LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Connect Community Charter School
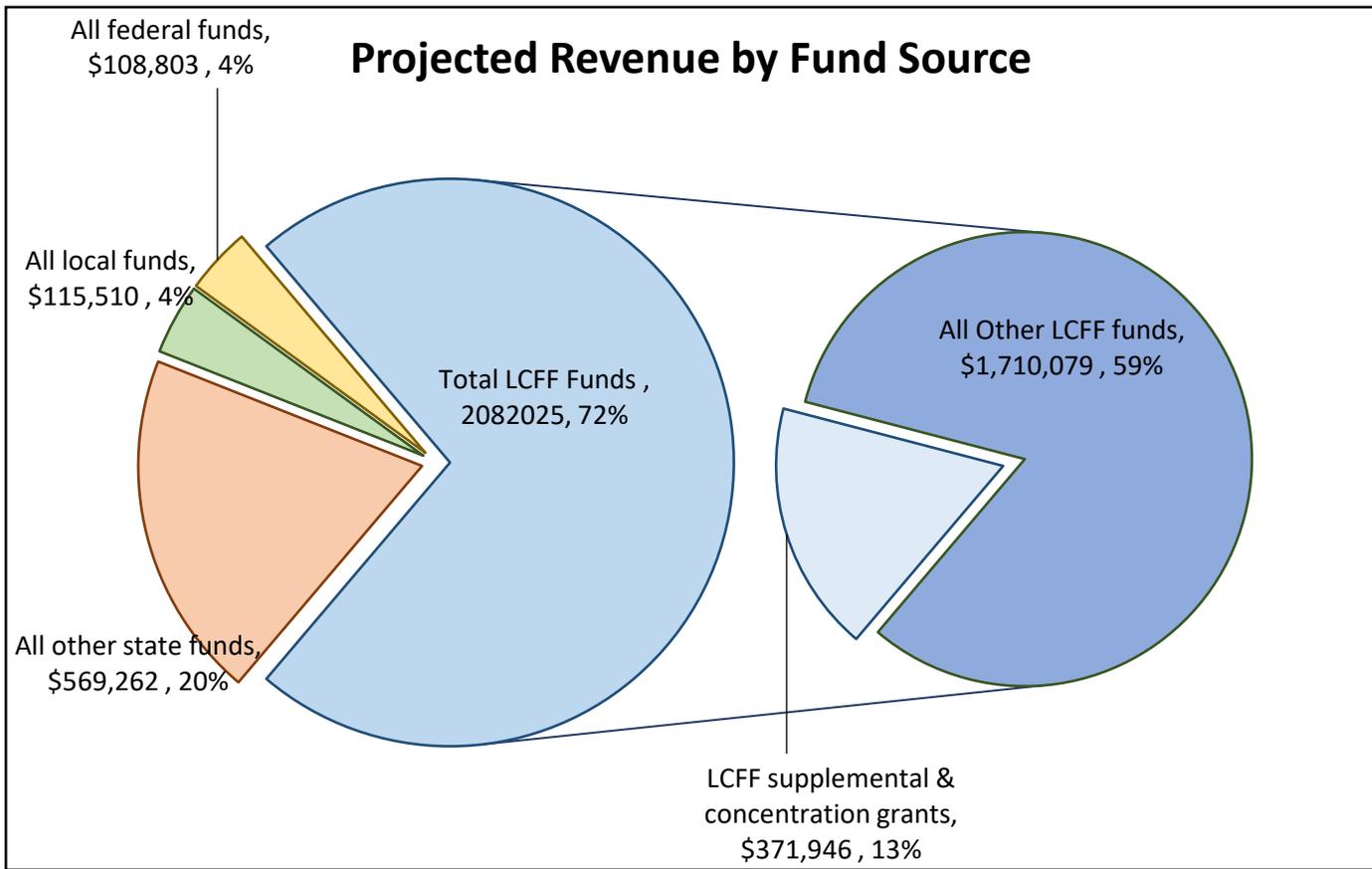
CDS Code: 41690050127282

School Year: 2025-26

LEA contact information: Hayley Dupuy, Dir. of Ed. Services hdupuy@connectrwc.org 650-562-7190

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, $108,803 , 4%

All local funds, $115,510 , 4%

All other state funds, $569,262 , 20%

Total LCFF Funds , 2082025, 72%

All Other LCFF funds, $1,710,079 , 59%

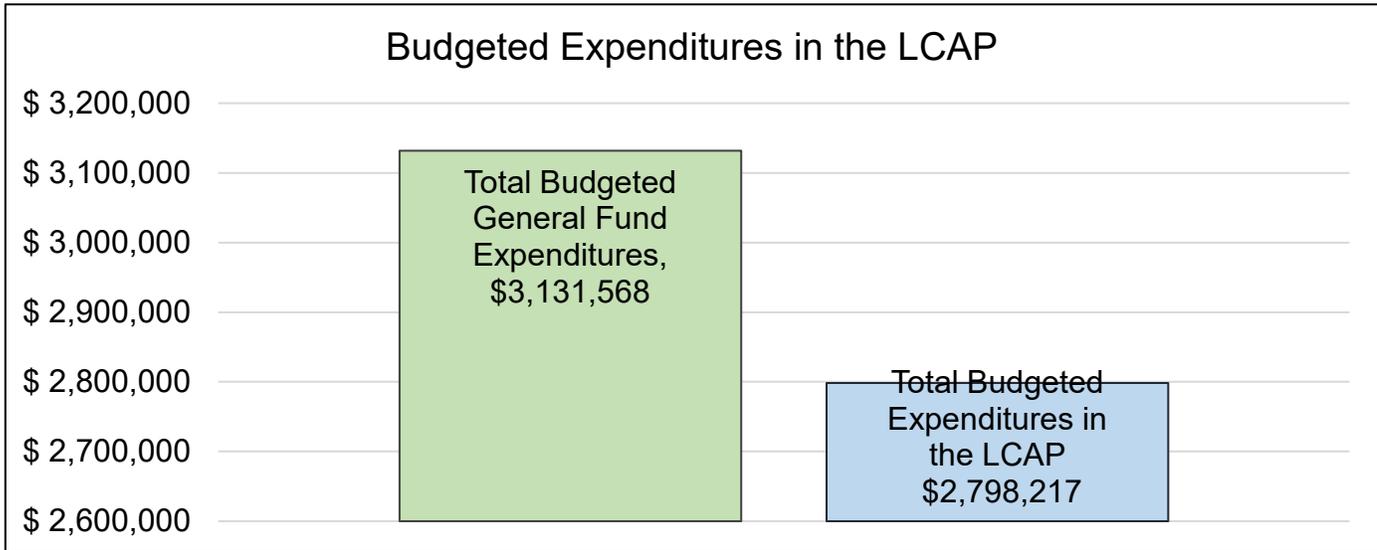LCFF supplemental & concentration grants, $371,946 , 13%

This chart shows the total general purpose revenue Connect Community Charter School 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 Connect Community Charter School is $2,875,600.00, of which $2,082,025.00 is Local Control Funding Formula (LCFF), $569,262.00 is other state funds, $115,510.00 is local funds, and $108,803.00 is federal funds. Of the $2,082,025.00 in LCFF Funds, $371,946.00 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

