LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter School of Yolo
CDS Code: 57 72702 0139436
School Year: 2025-26
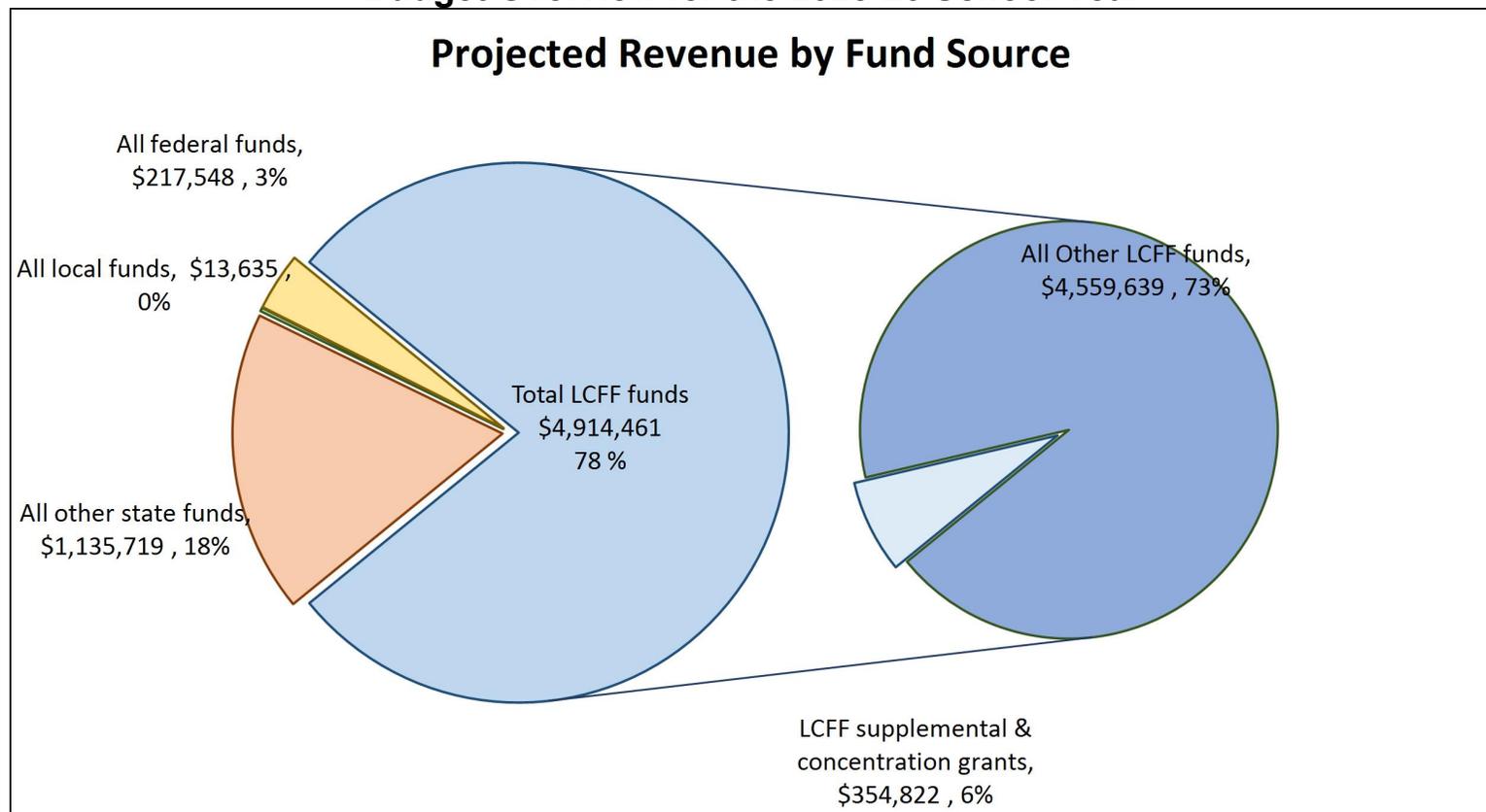LEA contact information:
Elizabeth Brenner
Superintendent, CEO
ebrenner@compasscharters.org
(805)358-4761

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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $217,548 , 3%

All local funds, $13,635 , 0%

All other state funds, $1,135,719 , 18%

Total LCFF funds $4,914,461 78 %

All Other LCFF funds, $4,559,639 , 73%

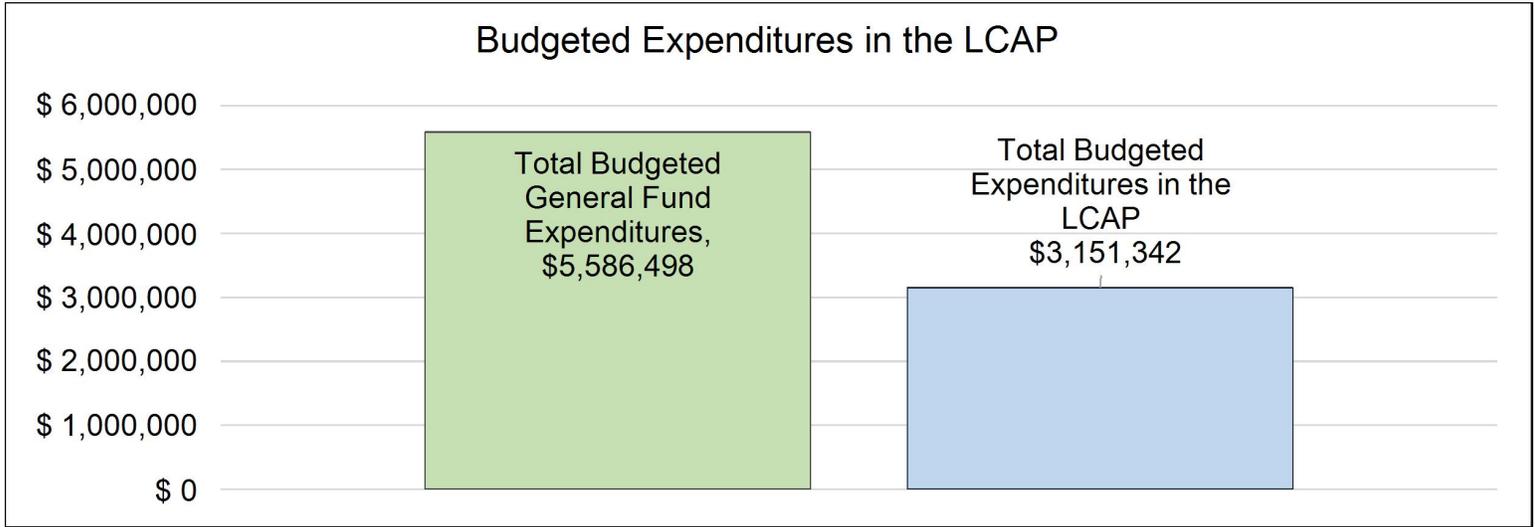LCFF supplemental & concentration grants, $354,822 , 6%

This chart shows the total general purpose revenue Compass Charter School of Yolo 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 Compass Charter School of Yolo is $6,281,363, of which $4914461 is Local Control Funding Formula (LCFF), $1135719 is other state funds, $13635 is local funds, and $217548 is federal funds. Of the $4914461 in LCFF Funds, $354,822.00 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.

