting. Families of unduplicated pupils, including low-income,	The school funds a range of student-led and staff-sponsored clubs, sports teams, and enrichment activities that celebrate diversity, identity, and creativity. Examples include cultural clubs, performing arts groups, STEM activities, athletics, and visual arts workshops. Support includes stipends for club sponsors, materials and supplies, and the resources necessary to sustain high-quality programs. These opportunities are designed to foster leadership, teamwork, and self-expression while connecting students with peers and mentors. This service is implemented LEA-	Attendance: Average Daily attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners, and foster youth, emphasized that access to free, school-based extracurriculars is critical for students who may face financial barriers to community programs. On surveys, students expressed a strong desire for activities that reflect their cultures, interests, and creative talents, and staff noted that such opportunities build engagement and belonging. Local data underscore this need. In addition to this qualitative data, on our beginning of the year Electives Interest Survey, only 32% of students reported in surveys that they currently participate in organized extracurricular activities, and participation was nearly 20% lower among unduplicated students compared to their peers. In focus groups held three times during the year, 80% of students said they wanted to join an after-school program or club if the opportunity was offered. Overall, the school's attendance rates for unduplicated students were 10% lower than the general population. **Scope:** Schoolwide	wide so that all students have access to enriching extracurricular activities. It is principally directed toward unduplicated pupils because research shows that participation in structured extracurricular programs improves attendance, boosts academic achievement, and strengthens social-emotional skills and benefits that are especially significant for students who may have limited access to such opportunities outside of school (Eccles & Barber, 1999; Mahoney, Cairns, & Farmer, 2003). By removing cost barriers, celebrating diverse identities, and offering a wide variety of interest-based opportunities, the school provides an increased service that helps unduplicated students build confidence, develop talents, and strengthen their connection to the school community. This approach intentionally addresses opportunity gaps while fostering an inclusive, supportive environment for all students.	
2.5	**Action:** Elementary and Middle/High School Leadership **Need:** Through parent meetings, family surveys, student surveys, staff feedback, governance sessions, and analysis of attendance and discipline data, stakeholders identified the need for dedicated leadership roles focused	This action funds two full-time leaders who oversee and implement systems for positive behavior support, student engagement initiatives, attendance improvement, and parent engagement. These leaders coordinate with teachers and support staff to identify students needing additional interventions, monitor progress, and connect families with resources. They also lead implementation of PBIS, oversee restorative practices, and collaborate with community partners	Positive School Climate Survey: % of students reporting a positive school climate Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	on improving school climate, increasing engagement, and addressing attendance challenges. In our mid-year staff survey, 12% of staff reported having difficulty accessing school leaders in these areas and wanted more consistent implementation of behavior and attendance policies, and stronger connections with students and families. Local quantitative data highlight this need. In 2024–25, attendance rates hovered around 93% and were lower for low income students. With 98% of students reporting a positive sense of connection and belonging, the school nearly doubled in size from 230 to 525 students in one year, raising concerns about maintaining consistency and personalization as enrollment grows. Stakeholders emphasized that adding leadership capacity focused on climate, attendance, and engagement is essential to sustaining positive outcomes and ensuring that vulnerable students do not lose ground as the school expands. **Scope:** Schoolwide	to address underlying causes of chronic absenteeism. Their role is both proactive, designing engagement opportunities and recognition programs, and responsive, intervening when students are struggling. This service is provided LEA-wide to benefit all students by maintaining consistent leadership around climate, engagement, and attendance at each school level. It is principally directed toward unduplicated pupils, who are disproportionately impacted by attendance challenges and behavior-related barriers to learning. Targeted attendance interventions and school climate improvements can significantly improve academic outcomes for low-income students, English learners, and foster youth. By dedicating leadership positions to these priorities, the school ensures unduplicated pupils receive more immediate, personalized attention and support. This represents an increased service beyond the base program by providing specialized leadership roles solely focused on improving student engagement, behavior, and attendance, directly addressing equity gaps while improving outcomes for the entire student body.	