$ 3,200,000	
$ 3,100,000	Total Budgeted General Fund Expenditures, $3,131,568
$ 3,000,000	
$ 2,900,000	
$ 2,800,000	Total Budgeted Expenditures in the LCAP $2,798,217
$ 2,700,000	
$ 2,600,000	

This chart provides a quick summary of how much Connect Community Charter School 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: Connect Community Charter School plans to spend $3,131,568.00 for the 2025-26 school year. Of that amount, $2,798,217.00 is tied to actions/services in the LCAP and $333,351.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
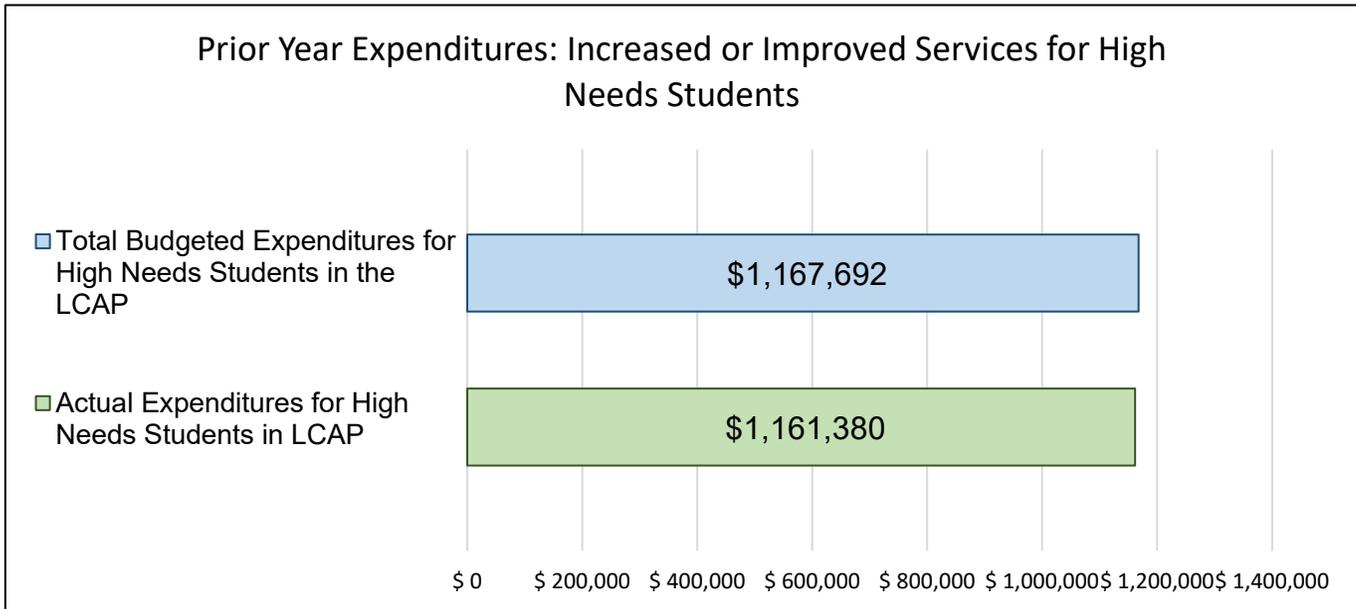
The General Fund Budget Expenditures for the 2025-26 school year that are not included in the LCAP are general liability insurance, oversight fees to the chartering authority, legal fees, and other operational costs.

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

In 2025-26, Connect Community Charter School is projecting it will receive $371,946.00 based on the enrollment of foster youth, English learner, and low-income students. Connect Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Connect Community Charter School plans to spend $592,889.00 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	$1,167,692
☐ Actual Expenditures for High Needs Students in LCAP	$1,161,380

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000 $ 1,400,000

This chart compares what Connect Community Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Connect Community Charter School 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, Connect Community Charter School's LCAP budgeted $1,167,692.00 for planned actions to increase or improve services for high needs students. Connect Community Charter School actually spent $1,161,380.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $6,312.00 had the following impact on Connect Community Charter School's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 was less than 0.54% difference from the total budgeted expenditures. This is an immaterial variance in cost for the actions.

Local Control and Accountability Plan

CONNECT

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Connect Community Charter School	Hayley Dupuy, Director of Educational Services	hdupuy@connectrwc.org 650-562-7190

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.

Connect Community Charter School ("Connect") is an independent K-8 public charter school in Redwood City. The school opened in the fall of 2013 and shares a site with Fair Oaks Community School. The vision of the school is to prepare and inspire students to create positive change in their communities. The mission is that the school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. There are some metrics which do not apply to Connect because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

The California School Dashboard ("Dashboard") in 2024 reports that in 2023-24, Connect served 132 students with diverse needs and backgrounds: 85.6% socioeconomically disadvantaged ("SED") or low income ("LI") students; 61.4% of students were English Learners ("ELs"); 16% of English Learners were Redesignated Fluent English Proficient ("RFEP"); 17.4% of students with disabilities ("SWD"); 0% Foster Youth ("FY"); and, 10.6% Homeless Youth. As of the 2023-24 school year, enrollment by race and ethnicity at Connect was Hispanic/Latinx (94.7%), White (2.3%), Asian (1.5%), and American Indian (0.8%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are significant subgroups at Connect; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program. The significant subgroups at Connect based on the 2024 Dashboard are Hispanic/Latinx students, SED students, ELs, and HY.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Connect Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: All students, including significant subgroups, unduplicated students, and students with exceptional needs, demonstrate growth and measurable progress in English Language Arts ("ELA") and Mathematics ("Math") as measured by State and local assessments. GOAL 2: Student Engagement: All students, including significant subgroups, unduplicated students, and students with exceptional needs, will receive social emotional well-being support through

character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Connect's parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

Connect is not eligible for LCFF Equity Multiplier Funding.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Community Meetings and the District English Learner Advisory Committee ("DELAC"). The DELAC meet a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the DELAC. The number of parents will exceed or be equal to the number of total staff members. The DELAC discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Connect Community Charter School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as IXL and Dibels (starting in 2025-26), cumulative assessments, attendance, and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, HY, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2024 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

-**English Language Arts** (overall "Low" – 72.2points below standard, increased 15.5 points). The following subgroups were "Very Low": English Learners – 106.5 points below standard, maintained 1.3 points; and Socioeconomically Disadvantaged- 77.9 points below standard, maintained 2.2 points. The following subgroup is "Low": Hispanic/Latinx – 76.1 points below standard, increased 17.2 points. The following subgroups have no Performance Level, both of which improved: Long-Term English Learners – 81.9 points below standard, increased 44.3 points; and Students with Disabilities – 77.1 points below standard, increased 21.9 points. **Connect improved English Language Arts**

performance from "Very Low" to "Low" demonstrating an increase of 15.5 points. Connect has been increasing support in all classrooms, instructional aides provide small group instruction and increasing our data driven instruction through professional development and training. We have also added K-8 calibration into our writing benchmarks by having all teachers design, score, and debrief each writing assessment. Based on the educational partner feedback, the teachers noted that the support with small group instruction is improving academic achievement in the classroom. The parents want the students to make significant academic progress moving toward grade level (Goal 1, Actions 2 and 8). Based on the educational partner feedback, the teachers noted that they need support on using student data to inform instruction, differentiate for students, plan for intervention, develop a culturally responsive classroom, and develop a social emotional routine to benefit the identified students. The parents noted that the teachers need support to complete all that is expected of them (Goal 2, Action 6).