Budgeted Expenditures in the LCAP

Amount	
$ 6,000,000	
$ 5,000,000	Total Budgeted General Fund Expenditures, $5,586,498
$ 4,000,000	Total Budgeted Expenditures in the LCAP $3,151,342
$ 3,000,000	
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Compass Charter School of Yolo plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.
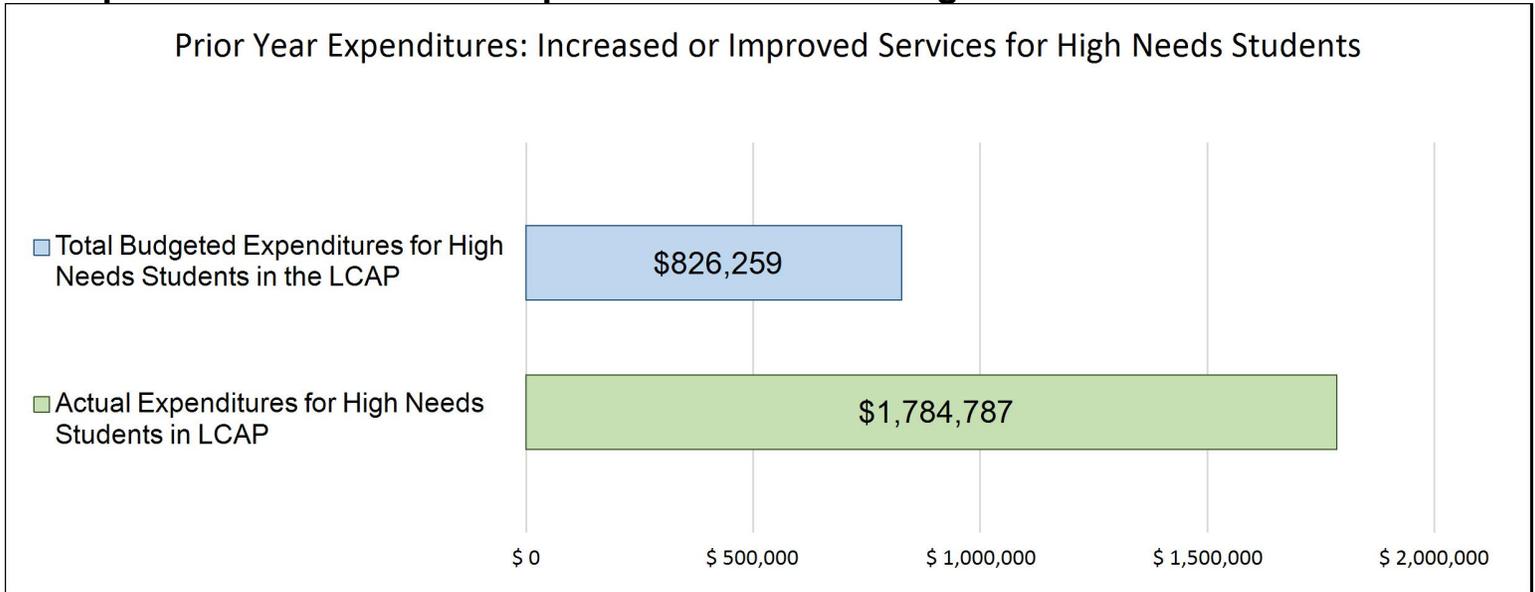
The text description of the above chart is as follows: Compass Charter School of Yolo plans to spend $$5,586,498.29 for the 2025-26 school year. Of that amount, $$3,151,342.00 is tied to actions/services in the LCAP and $2,435,156.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Compass Charter School of Yolo is projecting it will receive $354,822.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter School of Yolo must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter School of Yolo plans to spend $$2,442,489.00 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 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$826,259
☐ Actual Expenditures for High Needs Students in LCAP	$1,784,787

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Compass Charter School of Yolo budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter School of Yolo 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 2024-25, Compass Charter School of Yolo's LCAP budgeted $$826,259.34 for planned actions to increase or improve services for high needs students. Compass Charter School of Yolo actually spent $$1,784,787.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $958,527.66 had the following impact on Compass Charter School of Yolo's ability to increase or improve services for high needs students:

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
Compass Charter School of Yolo	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2025-26]

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.

Compass Charter Schools of Yolo (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are currently authorized by the Winters Joint Unified School District for scholars in grades TK-12 who reside in Yolo and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. We continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

At Compass, scholars are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize their learning. We partner with our families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) commits to supporting a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for each scholar.

In compliance with AB 130 and AB 167, scholars in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction. During this instruction, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The teachers also provide Q&A office

hours, small group instruction, and one on one sessions to further support scholars. In addition to academic support, each scholar is provided with curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

The mission of Compass is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).
Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

Reflections: Annual Performance

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

Participation rates and achievement rates in CAASPP ELA and Math have fluctuated over the years. The school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars are performing lower than their peers. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. The participation rate of 77% resulted in a significant LOSS penalty that negatively impacted the school's ranking. Although efforts were concentrated in 2024 to increase participation, many parents utilize their right to opt out of state testing. The school has added a goal to increase participation to 95% in order to avoid the LOSS penalty.

The school concentrated on increasing participation in local assessments and achieved a 93% participation rate on the Renaissance STAR assessments. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school continued tracking grade-level performance and growth in the 2024–2025 school year, with strong results across both subjects. In ELA, more than 67% of elementary scholars and nearly 85% of Grade 11 scholars performed at or above grade level, with both groups also maintaining strong growth rates. Math scores showed the most significant improvement, with elementary proficiency increasing from 37% to 62.1%, and Grade 11 performance rising from 32% to 76.9%. While growth in Grades 3–8 Math declined slightly, overall proficiency gains and sustained growth in Grade 11 reflect continued academic progress.

Scholar engagement remains high as evidenced by a 2% chronic absenteeism rate and the cohort dropout rate has decreased to 11%. The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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 Directors	Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school's management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.
Administrators	All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.

Educational Partner(s)	Process for Engagement
	During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey. All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting's purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization. Throughout the year, this group actively participated in Covey 4 Essential Roles of Leadership sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.
Teachers and other school personnel	Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school's performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members' thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software

Educational Partner(s)	Process for Engagement
	systems. The final portion asked their opinion about the four goals of the LCAP plan. Annual conference - The school holds an annual, in person conference for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement. The conference also provides meeting time between Board members and management teams.
Parents	Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet bi-monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 425 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.

Educational Partner(s)	Process for Engagement
	Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed by the Parent Advisory Council.
Scholars	Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented. Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 437 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan. Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff. Suggestions that are submitted are reviewed and discussed by the Scholar leadership Council.