2.6	**Action:** Arts and Technology Elective Courses **Need:** Through LCAP planning meetings, student focus groups, and parent surveys, stakeholders emphasized the importance of offering daily, high-quality arts and technology instruction as a core part of the school experience. Families of unduplicated pupils	This action funds four instructors dedicated to delivering daily arts and/or technology courses to all students, ensuring equitable access across grade levels. Courses include visual arts, performing arts, digital media, coding, robotics, and other technology-rich offerings. Materials and supplies are provided so that all students, regardless of family resources, can fully participate in creative and technical projects. Instruction is designed to integrate creativity, collaboration, and	Middle School Dropout Rates High School Dropout Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(low-income, English learners, and foster youth) expressed a desire for programs that build creativity, technical skills, and career readiness while increasing student engagement. Eighty percent of students requested more opportunities to explore hands-on learning, visual and performing arts, and technology-based projects through differentiated clubs on campus. In addition, providing daily arts and technology instruction is a foundational component of the school's educational program as described in the charter petition and is a core element of CAAT's instructional model. Families consistently identify this distinctive approach as one of the primary reasons they choose to enroll their children at CAAT, recognizing its role in increasing student engagement, motivation, and preparation for future college and career opportunities. **Scope:** Schoolwide	problem-solving into the daily schedule, connecting learning to real-world applications. This service is offered LEA-wide to guarantee that every student has access to arts and technology instruction as part of the school's core program. It is principally directed toward unduplicated pupils because research demonstrates that participation in the arts and technology-rich learning environments is linked to higher attendance, improved academic performance, and increased engagement, effects that are especially pronounced for students from low-income backgrounds and English learners (Catterall, Dumais, & Hampden-Thompson, 2012; Deasy, 2002). Daily access to these programs removes cost barriers, fosters creativity, and equips students with 21st-century skills critical for college and career readiness. This represents an increased service beyond the base program by providing specialized staff, structured daily courses, and necessary materials that directly address opportunity gaps for unduplicated students while enriching the educational experience for all.	
3.1	**Action:** Parent Groups **Need:** Through parent meetings, family surveys, student surveys, staff feedback, governance sessions, and analysis of attendance and discipline data, stakeholders identified the need for dedicated leadership roles focused on improving school climate, increasing engagement, and addressing attendance challenges. Staff reported that having leaders	By hosting monthly parent meetings such as Coffee & Conversation, Parent Club, and Family Education Nights, the school creates consistent, structured opportunities for families across the LEA to engage in dialogue, receive important information, and collaborate with staff. These events improve communication by providing multiple formats; casual, social, and educational. This ensures accessibility and meeting diverse family needs. The inclusion of supplies, staff support, and hospitality makes these events welcoming and sustainable, thereby increasing	% of families reporting satisfaction with school communication (semi-annual school survey). Chronic Absentee Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	dedicated to these areas would allow for earlier intervention, more consistent implementation of behavior and attendance policies, and stronger connections with students and families. Local data highlight this need. In 2024–25, chronic absenteeism reached 21 percent overall, with rates significantly higher for unduplicated students at 29 percent. Discipline data also showed disproportionality, with 58 percent of referrals issued to unduplicated students, though they represent just over half of enrollment. While the school climate was a strength with 98 percent of students reporting a positive sense of connection and belonging. In 2025, the school nearly doubled in size from 230 to 525 students in one year, raising concerns about maintaining consistency and personalization as enrollment grows. Stakeholders emphasized that adding leadership capacity focused on climate, attendance, and engagement is essential to sustaining positive outcomes and ensuring that vulnerable students do not lose ground as the school expands. **Scope:** Schoolwide	family participation. LEA-wide implementation ensures that all students' families, regardless of grade level or program, benefit from improved home-school partnerships that contribute to student success and stronger community trust.	