-**Math** (overall "Low" – 105.7 points below standard, increased 5.6 points). The following subgroups were "Low": English Learners – 123.7 points below standard, increased 11.2 points; Hispanic/Latinx – 108.4 points below standard, increased 9.5 points; and Socioeconomically Disadvantaged - 106 points below standard, increased 4.8 points. The following subgroups have no Performance Level: Long-Term English Learners – 143.2 points below standard, maintained 1.2 points; and Students with Disabilities – 110.7 points below standard, increased 9.5 points. **Connect improved mathematics performance from "Very Low" to "Low" demonstrating an increase of 5.6 points.** Connect has been increasing support in all classrooms, instructional aides provide small group instruction and increasing our data driven instruction through professional development and training. We have also been examining collaborative problem solving to build mathematical thinking and incorporate literacy into math. Based on the educational partner feedback, the teachers noted that the support with small group instruction is improving academic achievement in the classroom. The parents want the students to make significant academic progress moving toward grade level (Goal 1, Actions 2 and 9). Based on the educational partner feedback, the teachers noted that they need support on using student data to inform instruction, differentiate for students, plan for intervention, and develop a social emotional routine to benefit the identified students. The parents noted that the teachers need support to complete all that is expected of them (Goal 1, Actions 5 and 6).

-**Chronic Absenteeism** (overall "Medium" – 13.1% chronically absent, declined 20.9%). The following subgroups were "Medium": Socioeconomically Disadvantaged, 14.9% chronically absent, declined 24.5%; Hispanic/Latinx – 13.7% chronically absent, declined 19.9%; and English Learners, 13% chronically absent, declined 22.6%. The following subgroups had no Performance Color: Students with Disabilities – 24% chronically absent, declined 5.4%); Long Term English Learners – 29.4% chronically absent, increased 0.8%; and Homeless Youth– 20% chronically absent). **Connect significantly improved the chronic absenteeism rate from 34% chronically absent to 13.1%, though the Performance level remained "Medium."** The school has launched a standard operation procedure for attendance - it is a regular focus of our office staff to verify absences, identify students for "re-engagement", organize classroom-based Independent Study when appropriate, and to provide additional resources to families as they relate to attendance issues whenever possible and appropriate (providing food, clothes, helping connect families to resources related to social services). We used LCAP funds to provide additional hours to our existing office staff to support attendance efforts. Based on the educational partner feedback, the teachers noted that the attendance initiatives will benefit the identified students. The parents had suggestions on how to improve attendance through consistent communication and training on the importance of attending school (Goal 3, Actions 2 and 3).

-**Suspension Rate** (overall "Very Low" – 0.6% of students were suspended at least one day, declined 3.7%). Connect is a small school so 0.6% is literally one student. The following subgroups were "Low": Socioeconomically Disadvantaged, 0.7% of students were suspended at least one day, declined 3.6%; and English Learners, 0.9% of students were suspended at least one day, declined 4.3%. The following subgroup was "Very Low": Hispanic/Latinx - 0.6% of students were suspended at least one day, declined 3.4%. The following subgroups had no Performance Color: Students with Disabilities, 0% of students were suspended at least one day, declined 5.9%; Homeless Youth, 0% of students were suspended at least one day; and Long-Term English Learners, 5.9% of students were suspended at least one day, declined

3.6%. **Connect significantly improved the suspension rate from Medium to Very Low, from 4.3% of students were suspended at least one day to 0.6% of students suspended at least one day.** Connect continues to work with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and positive behavioral interventions and supports. The students with disabilities have the highest suspension rate of any subgroup at the school and includes only two students. Connect will focus on working with the IEP Team through the IEP to address any Behavioral Plans or Goals that would better support students with disabilities in addition to the support offered to all students previously mentioned. Based on the educational partner feedback, the teachers noted that they need parents to support the academics, climate and culture, and attendance expectations of the school community. The parents want to be involved and want to know how to support the school community and how to support their children at home. We expect that the parent participation rate will increase and that parents will learn to partner with the educators to increase student outcomes through parent education and involvement. The action is designed to meet the needs most associated with the barriers to achievement of the identified students (Goal 3, Actions 1 and 2). The internal data shows that 2023-24 Suspension Rate is only 1.3%.

-**English Learner Progress Indicator** is "High" 47.8% of English Learners are making progress toward English Language Proficiency which increased 21.3%. **Connect significantly improved the English Learner Progress Indicator from Very Low to High, from 26.5% English Learners are making progress toward English Language Proficiency to 47.8%. This is an increase of 21.3% changing from "Very Low" to "High".** English Learners have daily ELD instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English in their core content areas. Based on the educational partner feedback, the teachers noted that the support with systematic ELD instruction, monitoring, and support is improving language proficiency. The parents want to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades (Goal 1, Action 3).

Connect Met all Local Indicators in 2024: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Connect has been moved from Differentiated Assistance in 2023 to General Assistance in 2024! Connect was in Differentiated Assistance in 2023 for SED students, but in 2024, the SED students met criteria in Priority Areas 4 for ELA and Math performance and in Priority Area 5 for chronic absenteeism rate. SED students increased from "Very Low" to "Low" in ELA demonstrating an increase of 15.5 points. SED students increased from "Very Low" to "Low" in Math demonstrating an increase of 5.6 points. SED students increased from "Very High" to "Medium" demonstrating a 24.5% decline in chronic absenteeism rate. Connect has been exited for Comprehensive Support and Improvement in 2024!

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.

Connect Community Charter School is not eligible for Comprehensive Support and Improvement ("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.

Connect Community Charter School is not eligible for Comprehensive Support and Improvement ("CSI").

Monitoring and Evaluating Effectiveness

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

Connect Community Charter School is not eligible for Comprehensive Support and Improvement ("CSI").

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
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meeting called LCAP Engagement. The data, goals, and actions were discussed. 4/14/25 Additionally, staff surveys were used to inform the LCAP. 4/21/25
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Community Meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. 4/22/25-4/25/25
Students	Engaged in collecting feedback on the goals and actions with middle school students. 4/21/25
Local Bargaining Units (Certificated and Classified)	Connect does not have local bargaining units.
Community Meeting	LCAP was presented to the Community in accordance with Education Code Section 52062(a)(1). 4/17/25 The Executive Director responded to all comments in writing.
District English Learner Advisory Committee	LCAP was presented to the DELAC in accordance with Education Code Section 52062(a)(1). 3/19/25 The Executive Director responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). 3/21/25 The Executive Director responded to all comments in writing.
Parents of Students with Disabilities	Connect sent parents of students with disabilities the LCAP for their input. 4/14/25 The Executive Director responded to all comments in writing.
SELPA	Connect consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 5/1/25
Public Comment	5/1-15/25 was the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	5/1/25 Connect held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/5/25 Connect Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Connect Budget, and LCAP were adopted by the Board on 6/5/25 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

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

The LCAP was influenced by the feedback provided by the educational partners by continuing with the three goals: Student Achievement, Student Engagement, and Parent/Guardian and Community Engagement. The feedback indicated that the Charter School should continue to implement the actions with fidelity. The educational partners are pleased with the improvement evidenced on the 2024 Dashboard. The feedback was to shorten the actions to ensure clear focus.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Student Achievement: All students, including significant subgroups, unduplicated students, and students with exceptional needs, demonstrate growth and measurable progress in English Language Arts and Mathematics as measured by State and local assessments.**	Broad