Educational Partner(s)	Process for Engagement

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

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey 4ERLS sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school's performance, share achievements, and propose improvements. Quarterly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey
Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.
Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Conference
Focused Planning and Team Building: The annual conference provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP is responsive to the needs and priorities of its education partners, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase scholar academic achievement in core academic subjects.	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)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%	2022-23 97.7%		100%	-.3%
1.2	% of students who have access to standards-aligned instructional material	100%	100%		100%	0
1.3	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects	4 or 5 in all subjects		5 in all subjects	0
1.4	CAASPP ELA	Schoolwide	Schoolwide		Schoolwide	Schoolwide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	SBAC ELA (3-8) 52% SBAC ELA (11) 48% SED SBAC ELA (3-8) 34% SBAC ELA (11) 30% SpEd SBAC ELA (3-8) 33% SBAC ELA (11) 0%	SBAC ELA (3-8) 51% SBAC ELA (11) 58% SED SBAC ELA (3-8) 41% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 20%		SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%	SBAC ELA (3-8) -1% SBAC ELA (11) +10% SED SBAC ELA (3-8) +7% SBAC ELA (11) +37% SpEd SBAC ELA (3-8) -4% SBAC ELA (11) +20%
1.5	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 34% SBAC Math (11) 32% SED SBAC Math (3-8) 18% SBAC Math (11) 11% SpEd SBAC Math (3-8) 27% SBAC Math (11) 0%	Schoolwide SBAC Math (3-8) 36% SBAC Math (11) 21% SED SBAC Math (3-8) 23% SBAC Math (11) 0% SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%		Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%	Schoolwide SBAC Math (3-8) +2% SBAC Math (11) -11% SED SBAC Math (3-8) +5% SBAC Math (11) -11% SpEd SBAC Math (3-8) -9% SBAC Math (11) 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Participation rate	ELA 77% Math 77%	ELA 86% Math 86%		ELA 95% Math 95%	ELA +9% Math +9%
1.7	CAST	Schoolwide CAST 38% SED CAST 21%	Schoolwide CAST 40% SED CAST 31%		Schoolwide CAST 40% SED CAST 40%	Schoolwide CAST +2% SED CAST +10%
1.8	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% "At/Above Grade-level" Grade 11 68% "At/Above Grade-level"	Grades 3-8 67.2% "At/Above Grade-level" Grade 11 84.6% "At/Above Grade-level"		Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	Grades 3-8 +6.2% "At/Above Grade-level" Grade 11 -16.6% "At/Above Grade-level"
1.9	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 63% Demonstrated growth Grade 11 75% Demonstrated growth	Grades 3-8 67.5% Demonstrated growth Grade 11 75.0% Demonstrated growth		Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	Grades 3-8 +4.5% Demonstrated growth Grade 11 0% Demonstrated growth
1.10	Percent of scholars at/ above grade level Spring STAR Math	Grades 3-8 37% "At/Above Grade-level"	Grades 3-8 62.1% "At/Above Grade-level"		Grades 3-8 60% "At/Above Grade-level"	Grades 3-8 +25.1% "At/Above Grade-level"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments Grades 3-8 and Grade 11	Grade 11 32% "At/Above Grade-level"	Grade 11 76.9% "At/Above Grade-level"		Grade 11 60% "At/Above Grade-level"	Grade 11 +44.9% "At/Above Grade-level"
1.11	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 54% Demonstrated growth	Grades 3-8 55.4% Demonstrated growth Grade 11 66.7% Demonstrated growth		Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	Grades 3-8 -5.6% Demonstrated growth Grade 11 +12.7% Demonstrated growth

Goal Analysis [2024-25]

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.

Overall Implementation:
The implementation of services for English Learners (EL), Socioeconomically Disadvantaged (SED), Homeless, and Foster Youth scholars at the school was largely aligned with the original plan. Each scholar was assigned a highly qualified, appropriately credentialed supervising teacher (ST) with a maximum caseload of 25, who developed and supported a personalized learning plan (PLP) using standards-aligned instructional materials. This caseload is less than the originally planned caseload of 28 to ensure adequate services. EL scholars received targeted language acquisition instruction through interactive English Language Development (ELD) programs such as Lexia and NearPod EL, and all unduplicated scholars had access to the necessary curriculum and supplemental resources.
Instructional Coaches (ICs) and EL staff provided ongoing professional learning focused on ELD integration, instructional differentiation, and effective use of supplemental materials. Observations of integrated ELD strategies were recorded and reviewed through shared spreadsheets, allowing the EL Coordinator and instructional leadership to track implementation across classrooms. EL tutors utilized bite-sized professional development resources designed collaboratively by the EL and Assessment Coordinators, and tutoring was supplemented by live sessions, asynchronous support, and Skills Bootcamps.
The school also implemented targeted interventions and monitoring through MTSS structures, supported 504 scholars with tailored instruction, and provided TeachTown and other curriculum enhancements for scholars with special needs. All unduplicated scholars in grades K–8 were invited to a summer session regardless of benchmark status, contributing to increased services.

Substantive Differences Between Planned and Actual Implementation:
Observation Scope: Although the use of integrated ELD strategies was planned and observed by ICs, only about one-third of staff were observed due to capacity limits. To address this, the EL team suggested expanding observation responsibilities to include coordinators using a standardized template.

Asynchronous Support Expansion: A new mid-year addition included optional asynchronous support (recorded lessons, NearPod activities) for "On Watch" scholars in Spring 2024–25, which was not originally part of the implementation plan.

Enhanced Intervention Tracking: Initial plans did not specify the level of follow-up now being conducted for scholars attending sessions but still in need of additional support—this deeper analysis is a newly added step based on ongoing data review.

Challenges:
Limited observation capacity among ICs restricted the ability to fully monitor ELD integration schoolwide, potentially leading to gaps in feedback and strategy refinement.

Ensuring all targeted scholars RSVP and attend intervention sessions required additional outreach and follow-up, suggesting a challenge in consistent engagement.

Successes:
Academic gains were notable among 504 scholars, with a 14% increase in grade-level proficiency for both Math and Reading compared to the prior year.

32% of intervention scholars tested out of needing support by mid-year, showing effective impact of interventions.

Strong coordination between EL and Assessment teams led to the creation of useful, teacher-friendly ELD resources, which were actively used in live tutoring sessions.

The MTSS Bulletin and Skills Bootcamp demonstrated proactive engagement and outreach to scholars and families, promoting academic growth and a growth mindset culture.

Strategic efforts to increase state assessment participation, particularly among African American families, showed a strong equity-focused initiative to improve CAASPP outcomes and mitigate potential funding penalties.

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.

The amount budgeted for staffing in goal 1.1 exceeded the original planned amount due to an increase in staff to accommodate a lower caseload of 25 for each teacher.
The amount budget for standards-aligned instructional materials in goal 1.2 exceeded the original planned amount due to increase in need for materials with the increase in enrollment.

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

The actions implemented to support EL, SED, Homeless, and Foster Youth scholars have proven largely effective in advancing progress toward the goal of increasing equitable access to high-quality instruction and academic support.

Assigning each scholar a supervising teacher with a caseload cap of 28 and ensuring access to personalized learning plans and standards-aligned materials has provided a strong foundation for individualized support. This structure has been especially impactful for scholars with specialized needs, including ELs and 504-designated students. For instance, academic growth among 504 scholars has been significant, with a 14% increase in both ELA and Math proficiency rates from the beginning to the middle of the school year, indicating the effectiveness of tailored instructional support.

The integration of targeted language acquisition strategies through platforms like Lexia and NearPod EL, combined with a professional learning plan focused on ELD integration, has contributed to increased instructional coherence. Instructional Coaches' documentation of integrated ELD strategies—although currently limited to a subset of staff—has provided valuable insight into the most effective practices, helping to inform ongoing teacher development. The addition of asynchronous supports for "On Watch" scholars in Spring 2024–25 further enhances access to intervention resources and reflects an adaptive response to evolving student needs.

Tutoring initiatives, including the Skills Bootcamp and live session support, have also shown early success. For example, 32% of scholars receiving intervention support have tested out of the need for continued services—an increase from the beginning of the year. The high participation rate (1,051 sessions in LP2) is further evidence of the program's reach and impact. Moreover, the collaboration between instructional leaders, tutors, and the EL and Assessment Coordinators has ensured that interventions are data-driven and aligned to scholars' specific learning needs.

However, some challenges remain. The limited reach of formal observations has made it difficult to ensure consistent implementation of integrated ELD strategies schoolwide. Expanding observation responsibilities to include coordinators would help address this gap. Additionally, ongoing efforts are needed to increase participation in state assessments, particularly among African American scholars, to improve CAASPP outcomes and maintain program funding.

The CAASPP participation rate for Scholars with special needs increased from 77% to 80% which continues to be low. The Special Education Department will continue to work with families to remove barriers to participation to reduce the LOSS penalty. Scholars who qualify to take the CAA will be provided with the resources necessary to participate.

In summary, the majority of actions have been effective in improving academic outcomes, increasing engagement with support services, and building capacity among staff to meet the needs of unduplicated scholars. Continued refinement and expansion of these actions will further strengthen progress toward achieving the goal.

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.