3.2	**Action:** Solutions Teams **Need:** In the school's charter, we identified the need for more systematic and structured ways to	Creating and sustaining a Family Solutions/Innovation Team provides an ongoing structure for families and staff to work together in designing and improving programs. With dedicated materials, staff coordination time, and training in the Solutions Team Model through SFA, families	# of active family leaders in the Family Solutions Team - School Governance Committees

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	involve families in decision-making and program development. This is especially important for students who are not yet meeting or exceeding academic standards, as families can provide valuable insight into students' strengths, needs, experiences, and barriers to learning. Currently, 40.48% of SED students are meeting/exceeding ELA standards compared to 48.46% of the all student group. In Math, 28.91% of SED students are meeting/exceeding standards, compared to 31.5% of the all student group. Additionally, feedback from surveys and meetings indicates that families are eager to contribute ideas, but we could expend current opportunities for true co-design. Families also report needing clearer pathways to partner with staff in addressing challenges and innovating solutions that reflect the diverse needs of students across the school. In addition, staff require training and models to facilitate authentic family engagement that moves beyond traditional events and into collaborative program development. **Scope:** Schoolwide	are empowered as co-creators rather than passive participants. This action addresses the identified need by ensuring families have a meaningful voice in shaping initiatives that directly affect students, while also building staff capacity to lead inclusive and innovative engagement practices. Implemented LEA-wide, this ensures that all families, regardless of background or grade level, can access equitable opportunities to influence programs, thereby strengthening trust, relevance, and effectiveness of school offerings.	
3.3	**Action:** Parent Communication **Need:**	By providing multilingual communication and translation services, including interpreters for meetings, translated documents, and accessible platforms like ParentSquare and Aeries, the school ensures equitable access to information for all	% of parents attending parent teacher conferences % of families completing parent service hours

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Families across the school speak multiple languages, and we want to ensure accurate information in a language they understand. Not doing so can create barriers to equitable engagement, limit families' ability to support their child's education, and reduce opportunities for authentic two-way communication. Parent feedback and school data show a need for increased translation and interpretation services to ensure that all families, regardless of language background, can fully participate in school activities, access information about student progress, and engage in decision-making process. **Scope:** Schoolwide	families across the LEA. To further strengthen communication, the LEA provides salary enhancements for bilingual teachers to recruit and retain highly qualified multilingual educators. 54% of Caat's teachers and administration are multilingual. This investment allows more families to communicate directly with their child's teacher in their home language, fostering stronger relationships, increasing family engagement, and improving access to academic and social-emotional supports. This action directly addresses the communication barrier identified by parents and supports inclusive engagement by making essential updates, resources, and opportunities understandable and available to every family. LEA-wide implementation guarantees consistency and fairness so that no family is excluded from participating due to language, ultimately strengthening trust, student success, and community partnership.	
3.4	**Action:** Parent Surveys and Feedback **Need:** Families have voiced that having influence in shaping school programs was a benefit to them and the desire for even greater involvement moving forward. There are some key areas for improvement. For example, only 15% of families reported attending a formal school meeting last year such as SSC, LCAP meetings, or school governance sessions. Participation rates were particularly low among low income families and those with students in the primary grades, creating gaps in representation. The school will expand the use	Conducting annual surveys through ParentSquare provides a reliable, accessible, and multilingual platform to gather feedback from all families across the LEA. This action ensures that parent perspectives are captured systematically, analyzed, and used to adapt programming to better meet the needs of students and families. By surveying twice annually through a highly accessible platform and committing to program adjustments based on results, the school demonstrates responsiveness and transparency, which strengthens trust and engagement. Implementing this action LEA-wide ensures equity of voice so that all families, regardless of	% of families reporting satisfaction with school communication (semi-annual school survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of structured and consistent processes to ensure that family voice is not only heard but also used to guide improvements and adjustments to programs. **Scope:** Schoolwide	background or school site, have a meaningful role in shaping programs and priorities.