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Connect has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. 2024 CA Dashboard demonstrated that **Connect improved English Language Arts performance for all students from "Very Low" to "Low" demonstrating an increase of 15.5 points.** 2024 Dashboard is Very Low for English Learners and Socioeconomically Disadvantaged students; Low for Hispanic/Latinx students; and no Performance Level for Long-Term English Learners and Students with Disabilities. 2024 CA Dashboard demonstrated that **Connect improved mathematics performance for all students from "Very Low" to "Low" demonstrating an increase of 5.6 points.** 2024 Dashboard is Low for English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged students; and no Performance Level for Long-Term English Learners and Students with Disabilities. **Connect improved Science performance by 31% from Grade 5 in 2021 to Grade 8 in 2024.** The 2024 Dashboard demonstrated that **Connect improved the English Learner Progress Indicator from Very Low to High, from 26.5% English Learners are making progress toward English Language Proficiency to 47.8%.**

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	58.3% Clear 23.6% Intern Data Year: 2021-22 Data Source: DataQuest	54.5% Clear 18.2% Intern Data Year: 2022-23 Data Source: DataQuest		80% Clear 20% Intern Data Year: 2024-25 Data Source: DataQuest	-3.8% Clear -5.4% Intern
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Target Met
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation & Sustainability Data Year: 2022-23 Data Source: Dashboard 2023	Full Implementation & Sustainability Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Target Met

| 1.4 | Smarter Balanced ELA | 2022-23 ELA Distance from Standard
All students: -87.7
Hispanic/Latinx: -93.3
SED: -80.1
English Learners: -107.8
SWD: -99.0

Data Year: Spring 2023
Data Source: CAASPP Student Scores | 2023-24 ELA Distance from Standard
All students: -72.2
Hispanic/Latinx: -76.1
SED: -77.9
English Learners: -106.5
SWD: -77.1

Data Year: Spring 2024
Data Source: CAASPP Student Scores | | 2025-26 ELA Distance from Standard
All students: -27.7
Hispanic/Latinx: -33.3
SED: -20.1
English Learners: -47.8
SWD: -39.0

Data Year: Spring 2026
Data Source: CAASPP Student Scores | SBAC ELA OUTCOMES

All Students – Increased 15.5 points

Hispanic/Latinx: Increased 17.2 points

SED: Maintained 2.2 points

English Learners: - Maintained 1.3 points

SWD: Increased 21.9 points |
| 1.5 | Smarter Balanced Math | 2022-23 Math Distance from Standard
All students: -111.2
Hispanic/Latinx: -118
SED: -110.9
English Learners: -135.2
SWD: -120.2

Data Year: Spring 2023
Data Source: CAASPP Student Scores | 2023-24 Math Distance from Standard
All students: -105.7
Hispanic/Latinx: -108.4
SED: -106
English Learners: -123.7
SWD: -110.7

Data Year: Spring 2024
Data Source: CAASPP Student Scores | | 2025-26 Math Distance from Standard
All students: -51.2
Hispanic/Latinx: -58
SED: -50.9
English Learners: -75
SWD: -60.2

Data Year: Spring 2026
Data Source: CAASPP Student Scores | SBAC Math OUTCOMES

All Students – Increased 5.6 points

Hispanic/Latinx: Increased 9.5 points

SED: Increased 4.8 points

English Learners: - Increased 11.5 points

SWD: Increased 9.5 points |

| 1.6 | ELA Local Assessment – IXL 1-2 or MAP 3-8 Met Growth Target | **IXL**
Grade 1:
11% Newcomers
At grade level: 10%
Approaching: 30%

Grade 2:
15% Newcomers
Above: 8%
At grade level: 15%
Approaching: 15%

MAP
Grade 3:
Reading:
At grade level: 7%
Approaching: 0%
Met Growth Target: 51.4%
Language:
At grade level: 8%
Approaching: 0%
Met Growth Target: 0%

Grades 4/5:
Reading:
Class 1: Above: 5%
At grade level: 10%
Approaching: 15%
Met Growth Target: 41.2%
Class 2: At grade level: 12%
Approaching: 47%
Met Growth Target: 58.8%
Language:
Class 1: Above: | **Dibels**
Kindergarten:
At grade level: 38%
Approaching: 37%

Grade 1:
At grade level: 55%
Approaching: 45%

Grade 2:
At grade level: 43%
Approaching: 14%

MAP
Grade 3:
Reading:
At/Above grade level: 67%
Approaching: 22%
Met Growth Target: 89%
Language:
At/Above grade level: 55%
Approaching: 15%
Met Growth Target: 44%

Grades 4/5:
Reading:
At/Above grade level: 61%
Approaching: 8%
Met Growth Target: 85%
Language:
At/Above: 65%
Approaching: 12%
Met Growth Target: 85% | | **IXL**
Grade 1:
Above: 10%
At grade level: 20%
Approaching: 20%

Grade 2:
Above: 10%
At grade level: 20%
Approaching: 20%

MAP
Grade 3:
Reading:
Above: 10%
At grade level: 20%
Approaching: 20%
Met Growth Target: 70%
Language:
Above: 10%
At grade level: 20%
Approaching: 20%
Met Growth Target: 70%

Grades 4/5:
Reading:
Class 1:
Above: 10%
At grade level: 20%
Approaching: 20%
Met Growth Target: 70%
Class 2:
Above: 10%
At grade level: 20%
Approaching: 20%
Met Growth Target: 70% | Exceeded Target

Demonstrated 81% Growth in Reading and 79% in Language |

		4% At grade level: 9% Approaching: 17% Met Growth Target: 56.3% Class 2: At grade level: 6% Approaching: 50% Met Growth Target: 66.7% **Grade 6:** Reading: Above: 18% At grade level:0% Approaching: 18% Met Growth Target: 30.6% Language: At grade level: 12% Approaching:41% Met Growth Target: 35.8% **Grade 7:** Reading: At grade level: 36% Approaching: 28% Met Growth Target: 80% Language: Above: 13% At grade level: 13% Approaching: 37% Met Growth Target:75% **Grade 8:** Reading: At grade level: 10%	**Grade 6:** Reading: At/Above grade level:75% Approaching: 12% Met Growth Target: 87% Language: At/Above grade level: 61% Approaching:0% Met Growth Target: 69% **Grade 7:** Reading: At/Above grade level: 21% Approaching: 37% Met Growth Target: 82% Language: At/Above grade level: 46% Approaching: 14% Met Growth Target:86% **Overall:** Reading Met Growth Target: 81% Language Met Growth Target: 79% Data Year: 2024-25		Language: Class 1: Above: 10% At grade level: 20% Approaching: 20% Met Growth Target: 70% Class 2: Above: 10% At grade level: 20% Approaching: 20% Met Growth Target: 70% **Grade 6:** Reading: Above: 10% At grade level: 20% Approaching: 20% Met Growth Target: 70% Language: Above: 10% At grade level: 20% Approaching: 20% Met Growth Target: 70% **Grade 7:** Reading: Above: 15% At grade level: 25% Approaching: 25% Met Growth Target: 80% Language: Above: 15% At grade level: 25% Approaching: 25%	

| | | Approaching: 60% Met Growth Target:68.4% Language: At grade level: 15% Approaching: 55% Met Growth Target: 73.7%