Several adjustments and enhancements were made to the original goal to better meet the needs of EL, SED, Homeless, and Foster Youth scholars as implementation progressed. These changes reflect a responsive and data-informed approach to improving outcomes for unduplicated student groups:

1. Expansion of Support Modalities:

Original Plan Focused on live, synchronous support through tutoring and instructional interventions.
Change: Added asynchronous support options beginning Spring 2024–25 for "On Watch" scholars, including recorded lessons and NearPod activities. This expanded access to intervention resources beyond scheduled live sessions.

2. Observation and Coaching Adjustments:

Original Plan: Instructional Coaches (ICs) were responsible for monitoring the implementation of integrated ELD strategies.
Change: It became evident that ICs could only observe about one-third of the staff annually. As a result, the school identified the need to **develop a standardized observation tool for coordinators** to increase monitoring and ensure more consistent implementation of integrated ELD across all staff.

3. Intervention Identification and Monitoring Enhancements:

Original Plan: Focused on identifying scholars in need of support based on benchmark data and assigning them to tutoring.
Change: The process evolved to include deeper monitoring of scholars who were attending sessions but still underperforming, allowing for tailored support adjustments. Tutors and RS staff began reviewing attendance alongside performance data to make more nuanced instructional decisions.

4. Improved Professional Learning Resources:

Original Plan: General professional development on ELD strategies.

Change: Weekly collaboration between the Assessment and EL Coordinators led to the creation of bite-sized, teacher-friendly resources that were immediately applicable in instruction and tutoring, increasing teacher uptake and effectiveness.

5. Refined Family and Scholar Engagement Strategies:

Original Plan: Standard intervention and assessment participation outreach.
Change: Implementation of a targeted incentive plan focused on increasing state assessment participation rates, with a special emphasis on outreach to African American families to address achievement disparities and protect funding under the CAASPP system.

6. Inclusive Summer Support Expansion:

Original Plan: Summer session eligibility was based on benchmark criteria.
Change: The summer session was opened to all unduplicated scholars in grades K–8, regardless of academic performance, increasing equity in access to additional learning time and contributing toward the LEA's increased services requirement.

7. Lower teacher caseloads
Original plan: 28:1
Change: New caseloads of 25:1 will allow teachers more time to focus on scholas who need additional support.
These changes reflect a more adaptive and equity-focused implementation of the original goal, designed to better support diverse learner needs and improve both academic and engagement outcomes. Would you like this presented in a table or bulleted comparison format?

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	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	$2,326,673.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	$665,332.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	$10,818.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	$1,000.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL. In addition, beginning in the 2025–26 school year, CCS will implement Amira Learning as an adaptive reading screener to proactively identify reading difficulties in K–2 scholars. This implementation aligns with California's new statewide requirement for all schools to administer a state-approved reading difficulties screener starting in the 2025–26 school year. To ensure effective use of the Amira platform, teachers will participate in grant-funded professional learning focused on interpreting results, informing instructional decisions, and supporting early literacy development within the MTSS framework at CCS. We will also be using UPchieve to provide on-demand, 24/7 tutoring for all scholars in grades 6–12. This platform offers content-specific academic support whenever students need it.	$26,884.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties in order to increase scores on the CAASPP ELA and Math assessments.	$3,452.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	$10,422.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	$2,848.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	Staff participation: 146= 71% Parent participation: 479= 29% Scholar participation:394= 16%	Staff participation: 167 81% Parent participation: 426 28% Scholar participation:438 17%		90% staff participation 60% Scholar participation 60% Parent/ LC participation	Staff participation: +10% Parent participation: -1% Scholar participation:+1%
2.2	% of students reporting on the school climate survey that they feel safe at school	73%	99%		80%	+26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas		5 in all areas	0
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas		5 in all areas	0
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas	4 or 5 in all areas		5 in all areas	0
2.6	Attendance Rates	99%	95%		>90%	-4%

Goal Analysis [2024-25]

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.

Overall Implementation Summary: 2024–25 School Year

Compass Charter Schools implemented a broad range of initiatives aligned to LCAP goals to improve technology access, increase stakeholder engagement, and expand academic and mental health supports for scholars—especially for unduplicated student groups (EL, SED, Homeless, Foster Youth). While most planned actions were fully implemented, some refinements and adaptive changes emerged in response to ongoing needs. Below is a synthesis of key implementation areas, substantive differences, challenges, and successes:

Key Actions Implemented

1. Stakeholder Engagement

Distributed the annual LCAP survey in March 2025:

* Parent participation decreased** from 479 (2023–24) to 426.
* Scholar participation increased** from 394 to 438.
* Staff participation increased** from 167 to 185.

* Operated Parent Advisory Council (5 meetings) and Scholar Leadership Council (9 meetings); both provided regular input to the Board.

* Learning Coach Academy held weekly, covering diverse topics with consistently high satisfaction ratings.

2. Technology & Infrastructure

* Chromebook distribution:

* CCS SD: 255 devices (needs 496 more for 1:1 goal)
* CCS LA: 391 devices (needs 608 more for 1:1 goal)
* CCS Yolo: 128 devices (needs 262 more for 1:1 goal)
* Overall, device issues and CAASPP-related tech tickets **decreased by over 25%**.
* **Security Upgrades**:

* Migrated to **Checkpoint** for email security and **ManagedMethods** for web filtering (increased scholar safety and early identification of crisis behaviors).
* All staff and scholars now protected with **multi-factor authentication (MFA)** via Clever.
* Adopted **SysCloud** for data backup and upgraded Google Workspace to **Education Plus**.

3. English Learner Support

* *EL tutoring participation rose to 54%, a 2% gain from the previous year.
* 25% of EM scholars attending 50%+ of tutoring sessions advanced at least one benchmark level.
* Established infrastructure for **ELAC participation tracking** to improve family engagement.

4. Mental Health & Wellness

* Developed a **Mental Health Resource Mapping Guide** with SDCOE.
* Maintained active participation in **CYBHI Consortium** and **COPES suicide prevention initiative**.
* Referred **36 scholars** to mental health services via **Care Solace** (top concerns: anxiety, trauma, depression).
* Used **SAEBRS universal screener** schoolwide for early identification of social-emotional needs.

5. Scholar Engagement & Enrichment

* Engagement opportunities included **field trips**, **community service**, **virtual workshops**, and **scholar-led clubs**.
* Overall satisfaction rate: **98%**; **25% increase in scholar engagement** year-over-year.
* Continued leadership of the **NAMI On Campus High School Club** for mental health awareness and peer support.

Substantive Differences and Mid-Year Additions

* EL tutoring saw improved attendance and progress, though the data collection and reporting infrastructure is still being refined.
* ManagedMethods filtering and crisis alerting replaced a previously device-limited system, broadening coverage across home environments.
* Asynchronous EL supports and expanded LCA topics were added mid-year in response to family and scholar needs.
* Scholar Leadership Council aimed for 80% attendance, but only reached 50%, indicating a gap in consistent engagement despite growth in membership.

Challenges Encountered

* Decline in parent survey participation despite ongoing outreach.
* Gaps in engagement remain among Homeless (20%) and EL (16%) scholars in enrichment opportunities.
* Full implementation of 1:1 Chromebook access remains a goal, contingent on future budget allocation (\$148K–\$200K per region).
* Some schoolwide participation metrics (e.g., CAASPP for SPED) remain below target; sustained outreach is needed.

Successes Achieved

* Scholar tech access expanded significantly, reducing barriers and support needs during testing.
* Improved EL progress and tutoring attendance rates show academic growth for targeted scholars.
* High satisfaction and engagement with Learning Coach Academy and enrichment offerings.
* Expanded safety infrastructure and improved coordination of mental health interventions.
* Increased staff and scholar participation in LCAP feedback processes.