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** McKinney Vento **Need:** The Charter school had 7% Homeless and Foster Youth. This student group scored 22% below the norm in the school on the initial iReady assessment. Additionally, teachers reported that this subgroup had more “gaps” making it challenging to address their unique needs. Educational partners including families, students, and social workers identified that providing resources at the appropriate level was needed for this student group. Teacher similarly sought to implement Individualized Learning Plans and leveraging personalized pathways in	To address the unique needs of our homeless and foster youth we designed a Homeless and Foster Liaison and trained them to access resources in the community to support our homeless and foster students. We implemented schoolwide academic supports that provide consistency, personalization, and access to high-quality learning tools. These include iReady for targeted instruction and progress monitoring, Reflex Math to build foundational fluency skills, and Success for All (SFA) for structured literacy development. As part of SFA, the Getting Along Together curriculum supports social-emotional development, including executive functioning, collaboration, and self-	% of students meeting/exceeding grade level in ELA (iReady) % of students meeting/exceeding grade level in Math (iReady) CAASP Achievement: Distance from standard and overall proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	iReady and Reflex as well as mastery level placement in SFA groups vs. grade level groupings only. **Scope:** Limited to Unduplicated Student Group(s)	regulation skills that are especially critical for students facing instability or trauma.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to increase the number of staff providing direct services to unduplicated students by supporting the hiring and placement of instructional aides who deliver targeted small-group intervention and acceleration in Math and ELA during Genius Hour and within the classroom setting (Action 1.2). These added staff members provide unduplicated students with more frequent and personalized support, allowing for differentiation and increased instructional time.These increased staffing levels and supplemental programs ensure that unduplicated students receive services at a greater frequency, intensity, and scope than is provided for all students, thereby addressing the disproportionate academic challenges faced by unduplicated students, accelerating their progress toward grade-level proficiency.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,339,580	1,098,521	14.967%	0.000%	14.967%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,203,491.00	$0.00	$90,000.00	$150,765.00	$3,434,256.00	$2,885,256.00	$549,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Qualified Teachers to Provide Expanded Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,293,205.00	$0.00	$1,293,205.00				$1,293,205.00	
1	1.2	Math and ELA Intervention and Tutoring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$414,943.00	$10,000.00	$424,943.00				$424,943.00	
1	1.3	Success For All	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$92,000.00	$12,000.00		$80,000.00		$92,000.00	
1	1.4	Data Driven Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$27,000.00	$30,000.00	$57,000.00				$57,000.00	
1	1.5	Inclusive Practices	Students with Disabilities	No			All Schools	Ongoing	$370,108.00	$0.00	$309,343.00			$60,765.00	$370,108.00	
1	1.6	College Preparatory Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$110,000.00	$40,000.00			$70,000.00	$110,000.00	
1	1.7	Induction, Credentials, and Teacher Assignments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,000.00	$20,000.00	$16,000.00			$10,000.00	$26,000.00	
1	1.8	Instructional Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$152,000.00	$152,000.00				$152,000.00	
1	1.9	McKinney Vento	SED	No Yes	Limited to Unduplicated Student Group(s		All Schools	On-going	$8,000.00	$10,000.00	$8,000.00			$10,000.00	$18,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
2	2.1	Positive Behavior System	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	Staff SEL Training	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$55,000.00	$10,000.00	$65,000.00				$65,000.00	
2	2.3	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$10,000.00		$10,000.00		$20,000.00	
2	2.4	Clubs and Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$42,000.00	$20,000.00	$62,000.00				$62,000.00	