Data Year: 2023-24 Data Source: Local Data | Data Source: Local Data | | Met Growth Target:80%

Grade 8: Reading: Above: 20% At grade level: 25% Approaching: 25% Met Growth Target: 80% Language: Above: 20% At grade level: 25% Approaching: 25% Met Growth Target: 80%

Data Year: 2026-27 Data Source: Local Data | |

| 1.7 | Math Local Assessment – IXL 1-2 or MAP 3-8 Met Growth Target | **IXL**
Grade 1:
11% Newcomers
At grade level: 25%
Approaching: 38%

Grade 2:
15% Newcomers
At grade level: 27%
Approaching: 37%

MAP
Grade 3:
Math:
At grade level: 0%
Approaching: 0%
Met Growth Target: 0%

Grades 4/5:
Math:
Class 1:
At grade level: 0%
Approaching: 39%
Met Growth Target: 43.8%

Class 2:
At grade level:0%
Approaching:33%
Met Growth Target: 47.1%

Grade 6:
Math:
Above: 6%
At grade level: 6%
Approaching: 19%
Met Growth Target: 15.4% | **IXL**
Kindergarten:
At grade level: 85%
Approaching: 7%

Grades 1 and 2:
At grade level: 44%
Approaching: 22%

MAP
Grade 3:
Math:
At/Above grade level: 56%
Approaching: 22%
Met Growth Target: 89%

Grade 4:
Math:
At/Above grade level: 48%
Approaching: 9%
Met Growth Target: 81%

Grade 5:
Math:
At/Above grade level: 54%
Approaching: 20%
Met Growth Target: 87%

Grade 6:
Math:
At/Above grade level: 66%
Approaching: 0% | | **IXL**
Grade 1:
Above: 10%
At grade level: 30%
Approaching: 20%

Grade 2:
Above: 10%
At grade level: 30%
Approaching: 20%

MAP
Grade 3:
Math:
Above: 10%
At grade level: 20%
Approaching: 20%
Met Growth Target: 70%

Grades 4/5:
Math:
Class 1:
Above: 10%
At grade level: 20%
Approaching: 20%
Met Growth Target: 70%

Class 2:
Above: 10%
At grade level: 20%
Approaching: 20%
Met Growth Target: 70%

Grade 6:
Math:
Above: 10%
At grade level: 20% | Data Available Spring 2025 |

		Grade 7: Math: At grade level: 6% Approaching: 39% Met Growth Target: 46.7% **Grade 8:** Math: At grade level: 6% Approaching: 44% Met Growth Target: 61.1% Data Year: 2023-24 Data Source: Local Data	Met Growth Target: 83% **Grade 7:** Math: At/Above grade level: 13% Approaching: 7% Met Growth Target: 87% **Overall:** Math Met Growth Target: 85% Data Year: 2024-25 Data Source: Local Data		Approaching: 20% Met Growth Target: 70% **Grade 7:** Math: Above: 10% At grade level: 20% Approaching: 20% Met Growth Target: 70% **Grade 8:** Math: Above: 10% At grade level: 20% Approaching: 20% Met Growth Target: 70% Data Year: 2026-27 Data Source: Local Data	
1.8	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 26.5% Data Year: 2022-23 Data Source: Dashboard 2023	ELPI is High for 2024 ELPI is 47.8% Data Year: 2023-24 Data Source: Dashboard 2024		ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: Dashboard 2026	ELPI increased 21.3%, surpassing the State
1.9	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2023-24 Data Source: Dataquest		EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Data release delayed by the CDE

Goal Analysis for 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, the actions designed to support achievement of the goal were implemented as planned. The Core Curriculum was implemented and students achieved growth. MTSS was implemented and addressing needs of students. Support for English Learners was implemented and newcomer program was established. Appropriately Staff School was implemented and the school was staffed all year. Professional Development was implemented and more work will take place on culturally responsive pedagogy. Data Informed Instruction was implemented to support students. Intervention Instructional Materials was implemented and provided the students with supplemental materials. Intervention Teachers was implemented and students benefited from small group instruction. After-School Program and Tutoring was implemented and hopefully more students will attend. Summer School and Intersession was implemented and provided care during breaks. Support for SWD was implemented and SWD are making growth.

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 following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Implementation of Core Curriculum): Actual expenditure $8,685; Budgeted Expenditure $9,821. This is a decrease of 12% of budgeted expenditure. This action was decreased due to the cost of curriculum training.

Action 6 (Data Informed Instruction): Actual expenditure: $6,897 Budget Expenditure $6,183. This is an increase of 12% of budgeted expenditure. This action was increased due to cost of assessment system and teacher collaboration.

Action 7 (Intervention Instructional Materials): Actual expenditure: $30,284; Budget Expenditure $43,285. This is a decrease of 30% of budgeted expenditure. This action was decreased because most of the supplemental materials were already purchased.

Action 11 (Support of Students with Disabilities): Actual expenditure: $339,536; Budget Expenditure $236,741. This is an increase of 43% of budgeted expenditure. This action was increased due to the cost of services for SWD.

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

Overall, the actions designed to support achievement of the goal were effective as planned. The Core Curriculum was effective and students achieved growth. MTSS was effective and addressing needs of students. Support for English Learners was effective and newcomer program was established. Appropriately Staff School was effective and the school was staffed all year. Professional Development was effective and more work will take place on culturally responsive pedagogy. Data Informed Instruction was effective to support students. Intervention Instructional Materials was effective and provided the students with supplemental materials. Intervention Teachers was effective and students benefited from small group instruction. After-School Program and Tutoring was effective and hopefully more students will attend. Summer School and Intersession was effective and provided care during breaks. Support for SWD was effective and SWD are making growth.

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.

The goal, metrics, target outcomes, and actions will continue into 2025-26.

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	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (Math, ELA, Science, SS) to ensure full implementation of the high-quality curriculum including consumables and decodable readers. Professional development and coaching will ensure teachers utilize the curriculum, plan lessons and pacing guides, and integrate formative data to inform instruction.	[$9,837]	No
1.2	Multi-Tier System of Supports (MTSS)	Provide teacher aides to provide direct service to students in the classroom under the direction of certificated teachers. Teachers and staff will provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and providing additional support.	[$253,762]	Yes
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Newcomers are provided with a specific class to accelerate English language proficiency.	[$115,614]	Yes

| 1.4 | Appropriately Staff School | Connect currently staffs:
Director of Educational Services
PT Site Administrator
PT School Counselor
8 Classroom Teachers
PE Teacher
Music Teacher
Art Teacher
PT ELD Teacher
2 Intervention Teachers
Special Education Director
Specialized Academic Instructor
PT Occupational Therapist
PT Speech and Language Pathologist
FT School Based Therapist - Contracted
Office Manager
9 Teaching Assistants (2 SPED, 2 ELD)
1 ASP Extended Care Coordinator
1 ASP Extended Care Assistant
1 Substitute Teacher
1.25 Custodian | [$1,122,683] | No |
| 1.5 | Professional Development | Provide professional development:
• Culturally responsive pedagogy,
• Universal Design for Learning ("UDL"),
• Positive Behavioral Interventions and Support ("PBIS"),
• Data Analysis,
• Social Emotional Learning,
• Literacy Instruction,
• Mathematics' instruction,
• Scaffolding instruction for SWD and ELs,
• Coaching on best practices, differentiation, targeted direct instruction, balanced literacy approach, academic language instruction, and constructed writing response.
Teachers will be provided opportunities to complete induction and have a peer coach. The Site Administrator will attend professional development opportunities to ensure shared understanding and implementation of strategies. | [$40,900] | Yes |