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.

The amount budget for Technology access for SED Scholars in goal 2.2 exceeded the original planned amount due to 1 to 1 technology initiative.

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

The majority of actions were effective or showed clear progress in meeting the goal of equitable access and support. Actions with strong implementation—especially around technology, mental health, EL support, and engagement—are yielding tangible academic and well-being

outcomes. Areas needing further development include parent engagement (especially among EL families), testing participation among SPED scholars, and consistent implementation of scholar voice structures like the leadership council.

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.

Description of Changes for the Coming Year Based on Reflections on Prior Practice

As part of the annual review and reflection process, Compass Charter Schools identified several areas where adjustments were needed to better align goals, metrics, and actions with scholar needs and operational realities. The following changes were made for the coming school year (2025–26) based on lessons learned and performance outcomes from 2024–25:

Changes to Actions
Expansion of Observation Protocols for ELD Implementation
Change: Integrated ELD strategies will now be observed not only by Instructional Coaches but also by site Coordinators using a shared observation template.
Why: Current observations covered only 1/3 of staff; expanding the scope ensures broader implementation fidelity and more actionable feedback.

Addition of Asynchronous Supports for "On Watch" Scholars
Change: Optional recorded lessons and NearPod activities will be built into intervention offerings for scholars flagged for academic monitoring.
Why: Midyear data showed positive responses to flexible learning supports, prompting a formal inclusion in the next year's action plan.

New Outreach Strategies to Boost CAASPP Participation (Especially Among SPED Scholars)
Change: The Special Education Department will implement targeted family outreach and accommodation planning to increase state assessment participation.
Why: Participation rates, although improved, remain below desired thresholds and risk triggering LOSS penalties.

Enhanced ELAC Support and Meeting Tracking
Change: A structured tracking system for ELAC meeting frequency and consistency will be implemented.
Why: Ensures compliance and helps build stronger engagement among families of English Learners, an area identified as under-engaged.

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	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	$1,726.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	$14,213.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	$6,213.00	No
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, scholar-led clubs, and end-of-year scholar celebrations. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless	$25,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
		scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.		
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	$1,405.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase college and career readiness for scholars.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

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 ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%	100%		100%	0
3.2	% of students prepared for college	25%	18%		50%	-7%
3.3	HS Graduation Rate	86%	76%		>75%	-10%
3.4	a-g completion	6%	15%		50%	+9%
3.5	CTE Pathway Completion	0	0		10%	0
3.6	Both CTE & a-g Completion	0	0		10%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	College credit courses completed	27%	24%		50%	-3%
3.8	% of graduates earning a Golden State Seal Merit Diploma	42%	45%		35%	-3%

Goal Analysis [2024-25]

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.

Compass Charter Schools made substantial progress in implementing its college and career readiness initiatives during the 2024–25 school year. Efforts were largely aligned with planned actions, with a few adjustments made based on reflection, capacity, and evolving scholar needs. Below is a summary of implementation progress, substantive differences, challenges, and key successes:

Implemented Actions
1. Expansion of Concurrent Enrollment Program

Planned: Increase dual enrollment options for high school scholars.

Implemented: Successfully expanded concurrent enrollment with local community colleges, allowing scholars to earn college credit while in high school.

Inclusion Effort: Program expansion included scholars with IEPs, supporting individualized transition plans and postsecondary success.

Result: Broader access to early college and career technical education pathways across the scholar population.

2. Academic Counseling & Course Sequencing

Planned: Improve graduation tracking and course alignment.

Implemented: Counselors provided targeted academic advising and reviewed graduation progress during enrollment windows. Personalized scheduling supported both academic progression and postsecondary pathways.

Challenge: Some delays and scheduling complexities arose due to lack of official academic records for new enrollees.

3. Course Catalog Redesign & Equity in Access

Planned: Make course offerings more transparent and accessible.

Implemented: Course catalogs were fully revised to include:

Detailed descriptions

A–G and NCAA eligibility

Weighted GPA designations

Graduation requirement alignment

Support Materials: Pathway documents were developed to clarify course progression across subject areas.

Equity Focus: All scholars had access to multiple course levels, including remedial, honors, AP, and credit recovery.

4. Academic Strategy Support (ASU Bite-Sized Resources)

Planned: Provide teachers with ongoing instructional resources.

Implemented: High school teams accessed and reviewed ASU bite-sized resources biweekly.

Success: Effective use in online high school teams, with clear implementation tracked in observations.

Need for Improvement: Implementation consistency across all teams requires stronger coordination and lead teacher involvement.

5. AVID Program Strengthening

Planned: Integrate AVID strategies more deeply into instruction.

Implemented: Monthly AVID Site Team meetings, in-service training sessions, and focused PLC discussions occurred.

Cycle 1 Focus: Writing strategies supported by assessment data were prioritized from October to December.

Staff Collaboration: PLCs focused on integrating AVID practices into Learning Labs.

6. RAMP Designation Efforts

Planned: Align counseling services to the ASCA National Model.

Implemented:

CCS San Diego received RAMP designation (January 2025).

RAMP application submitted for additional sites (October 2024), with designation pending.

Substantive Differences in Implementation
Concurrent Enrollment for SPED Scholars: Initially an exploratory goal, this was formally expanded midyear with direct IEP team collaboration and counselor involvement in transition planning.

Course Scheduling for New Scholars: Delays occurred due to incomplete records at enrollment, requiring additional time and flexibility in course planning.

?? Challenges Experienced
Course Scheduling Gaps: Missing or unofficial transcripts at the time of enrollment complicated timely course placement and sequence verification.

Implementation Consistency of ASU Resources: While effective for some teams, resource use is inconsistent across departments without full engagement from all team leads.

?? Successes Achieved
Broadened access to dual enrollment and AP/honors opportunities for all scholars, including those in Special Education.

Revamped, user-friendly course catalogs that support informed decision-making and equitable access.

Increased implementation of writing strategies through AVID and PLCs, aligned to CAASPP goals.

Strengthened alignment of counseling services through RAMP designation and expanded transition support for scholars with IEPs.

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.

The amount budget for course scheduling in goal 3.5 exceeded the original planned amount due to the inclusive of all counselor salaries as a portion.

The actions implemented during the 2024–25 school year have been largely effective in advancing Compass Charter Schools' goal of increasing college and career readiness for all scholars, including those with specialized needs. Below is an analysis of the effectiveness or ineffectiveness of key initiatives:

Effective Actions
1. Expansion of Concurrent Enrollment (Including SPED Scholars)

Effectiveness: Highly effective

Scholars across all subgroups—general education and special education—gained increased access to early college credit and career technical courses.

Counselor participation in IEP meetings enhanced personalization and alignment with transition goals, showing a strong equity-focused implementation.

2. Revamp of Course Catalogs and Pathways

Effectiveness: Effective

Clear, updated course catalogs improved transparency and academic planning for scholars and families.

The addition of course progression pathways and detailed indicators (e.g., A–G eligibility, GPA weighting) supported more strategic course selection.

Scholars now have more equitable access to all course levels, from remedial to AP.

3. Targeted Academic Advising & Course Sequencing Support

Effectiveness: Effective

Counselors effectively guided scholars through the enrollment process, helping ensure that students were placed in courses that supported graduation and postsecondary goals.

Noted Challenge: Scheduling delays occurred due to missing records for new enrollees, which hindered immediate placement in correct course sequences.

4. Implementation of ASU Bite-Sized Instructional Resources

Effectiveness: Moderately effective

Online high school teams consistently used the resources, and observations confirmed impact on instructional quality.

However, inconsistent implementation across departments highlighted the need for more team lead involvement and accountability structures.

5. AVID Program Integration

Effectiveness: Effective

Monthly AVID Site Team meetings, PLCs, and professional development reinforced instructional strategies focused on writing and scholar success skills.