2	2.5	Elementary and Middle/High School Leadership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$223,000.00	$0.00	$223,000.00				$223,000.00	
2	2.6	Arts and Technology Elective Courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$438,000.00	$29,000.00	$467,000.00				$467,000.00	
3	3.1	Parent Groups	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	Solutions Teams	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
3	3.3	Parent Communication	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,000.00	$20,000.00	$28,000.00				$28,000.00	
3	3.4	Parent Surveys and Feedback	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,339,580	1,098,521	14.967%	0.000%	14.967%	$2,884,148.00	0.000%	39.296 %	**Total:**	$2,884,148.00
								LEA-wide Total:	$0.00
								Limited Total:	$8,000.00
								Schoolwide Total:	$2,876,148.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Qualified Teachers to Provide Expanded Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,293,205.00	
1	**1.2**	Math and ELA Intervention and Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$424,943.00	
1	**1.3**	Success For All	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
1	**1.4**	Data Driven Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$57,000.00	
1	**1.6**	College Preparatory Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	**1.7**	Induction, Credentials, and Teacher Assignments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$16,000.00	
1	**1.8**	Instructional Materials	Yes	Schoolwide	English Learners Foster Youth	All Schools	$152,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.9	McKinney Vento	Yes	Limited to Unduplicated Student Group(s)		All Schools	$8,000.00	
2	2.1	Positive Behavior System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.2	Staff SEL Training	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
2	2.3	Social Emotional Learning Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.4	Clubs and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$62,000.00	
2	2.5	Elementary and Middle/High School Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$223,000.00	
2	2.6	Arts and Technology Elective Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$467,000.00	
3	3.1	Parent Groups	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.2	Solutions Teams	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
3	3.3	Parent Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$28,000.00	
3	3.4	Parent Surveys and Feedback	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,436,500.00	$1,487,689.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Qualified Teachers to Provide Expanded Services	Yes	$350,000	$400,182
1	**1.2**	Math and ELA Intervention and Tutoring	Yes	$210,000	$240,619
1	**1.3**	Success For All	Yes	$110,000	$96,940
1	**1.4**	Data Driven Instruction	Yes	$50,000	$48,151
1	**1.5**	Inclusive Practices	Yes	$55,000	$55,000
1	**1.6**	College Preparatory Education	Yes	$80,000	$80,000
1	**1.7**	Induction, Credentials, and Teacher Assignments	Yes	$10,000	$16,750
1	**1.8**	Instructional Materials	Yes	$57,000	$68,034
1	**1.9**	McKinney Vento	No	$15,500	$17,846
2	**2.1**	Positive Behavior System	Yes	$5,000	$5,000
2	**2.2**	Staff SEL Training	Yes	$20,000	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Social Emotional Learning Curriculum	Yes	$10,000	$9,200
2	2.4	Clubs and Activities	Yes	$45,000	$44,221
2	2.5	Elementary and Middle/High School Leadership	Yes	$231,000	$236,860
2	2.6	Arts and Technology Elective Courses	Yes	$150,000	$141,646
3	3.1	Parent Groups	Yes	$5,000	$4,200
3	3.2	Solutions Teams	Yes	$10,000	0
3	3.3	Parent Communication	Yes	$20,000	$20,490
3	3.4	Parent Surveys and Feedback	Yes	$3,000	$2,550

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
848,636	$1,421,000.00	$1,469,843.00	($48,843.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Qualified Teachers to Provide Expanded Services	Yes	350,000	400,182		
1	1.2	Math and ELA Intervention and Tutoring	Yes	210,000	240,619		
1	1.3	Success For All	Yes	110,000	96,940		
1	1.4	Data Driven Instruction	Yes	50,000	48,151		
1	1.5	Inclusive Practices	Yes	55,000	55,000		
1	1.6	College Preparatory Education	Yes	80,000	80,000		
1	1.7	Induction, Credentials, and Teacher Assignments	Yes	10,000	16,750		
1	1.8	Instructional Materials	Yes	57,000	68,034		
2	2.1	Positive Behavior System	Yes	5,000	5,000		
2	2.2	Staff SEL Training	Yes	20,000	0		
2	2.3	Social Emotional Learning Curriculum	Yes	10,000	9,200		
2	2.4	Clubs and Activities	Yes	45,000	44,221		
2	2.5	Elementary and Middle/High School Leadership	Yes	231,000	236,860		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.6**	Arts and Technology Elective Courses	Yes	150,000	141,646		
3	**3.1**	Parent Groups	Yes	5,000	4,200		
3	**3.2**	Solutions Teams	Yes	10,000	0		
3	**3.3**	Parent Communication	Yes	20,000	20,490		
3	**3.4**	Parent Surveys and Feedback	Yes	3,000	2,550		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,369,400	848,636	0	15.805%	$1,469,843.00	0.000%	27.374%	$0.00	0.000%

Local Control and Accountability Plan Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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