1.6	Data Informed Instruction	Implement IXL and Dibels (K-2) and MAP Growth(3-8). Teachers will meet bi-weekly to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students. The teachers will be guided through this process by coaches.	[$5,000]	Yes
1.7	Intervention Instructional Materials	Provide supplemental, intervention instructional materials including IXL, Dibels, Lexia, Lexia English, Project Based Learning, Chromebook Programs, Newsela (4-8), and other online and text materials. Implement a variety of supplemental, intervention, instructional materials for use during intervention and in the classroom focused on ELA/Literacy and Math. The supplemental materials will provide additional opportunities to remediate academic skills and increase individual standard mastery.	[$22,251]	Yes
1.8	Intervention Teachers	Provide 1.5 intervention teachers who will work in small groups and individually for identified students to increase academic skills in literacy and math. The Intervention teachers will encourage the identified students to interact with the content standards through real world experiences. The intervention teachers will use explicit strategies using a balanced literacy approach to remediate students' skills.	[$189,786]	Yes
1.9	After School Program and Tutoring (Extended Care)	Provide a robust afterschool program for the identified students by providing an afterschool staff, instructional materials, supplies, snacks, and teacher extra duty pay for tutoring in ELA/Literacy and Math including Varsity Tutors for grades 6-8. The focus will be to remediate academic skills.	[$89,804]	Yes
1.10	Summer School/Intersession	Provide a robust summer/intersession program for the identified students by providing summer school/intersession staff, instructional materials, supplies, snacks, and teacher extra duty pay. Provide summer school/intersession to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	[$116,877]	Yes

| 1.11 | Support for Students with Disabilities | Provide staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Monitor chronic absenteeism of SWD through parent education and student goals. Monitor suspension rate of SWD by working within the IEP and with the IEP Team to determine if any SWD need a Behavioral Plan or Behavioral Goals and Services. Improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD. | [$309,919] | No |

Goal 2

Goal #	Description	Type of Goal
2	**Student Engagement: All students, including significant subgroups, unduplicated students, and students with exceptional needs, will receive social emotional well-being support through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.**	Broad

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out;
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students and teachers on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Connect is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 94.5% which is an increase from last year which was 94.23%. **Connect has improved significantly in this area from 34% chronically absent to 13.1%, though the Performance level remained "Medium."** The following subgroups were "Medium": Socioeconomically Disadvantaged, Hispanic/Latinx, and English Learners. The following subgroups had no Performance Color: Students with Disabilities, Long Term English Learners, and Homeless Youth. Connect is a small school so 0.6% is literally one student. **Connect improved the suspension rate from Medium to Very Low, from 4.3% of students were suspended at least one day to 0.6% of students suspended at least one day.** The following subgroups were "Low": Socioeconomically Disadvantaged and English Learners. The following subgroup was "Very Low": Hispanic/Latinx. The following subgroups had no Performance Color: Students with Disabilities, Homeless Youth, and Long-Term English Learners. The 2024 CAST scores for Science in grades 5 and 8 are lower than the State, but students in **Grade 5 in 2021 demonstrated a 31% by Grade 8 in 2024.**

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities maintained in good repair	All facilities met "Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in "Fair" repair Data Year: August 2024 Data Source: SARC 2023-24 based on FIT		All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Downgraded by one level
2.2	Attendance Rate	94.23% Data Year: 2023-24 Data Source: P-2 Report	94.5% Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Increased 0.27%
2.3	Chronic Absenteeism Rate	All: 34.0% Hispanic: 33.6% EL: 35.6% SED: 39.4% SWD: 29.4% Data Year: 2022-23 Data Source: Dashboard 2023	All: 13.1% Hispanic: 13.7% EL: 13% SED: 14.9% SWD: 24% Data Year: 2023-24 Data Source: Dashboard 2024		All: 20% Hispanic: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	All: Declined 20.9% Hispanic: Declined 19.9% EL: Declined 22.6% SED: Declined 24.5% SWD: Declined 5.4% Surpassed Target
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c	Data Available Summer 2025		0% Data Year 2026-27 Data Source CALPADS 8.1c	Data Available Summer 2025

2.5	Suspension Rate	All: 4.3% Hispanic/Latinx: 4.1% EL: 5.3% SED: 4.3% SWD: 5.9% Data Year: 2022-23 Data Source: Dashboard 2023	Overall: Blue All:0.6% Hispanic/Latinx: 0.6% EL: 0.9% SED: 0.7% SWD: 0% Data Year: 2023-24 Data Source: Dashboard 2024		All: 2.5% Hispanic/Latinx: 2.5% EL: 2.5% SED: 2.5% SWD: 2.5% Data Year: 2025-26 Data Source: Dashboard 2026	Overall: Blue All: Declined 3.7% Hispanic/Latinx: Declined 3.4% EL: Declined 4.3% SED: Declined 3.6% SWD: Declined 5.9% Surpassed Target
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate	0% for all students and all significant groups Data Year: 2023-24 Data Source: DataQuest Expulsion Rate		0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	0% for all students and all significant groups Target Met
2.7	Broad Course of Study	Met 100% of students that have access, and are enrolled in, a broad course of study. Data Year: 2022-23 Data Source: CA School Dashboard 2023 Local Indicators	Met 100% of students that have access, and are enrolled in, a broad course of study. Data Year: 2023-24 Data Source: CA School Dashboard 2024 Local Indicators		Met Data Year: 2026-27 Data Source: Local Data	Target Met

| 2.8 | School Climate Survey (Students, Staff):
• Students, staff commitment and connection level
• Overall school climate index
• Report safety in average range | 75% of MS students say they feel safe at school.

80% of MS students they feel connected to the school.

100% Staff are committed to the school.

90% Staff feel connected to the school.

90% Staff feel the school is safe.

Data Year: 2023-24

Data Source: Local Data | 76% of MS students say they feel safe at school.

79% of MS students they feel connected to the school.

94% Staff are committed to the school.

94% Staff feel connected to the school.

94% Staff feel the school is safe.

Data Year: 2024-25

Data Source: Local Data | | 80%
Data Year: 2026-27
Data Source: Local Data | Met or Exceeded Target |

2.9	% of students meeting or exceeding standard on CAST	All grades: 17.2% Grade 5: 7.14% Grade 8: 26.67% Data Year: 2022-23 Data Source: CAASPP Student Score Extract for CAST	All grades: 5.26% Grade 5: 5.56% Grade 8: 5.00% Growth from Grade 5 in 2021 to Grade 8 in 2024 Level 1 – Not Met 50% to 20%, Declined by 30% Level 2 – Nearly Met 44% to 75%, Increased by 31% Level 3 – Met 5.56% to 5% Declined by 0.56% Data Year: 2021, 2024 Data Source: CAASPP Student Score Extract for CAST		All grades: 32.2% Grade 5: 22.14% Grade 8: 41.67% Data Year: 2025-26 Data Source: CAASPP Student Score Extract for CAST	All grades: Declined 11.94% Grade 5: Declined 1.58% Grade 8: Declined 21.67% Growth from Grade 5 to Grade 8 Level 1 – Not Met 50% to 20%, Declined by 30% Level 2 – Nearly Met 44% to 75%, Increased by 31% Level 3 – Met 5.56% to 5% Declined by 0.56%

Goal Analysis for 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 the actions designed to support achievement of the goal were implemented as planned.