Use of AVID strategies in Learning Labs contributed to increased scholar engagement and academic rigor.

6. RAMP Designation and Counseling Program Development

Effectiveness: Effective

CCS's successful RAMP designation affirmed the school's commitment to comprehensive, data-driven counseling aligned with the ASCA National Model.

Submission of RAMP applications for other sites reflects scalability and momentum in improving schoolwide college and career readiness supports.

Areas Needing Improvement or Monitoring
1. Course Scheduling for New Enrollees

Effectiveness: Partially effective

While counselors were proactive, missing transcripts created gaps in accurate placement.

More robust intake processes or document collection procedures are needed to ensure smooth scheduling upon enrollment.

2. Consistency of Instructional Resource Use (ASU Slides)

Effectiveness: Inconsistent

Teams that used resources effectively showed progress, but implementation fidelity varied.

Full effectiveness will depend on broader adoption and monitoring across all instructional departments.

Overall Summary
Most actions taken during 2024–25 were effective in increasing access, academic preparedness, and personalization of learning pathways. Initiatives such as concurrent enrollment, targeted counseling, AVID integration, and catalog revamps have made clear progress toward the goal of college and career readiness. Ongoing work is needed to improve consistency in instructional strategy implementation and to streamline course scheduling for new enrollees.

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.

Following a comprehensive review of implementation outcomes from the 2024–25 school year, Compass Charter Schools has identified key adjustments to its planned goals, metrics, target outcomes, and actions for the coming year. These changes aim to improve program consistency, remove barriers to access, and further align supports to the diverse needs of scholars.

Changes to Planned Actions
1. Strengthening Support for Concurrent Enrollment – Especially for SPED Scholars

Change: Increase counselor participation in IEP meetings across all regions to ensure consistent support for concurrent enrollment planning.

Reason: Success in supporting SPED scholars through transition-aligned dual enrollment prompted plans to standardize this practice schoolwide.

2. Enhanced Collaboration Around Instructional Resource Implementation

Change: Require team leads to facilitate and monitor the use of ASU bite-sized instructional resources during department meetings.

Reason: Implementation was strong in select teams but inconsistent across others. Broader accountability is needed to ensure fidelity and effectiveness.

3. Early Course Planning for New Enrollees

Change: Implement a standardized intake protocol that requires submission of unofficial transcripts or report cards prior to academic advising.

Reason: Incomplete records at enrollment created scheduling delays and hindered course sequencing accuracy.

Changes to Metrics and Target Outcomes
1. New Metric: Course Scheduling Accuracy for New Enrollees

Change: Add a metric to track how many scholars are scheduled into correct sequences within two weeks of enrollment.

Target: 90% placement accuracy within two weeks.

Reason: Addresses challenges faced this year due to missing records and improves responsiveness for incoming scholars.

2. Revised AVID Integration Goals

Change: Refine AVID implementation metrics to include Learning Lab strategy usage, student feedback, and strategy walkthrough observations.

Reason: While AVID was discussed in PLCs and trainings, deeper evidence-based monitoring will help track its classroom impact.

3. RAMP Counseling Program Expansion

Change: Expand goal to seek RAMP designation for all Compass regions by 2027.

Reason: Successful designation in San Diego demonstrated the value of structured, data-driven counseling services.

Additional Improvements for 2025–26
Course Catalog Usability Review

Conduct family focus groups to evaluate clarity and usability of the new course catalogs.

Integrate student voice into future revisions.

Career Technical Education (CTE) Expansion

Explore additional community college partnerships that include CTE certification opportunities.

Align these options with scholars' postsecondary goals captured through academic planning sessions.

Graduation Pathway Monitoring

Strengthen monitoring tools that flag course sequencing errors or off-track graduation progress earlier in the school year.

These refinements demonstrate Compass's commitment to continuous improvement, equity, and future-ready academic planning. The adjustments are directly informed by implementation data and stakeholder feedback and will further enhance scholar preparation for college, career, and life.

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	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	$574.00	No
3.3	AVID Program	AVID District Leadership training and memberships. Professional Learning provided to all instructional staff by AVID ToSA.	$6,726.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.	$1,295.00	No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	$21,186.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	Focus 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.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	10%	10%		<10%	0
4.2	Middle School dropout rate	10%	1.49%		<10%	-8.51%
4.3	Suspension Rate*	0	0		0	0
4.4	Expulsion Rate*	0	0		0	0
4.5	Chronic Absenteeism Rate*	Overall 2%	1.2		Overall <5%	-.8%

Goal Analysis [2024-25]

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.

Compass Charter Schools implemented several targeted strategies during the 2024–25 school year to expand access to high school summer school, provide credit recovery options, and support at-promise scholars through personalized interventions and system-wide monitoring. While most actions aligned with initial plans, some elements experienced delays or evolved to better meet student needs. Below is a description of the overall implementation, including substantive differences, challenges, and successes:

Implemented Actions
1. Summer School Credit Recovery Program

Planned: Use Accelerate Education LMS for online high school summer school in July 2025.

Implemented: Platform prepared and finalized ahead of program launch. All incoming 9th graders, current high school students, and unduplicated scholars were offered the opportunity to enroll.

Successes:

24% of high school scholars participated.

74% took credit recovery courses; 26% took courses to earn credit in advance.

95% of all participants passed at least one course.

94% credit recovery success rate; 100% success for scholars earning credits ahead.

27% of participants were unduplicated scholars, and 86% of those passed at least one course.

2. Staffing and Planning

Planned: Finalize staffing after interest survey and enrollment projections.

Implemented: Staff interest survey completed; final staffing to be determined in June 2025 based on actual scholar enrollment.

Adjustment: Timeline remains on track; no major deviations.

3. Scholar Retention Monitoring via Abre Data Platform

Planned: Develop a new data platform to improve scholar retention tracking and reporting.

Implemented: Initial stages completed in collaboration with Abre; however, the project is behind schedule and will continue into the 2025–26 school year.

Challenge: Delay in full implementation limited access to real-time dropout and engagement data.

4. Counseling & Intervention Supports for At-Promise Scholars

Planned: Deliver personalized counseling and interventions to support high-needs scholars.

Implemented: Ongoing individual and group counseling, college and career planning, and referral to academic and mental health services.

Success: Counselors actively tracked interventions for at-promise scholars, connecting them to appropriate supports to increase diploma completion readiness.

5. Dropout Prevention and Early Identification

Planned: Leverage cohort monitoring and WIT (Whatever It Takes) team collaboration to reduce dropouts.

Implemented: Despite a reported 13 dropouts (DataQuest), cross-departmental cohort monitoring and flexible learning options were expanded.

Successes:

Increased collaboration via weekly WIT meetings.

Early identification systems triggered timely support referrals.

Challenge: Scholar mobility and socioeconomic barriers continue to pose risks to retention and consistent engagement.

Substantive Differences and Adjustments
Delayed Data Infrastructure: The Abre platform did not launch as early as expected, requiring ongoing use of interim tracking methods.

Adaptive Counseling Engagement: The counseling team increased involvement with at-promise scholars, expanding beyond traditional support into proactive dropout prevention work.

Key Successes
High course pass rates for all student groups in summer school.

Full course success for scholars taking courses ahead of schedule.

Strong support structures for at-promise scholars and unduplicated groups.

Increased coordination and visibility through WIT meetings and early warning systems.

Challenges
Delays in data system build-out (Abre).

Persistent issues with scholar mobility and external barriers impacting dropout rates.

In summary, Compass Charter Schools successfully implemented most planned actions with notable effectiveness in summer school success rates and scholar intervention supports. The primary area for improvement remains in the timely launch of data systems to support dropout prevention and scholar engagement tracking. Continued focus on flexible pathways and early intervention remains essential for supporting scholar retention and diploma attainment.

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.

The amount budget for credit recovery in goal 4.1 exceeded the original planned amount due to the price of accelerated education curriculum.
The amount budget for support for homeless scholars in goal 4.5 exceeded the original planned amount due to inclusion of director salary to support scholar community advocate.

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

Effectiveness of Specific Actions in Making Progress Toward the Goal: Summer School & Scholar Retention (2024–25)

Compass Charter Schools made measurable progress toward the goal of increasing credit completion, reducing dropout rates, and supporting at-promise scholars through targeted interventions and expanded summer school programming. Below is an evaluation of the effectiveness or ineffectiveness of specific actions implemented during the year:

Effective Actions
1. High School Summer School Program

Effectiveness: Highly Effective

24% of high school scholars participated in summer school—demonstrating strong engagement.

Credit recovery success: 94% of participants passed at least one course.

Acceleration success: 100% of scholars earning credit ahead passed their courses.

Unduplicated scholar success: 86% passed one or more summer courses.

These results reflect a well-implemented and inclusive program that successfully helped students regain or accelerate credit toward graduation.

2. Inclusive Access for Incoming 9th Graders and At-Promise Scholars

Effectiveness: Effective

All incoming 9th graders and unduplicated scholars had the opportunity to participate, expanding early intervention and academic planning support.

The participation of 27% unduplicated scholars signals intentional outreach and access for priority student groups.

3. Counseling Interventions for At-Promise Scholars

Effectiveness: Effective

School counselors and College & Career Readiness Counselors provided consistent, personalized support.

Targeted individual and group counseling helped address academic and social-emotional barriers, supporting scholars' progress toward diploma completion.

4. Cross-Departmental Collaboration and WIT Meetings

Effectiveness: Effective

Weekly WIT (Whatever It Takes) meetings fostered collaborative problem-solving and rapid response to scholar needs.

Early identification efforts improved through monitoring of cohort data, enabling timely support for disengaged scholars.

Partially Effective or In Progress
5. Development of the Abre Data Platform

Effectiveness: Partially Effective (In Progress)

While initial implementation steps began, the platform is behind schedule and did not reach full functionality during the 2024–25 school year.

As a result, scholar retention data had to be monitored through less integrated systems, limiting the ability to fully assess patterns and make real-time adjustments.

Ineffective or Needing Improvement
6. Dropout Rate Reduction Efforts

Effectiveness: Partially Effective

Despite proactive supports, DataQuest reported 13 dropouts, highlighting continued challenges related to socioeconomic hardship, academic disengagement, and scholar mobility.

While the interventions and collaboration are effective in structure, the dropout rate indicates more intensive or earlier intervention may be needed for higher-risk students.

Overall Summary
Most of the actions taken to support summer school participation and scholar retention were effective in producing positive academic outcomes and engaging at-promise populations. The summer school program in particular demonstrated strong credit recovery and completion results across all subgroups. Ongoing refinement of data infrastructure and intensified support for highly mobile or socioeconomically impacted scholars will be critical to advancing progress toward long-term graduation and retention goals.

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.

Based on a review of 2024–25 implementation outcomes and effectiveness data, Compass Charter Schools will adjust several aspects of its summer school and scholar retention efforts for the 2025–26 school year. These changes reflect a commitment to continuous improvement, equitable access, and stronger early intervention.

Changes to Planned Actions
1. Earlier Identification and Outreach to At-Promise Scholars

Change: Begin identification and outreach to at-promise scholars in March instead of late spring.

Why: Earlier contact will increase scholar participation in summer school and allow counselors to intervene sooner with academic and social-emotional supports.

How: Counselors will use cohort data, WIT meeting input, and prior course failure reports to flag scholars for early engagement.

2. Expanded Summer School Enrollment Window and Counselor-Initiated Scheduling

Change: Open summer school enrollment earlier and allow counselors to pre-schedule high-risk scholars into credit recovery courses.

Why: To reduce missed opportunities and ensure more seamless placement for scholars most in need of credit recovery.

3. Strengthen Summer School Family Communication Plan

Change: Implement a multi-touchpoint family communication strategy, including email, text, phone calls, and virtual info sessions.

Why: To increase awareness and participation, especially among unduplicated and mobile scholars who may not respond to standard outreach.

Changes to Metrics and Target Outcomes
1. Add Metrics to Monitor At-Promise Scholar Outcomes

New Metrics:

% of at-promise scholars passing 1+ summer school courses

% of dropout-eligible scholars retained into the fall

Why: To better measure the direct impact of interventions on scholar retention and credit completion.

2. Update Abre Platform Implementation Timeline and Use Goals

Change: Extend platform rollout timeline into 2025–26 and set milestones for data integration and user training.

Why: Due to implementation delays, clear checkpoints will ensure progress and functionality in scholar monitoring.

New or Enhanced Target Outcomes
Target: Increase summer school participation among unduplicated scholars by 5 percentage points (from 27% to 32%).

Target: Reduce dropout count by at least 25% year-over-year (from 13 to 9 or fewer).

Target: Ensure that 100% of at-promise scholars identified in spring are offered at least two points of personalized intervention prior to summer.
Program Improvements
Summer School Orientation: Introduce a brief onboarding module in Accelerate Education to support scholar success in navigating the LMS.

Post-Summer Follow-Up: Implement a re-engagement plan for scholars who did not complete summer courses, including early fall credit recovery placement.

These changes are driven by both data and reflection, aiming to increase the impact of summer programming, reduce dropout rates, and more effectively serve scholars who face barriers to graduation.

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
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility	$11,915.00	No
4.3	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	$5,924.00	No
4.4	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No
4.5	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	$4,846.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$354,822.00	$0

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
7.782%	0.000%	$0.00	7.782%

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:** Credentialed teachers **Need:** 41% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher. **Scope:**	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12,1.13,1.14

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
	Schoolwide		
1.5	**Action:** MTSS Supports **Need:** 13.3% of unduplicated pupils require urgent intervention, 6.6% require intervention and 13.3% are on watch in ELA. 16.6% of unduplicated pupils require urgent intervention, 8% require intervention and 15% are on watch in Math **Scope:** Schoolwide	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	**Action:** Technology Access for SED scholars **Need:** Low income families need computers and internet access to participate in virtual learning. **Scope:** Schoolwide	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	**Action:** Scholar Engagement Activities **Need:** Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

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
	Scope: Schoolwide		
2.8	**Action:** Mental Health Supports **Need:** School climate survey results show that unduplicated pupils will benefit from increased mental health services. **Scope:** Schoolwide	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	**Action:** AVID Program **Need:** Scholars of SED families benefit from AVID services. **Scope:** Schoolwide	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7

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
1.3	**Action:** ELD Materials **Need:** The ELD scholar population is below 11. The school provides resources for these scholars to support their language development. **Scope:** Limited to Unduplicated Student Group(s)	EL scholars have access to resources specific to language development.	1.8, 1.9
1.4	**Action:** Professional Development for staff serving EL scholars **Need:** The ELD scholar population is below 11. The school provides resources for these scholars to support their language development. **Scope:** Limited to Unduplicated Student Group(s)	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	**Action:** Summer School Interventions **Need:** SED scholars: SBAC ELA (3-8) 34% SBAC ELA (11) 30% SED scholars: SBAC Math (3-8) 18%, SBAC Math (11) 11%	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.5	**Action:** Course Scheduling **Need:** Continued support to ensure that SED students are prepared for college and maintain a high graduation rate **Scope:** Limited to Unduplicated Student Group(s)	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.5	**Action:** Support for Homeless Scholars **Need:** Our families experiencing homelessness have additional barriers to HS graduation. **Scope:** Limited to Unduplicated Student Group(s)	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