Connect implemented and provided more field trips. Connect implemented the PE and Health standards for PE classes and provided outside providers for grade 5 puberty education and grade 7 sex health education. School supplies were implemented and provided students with their needs. Safe, clean facilities implemented and were maintained. Enrichment programs were implemented and gave students opportunities they need to grow. School Counselor and Therapy were implemented and supported the students' social emotional health and well-being. Attendance support were implemented and declined Chronic Absenteeism Rate. Social Emotional Learning was implemented and supported the students' social emotional health and well-being.

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 following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Field Trips): Actual expenditure $45,700; Budgeted Expenditure $23,175. This is an increase of 97% of budgeted expenditure. This action was increased due to the increased number of field trips to include two trips per grades and the grades 4-8 overnight field trip to Yosemite. Connect did raise $25,000 to fund field trips which supplemented the budgeted amount.

Action 3 (Data Informed Instruction): Actual expenditure: $15,444; Budget Expenditure $19,878. This is a decrease of 22% of budgeted expenditure. This action was decreased due to donations of school supplies and appropriate use of supplies.

Action 5 (Enrichment Programs): Actual expenditure: $60,340; Budget Expenditure $27,089. This is an increase of 123% of budgeted expenditure. This action was increased because of the costs of materials and staff.

Action 8 (Social Emotional Learning): Actual expenditure: $4,829; Budget Expenditure $6,818. This is a decrease of 29% of budgeted expenditure. This action was decreased due to fewer times of character development training.

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

Overall the actions designed to support achievement of the goal were effective as planned.

Connect was effective and provided more field trips. The PE and Health standards for PE classes were effective and provided outside providers for grade 5 puberty education and grade 7 sex health education. School supplies were effective and provided students with their needs. Safe, clean facilities were effective and were maintained. Enrichment programs were effective and gave students opportunities they need to grow. School Counselor and Therapy were effective and supported the students' social emotional health and well-being. Attendance support were effective and declined Chronic Absenteeism Rate. Social Emotional Learning was effective and supported the students' social emotional health and well-being.

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.

The goal, metrics, target outcomes, and actions will continue into 2025-26.

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	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum and improve school connectedness, attendance, and engagement.	[$33,750]	Yes
2.2	Health/Physical Education	Provide physical education and health education based on the State Standard and Frameworks. Foster a healthy lifestyle. Secure outside providers for puberty education in grade 5 and sex health education in grade 7 as required.	[$102,346]	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning.	[$13,959]	Yes
2.4	Safe, Clean Facilities	Ensure the facility is leased, clean, and in good repair as measured by the FIT report. Ensure the safety plan is fully implemented.	[$124,271]	No
2.5	Enrichment Programs	Expand learning opportunities within the school day by providing access to experiences and enrichment to close the achievement gap and offer students the same opportunities available to all students to increase student achievement, attendance, connectedness, and self-esteem. Connect includes enrichment programs like Art, Music, Electives, World Savvy (K-8), and Science from Scientists (4-8).	[$45,171]	No

2.6	School Counselor and Therapy	Provide a part-time school counselor and a school based therapist to provide counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development on mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma. The school counselor will support the Positive Behavior Intervention and Supports ("PBIS") to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities like the Presentation/Portfolio Days that encourage student engagement. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	[$84,667]	Yes
2.7	Attendance Support	Provide an Attendance Clerk who implements the Attendance Policies with fidelity. Call parents of absent students, set up meetings with administrators and families to address student chronic absenteeism to reduce barriers to attendance: allowing independent study, signing attendance contracts, daily or weekly incentives, bus passes, home visits, and assigning a mentor. Develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	[$89,496]	No
2.8	Social Emotional Learning	Focus on social emotional learning, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Provide training based on Six Seconds, student engagement, and parents as partners.	[$4,000]	Yes

Goal 3

Goal #	Description	Type of Goal
3	**GOAL 3: Parent and Community Engagement: Connect's parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.**	Broad

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of parents and guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Connect understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2022-23 Data Source: Dashboard 2023	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Target Met
3.2	District English Learner Advisory Committee	4 Meetings/Year Data Year: 2023-24 Data Source: Local Data	4 Meetings/Year Data Year: 2024-25 Data Source: Local Data		4 Meetings/Year Data Year: 2026-27 Data Source: Local Data	Target Met
3.3	School Climate Survey (Parents and Guardians): ● Parent/Guardian commitment and connection level ● Report safety in average range ● Percentage of Parents/Guardians who complete surveys	80% Parents feel a sense of belonging and connected. 90% Parents feel the school is committed to a caring environment. Data Year: 2023-24 Data Source: Local Data	93% Parents feel a sense of belonging and connected. 93% Parents feel the school is committed to a caring environment. Data Year: 2024-25 Data Source: Local Data		80% Data Year: 2026-27 Data Source: Local Data	Target Met or Exceeded
3.4	Parent Education Workshops	2 per year Data Year: 2023-24 Data Source: Local Data	8 per year Data Year: 2024-25 Data Source: Local Data		2 per year Data Year: 2026-27 Data Source: Local Data	Target Met

3.5	Community Meetings (Parent Advisory)	8 per year Data Year: 2023-24 Data Source: Local Data	5 per year Data Year: 2024-25 Data Source: Local Data		8 per year Data Year: 2026-27 Data Source: Local Data	Target Met
3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data	2 per year Data Year: 2024-25 Data Source: Local Data		2 per year Data Year: 2026-27 Data Source: Local Data	Target Met

Insert or delete rows, as necessary.

Goal Analysis for 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 the actions designed to support achievement of the goal were implemented as planned.

Connect offers numerous opportunities for parents to participate in the school community which is effective. They attend parent-teacher conferences and events. Parents understand what is happening at the school. Parents participate in an advisory capacity like ELAC. Connect will plan more Parent Education Workshops. Parents attend the Portfolio/Presentations.

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 following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 2 (Parent Education): Actual expenditure $4,500; Budgeted Expenditure $5,000. This is a decrease of 10% of budgeted expenditure. This action was decreased due to reduced cost of snacks and babysitting.

Action 3 (Parent Communication): Actual expenditure: $10,800; Budget Expenditure $18,105. This is a decrease of 40% of budgeted expenditure. This action was decreased due to cost of assessment system and teacher collaboration.

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

Connect offers numerous opportunities for parents to participate in the school community which is effective. They attend parent-teacher conferences and events. Parents understand what is happening at the school. Parents participate in an advisory capacity like ELAC. Connect will plan more Parent Education Workshops. Parents attend the Portfolio/Presentations.

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.