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.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 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	4,559,639	354,822.00	7.782%	0.000%	7.782%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,151,342.00	$0.00	$0.00	$0.00	$3,151,342.00	$2,391,112.00	$760,230.00

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	Credentialed teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$2,326,673.00	$0.00	$2,326,673.00				$2,326,673.00	
1	1.2	Standards-aligned instructional materials	All	No			All Schools		$0.00	$665,332.00	$665,332.00				$665,332.00	
1	1.3	ELD Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$10,818.00	$10,818.00				$10,818.00	
1	1.4	Professional Development for staff serving EL scholars	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.5	MTSS Supports		Yes	School wide		All Schools		$21,899.00	$4,985.00	$26,884.00				$26,884.00	
1	1.7	Increased participation on state assessments	All African American	No			All Schools		$0.00	$3,452.00	$3,452.00				$3,452.00	
1	1.9	Support for scholars with special needs	Students with Disabilities	No			All Schools		$0.00	$10,422.00	$10,422.00				$10,422.00	
1	1.10	Professional Development on serving scholars with special needs	Students with Disabilities	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	

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	1.11	Summer School Interventions		Yes	Limited to Unduplicated Student Group(s)		All Schools		$2,158.00	$690.00	$2,848.00				$2,848.00	
2	2.1	Annual Survey	All	No			All Schools		$0.00	$1,726.00	$1,726.00				$1,726.00	
2	2.2	Technology Access for SED scholars	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$14,213.00	$14,213.00				$14,213.00	
2	2.3	Safe Online Environment	All	No			All Schools		$0.00	$6,213.00	$6,213.00				$6,213.00	
2	2.5	Parent and Scholar input	All	No			All Schools									
2	2.6	Learning Coach Academy	All	No			All Schools									
2	2.7	Scholar Engagement Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,890.00	$25,890.00				$25,890.00	
2	2.8	Mental Health Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$1,405.00	$0.00	$1,405.00				$1,405.00	
3	3.1	Course Offerings	All	No			All Schools									
3	3.2	RAMP Certification	All	No			All Schools		$574.00	$0.00	$574.00				$574.00	
3	3.3	AVID Program		Yes	School wide		All Schools		$5,000.00	$1,726.00	$6,726.00				$6,726.00	
3	3.4	Program for Scholars with Special needs	Students with Disabilities	No			All Schools		$0.00	$1,295.00	$1,295.00				$1,295.00	
3	3.5	Course Scheduling		Yes	Limited to Unduplicated Student Group(s)		All Schools		$21,186.00	$0.00	$21,186.00				$21,186.00	

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
4	4.1	Credit Recovery	All	No			All Schools		$7,371.00	$4,544.00	$11,915.00				$11,915.00	
4	4.3	Retention rates	All	No			All Schools		$0.00	$5,924.00	$5,924.00				$5,924.00	
4	4.4	Support for 5 year grad cohort	All	No			All Schools									
4	4.5	Support for Homeless Scholars	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$4,846.00	$0.00	$4,846.00				$4,846.00	

2025-26 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
4,559,639	354,822.00	7.782%	0.000%	7.782%	$2,442,489.00	0.000%	53.568 %	**Total:**	$2,442,489.00
								LEA-wide Total:	$0.00
								Limited Total:	$40,698.00
								Schoolwide Total:	$2,401,791.00

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	Credentialed teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,326,673.00	
1	1.3	ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,818.00	
1	1.4	Professional Development for staff serving EL scholars	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
1	1.5	MTSS Supports	Yes	Schoolwide		All Schools	$26,884.00	
1	1.11	Summer School Interventions	Yes	Limited to Unduplicated Student Group(s)		All Schools	$2,848.00	
2	2.2	Technology Access for SED scholars	Yes	Schoolwide	Low Income	All Schools	$14,213.00	
2	2.7	Scholar Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,890.00	

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 (%)
2	2.8	Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,405.00	
3	3.3	AVID Program	Yes	Schoolwide		All Schools	$6,726.00	
3	3.5	Course Scheduling	Yes	Limited to Unduplicated Student Group(s)		All Schools	$21,186.00	
4	4.4	Support for 5 year grad cohort				All Schools		
4	4.5	Support for Homeless Scholars	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$4,846.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,020,498.34	$2,318,063.00

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**	Credentialed teachers	Yes	$761,778.00	$1,542,555.00
1	**1.2**	Standards-aligned instructional materials	No	$166,266.00	$592,523.00
1	**1.3**	ELD Materials	Yes	$2,999.00	$2,314.00
1	**1.4**	Professional Development for staff serving EL scholars	Yes	$1,000.00	$522.00
1	**1.5**	MTSS Supports	Yes	$21,365.00	$40,853.00
1	**1.7**	Increased participation on state assessments	No	$475.00	$0.0
1	**1.9**	Support for scholars with special needs	No	$3,842.00	$112.00
1	**1.10**	Professional Development on serving scholars with special needs	No	$2,000.00	$0.0
1	**1.11**	Summer School Interventions	Yes	$3.34	$11,583
2	**2.1**	Annual Survey	No	$1,686.00	$0.0
2	**2.2**	Technology Access for SED scholars	Yes	$3,175.00	$37,749.00

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)
2	2.3	Safe Online Environment	No	$13,486.00	$1,527.00
2	2.5	Parent and Scholar input	No	$0.0	$0.0
2	2.6	Learning Coach Academy	No	$0.0	$0.0
2	2.7	Scholar Engagement Activities	Yes	$5,658.00	$12,687.00
2	2.8	Mental Health Supports	Yes	$1,371.00	$4,181.00
3	3.1	Course Offerings	No	$0.0	$0.0
3	3.2	RAMP Certification	No	$560.00	$172.00
3	3.3	AVID Program	Yes	$3,513.00	$7,226.00
3	3.4	Program for Scholars with Special needs	No	$0.0	$0.0
3	3.5	Course Scheduling	Yes	$20,669.00	$21,349
4	4.1	Credit Recovery	No	$0.0	$1,144.00
4	4.3	Retention rates	No	$5,924.00	$5,924.00
4	4.4	Support for 5 year grad cohort	No	$0.0	$0.0

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)
4	4.5	Support for Homeless Scholars	Yes	$4,728.00	$35,642.00

2024-25 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)
$35,4822	$826,259.34	$1,716,661.00	($890,401.66)	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	Credentialed teachers	Yes	$761,778.00	$1,542,555.00		
1	1.3	ELD Materials	Yes	$2,999.00	$2,314.00		
1	1.4	Professional Development for staff serving EL scholars	Yes	$1,000.00	$522.00		
1	1.5	MTSS Supports	Yes	$21,365.00	$40,853.00		
1	1.11	Summer School Interventions	Yes	$3.34	$11,583		
2	2.2	Technology Access for SED scholars	Yes	$3,175.00	$37,749.00		
2	2.7	Scholar Engagement Activities	Yes	$5,658.00	$12,687.00		
2	2.8	Mental Health Supports	Yes	$1,371.00	$4,181.00		
3	3.3	AVID Program	Yes	$3,513.00	$7,226.00		
3	3.5	Course Scheduling	Yes	$20,669.00	$21,349		
4	4.5	Support for Homeless Scholars	Yes	$4,728.00	$35,642.00		

2024-25 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)
4,511,209	$35,4822	0.0	7.865%	$1,716,661.00	0.000%	38.053%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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;

    o **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.

    o 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.

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.

    o 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,

    o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

    o 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.

- o 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.

  - o 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.

  - o 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.

  o 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.

  o 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.

  o 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.

  o **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 32526(d).

o 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.

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

o 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.

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

  o 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.

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

  o 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:

  - o **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.

  - o **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.

  - o **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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

  - o 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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