The goal, metrics, target outcomes, and actions will continue into 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Involvement	Host schoolwide events and assemblies to showcase student success to include Welcome Picnic, Back to School Night, Winter Potluck, Celebrate the Arts Night. Host Parent-Teacher Conferences to learn about student progress in the classroom. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance.	[$5,000]	No
3.2	Parent Education	Site Administrator will provide robust parent education to ensure a partnership in the students' academic success, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and mental health for the family, and access to tools to support the child which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	[$5,000]	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through a communication Application. Utilize the website, newsletters, and social media to communicate student recruitment and enrollment.	[$11,124]	No
3.4	Project/Portfolio Presentations	Host Project/Portfolio Presentations of student work created during project based learning activities inviting families and community members.	[$4,000]	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$371,946	$14,793

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
22%	0%	$0	22%

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 #(s)	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
1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	2024 CA Dashboard indicated that Connect students are underperforming in ELA and Math overall and by significant subgroups. -**English Language Arts** (overall "Low" – 72.2points below standard, increased 15.5 points). The following subgroups were "Very Low": English Learners – 106.5 points below standard, maintained 1.3 points; and Socioeconomically Disadvantaged- 77.9 points below standard, maintained 2.2 points. The following subgroup is "Low": Hispanic/Latinx – 76.1 points below standard, increased 17.2 points. The following subgroups have no Performance Level, both of which improved: Long-Term English Learners – 81.9 points below standard, increased 44.3 points; and Students with Disabilities – 77.1 points below standard, increased 21.9 points. **Connect improved English Language Arts performance from "Very Low" to "Low" demonstrating an increase of 15.5 points.** -**Math** (overall "Low" – 105.7 points below standard, increased 5.6 points). The following subgroups were "Low": English Learners – 123.7 points below standard, increased 11.2 points; Hispanic/Latinx – 108.4 points below standard, increased 9.5 points; and Socioeconomically Disadvantaged - 106 points below standard, increased 4.8 points. The following subgroups have no Performance Level: Long-Term English Learners – 143.2 points below standard, maintained 1.2 points; and Students with Disabilities – 110.7 points below standard, increased 9.5 points. **Connect improved mathematics performance from "Very Low" to "Low" demonstrating an increase of 5.6 points.**	Connect is committed to improving student achievement for all students and for significant subgroups, especially low income students, foster youth, and English Learners. To this end, the school will implement a robust Multi-Tiered System of Supports and provide professional development to teachers and staff on curriculum, instruction, UDL, literacy, math, scaffolding, differentiation and data informed instructions. Students will be provided with intervention instructional materials to remediate skills. Intervention teachers will support students in small groups in literacy. Connect will offer an after-school program and tutoring as well as summer school/intersession to increase student achievement especially in ELA and Math for all students and for significant subgroups. All these actions will give priority to low income students, foster youth, and English Learners then to all students as space allows so that the students may benefit for these extra academic supports.	1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 ELA Local Assessment 1.7 Math Local Assessment

2.1, 2.3, 2.6, 2.8, 3.2	2024 CA Dashboard indicated that Connect is improving its Chronic Absenteeism rate and Suspension Rate overall and by significant subgroups but it needs to be monitored.

-**Chronic Absenteeism** (overall "Medium" – 13.1% chronically absent, declined 20.9%). The following subgroups were "Medium": Socioeconomically Disadvantaged, 14.9% chronically absent, declined 24.5%; Hispanic/Latinx – 13.7% chronically absent, declined 19.9%; and English Learners, 13% chronically absent, declined 22.6%. The following subgroups had no Performance Color: Students with Disabilities – 24% chronically absent, declined 5.4%); Long Term English Learners – 29.4% chronically absent, increased 0.8%; and Homeless Youth– 20% chronically absent). **Connect significantly improved the chronic absenteeism rate from 34% chronically absent to 13.1%, though the Performance level remained "Medium."**

-**Suspension Rate** (overall "Very Low" – 0.6% of students were suspended at least one day, declined 3.7%). Connect is a small school so 0.6% is literally one student. The following subgroups were "Low": Socioeconomically Disadvantaged, 0.7% of students were suspended at least one day, declined 3.6%; and English Learners, 0.9% of students were suspended at least one day, declined 4.3%. The following subgroup was "Very Low": Hispanic/Latinx - 0.6% of students were suspended at least one day, declined 3.4%. The following subgroups had no Performance Color: Students with Disabilities, 0% of students were suspended at least one day, declined 5.9%; Homeless Youth, 0% of students were suspended at least one day; and Long-Term English Learners, 5.9% of students were suspended at least one day, declined 3.6%. **Connect significantly improved the suspension rate from Medium to Very Low, from 4.3% of students were suspended at least one day to 0.6% of students suspended at least one day.** | Connect is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate. Moreover, Connect is committed to ensuring students, staff, and parents understand the social emotional well-being of the students through a climate survey which includes questions on school connectedness and safety and through Parent Education Workshops. Connect will provide educational opportunities through field trips and real world experiences. Students will be provided with needed school supplies. Most importantly, Connect will provide a School Counselor and Therapy. With a deep focus on social emotional learning and character development, the students will demonstrate improved behavior. Connect will host Parent Education Workshops which are necessary to achieve a partnership between home and school. Connect believes that with this support and understanding all students and significant subgroups, especially low income students, foster youth, and English Learners will see an increased attendance rate and decreased chronic absenteeism rate and suspension rate. | 2.2 Attendance Rate
2.3 Chronic Absenteeism Rate
2.5 Suspension Rate
2.8 Student/Staff Climate Survey
3.4 Parent Climate Survey
3.5 Parent Education Workshops |

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	**-English Learner Progress Indicator** is "High" 47.8% of English Learners are making progress toward English Language Proficiency which increased 21.3%. **Connect significantly improved the English Learner Progress Indicator from Very Low to High, from 26.5% English Learners are making progress toward English Language Proficiency to 47.8%. This is an increase of 21.3% changing from "Very Low" to "High".**	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Connect will provide each English Learner with integrated ELD in core content areas. Connect will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.8 ELPI 1.9 EL Reclassification Rate

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

Not Applicable

Additional Concentration Grant Funding

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

Connect is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s): 1.3 – PT ELD Teacher to ensure high-quality ELD and support to newcomers; 1.5 – PT Site Administrator to ensure implementation of professional development; 2.6 -PT

School Counselor to support students' social emotional well-being; 2.9 – Dean of Students to implement Positive Behavioral Interventions and Supports schoolwide.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:8
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,716,595.00	$ 2,901,935.00

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	Implementation of Core Curriculum	No	$ 9,821	$ 8,685
1	2	Multi-Tier System of Support (MTSS)	Yes	$ 217,829	$ 214,172
1	3	Support for English Learners	Yes	$ 141,645	$ 152,484
1	4	Appropriately Staff School	No	$ 924,300	$ 989,001
1	5	Professional Development	Yes	$ 30,000	$ 30,000
1	6	Data Informed Instruction	Yes	$ 6,183	$ 6,897
1	7	Intervention Instructional Materials	Yes	$ 43,285	$ 30,284

1	8	Intervention Teachers	Yes	$ 192,103	$ 192,111
1	9	After School Program and Tutoring (Extended (Yes		$ 117,537	$ 112,405
1	10	Summer School	Yes	$ 260,372	$ 254,095
1	11	Support for Students with Disabilities	No	$ 236,741	$ 339,536
2	1	Field Trips	Yes	$ 23,175	$ 45,700
2	2	Health/Physical Education	No	$ 100,545	$ 98,684
2	3	School Supplies	Yes	$ 19,878	$ 15,444
2	4	Safe, Clean Facilities	No	$ 137,845	$ 138,847
2	5	Enrichment Programs	No	$ 27,089	$ 60,340

					$	103,867	$	98,459
2	6	School Counselor and Therapy	Yes				
2	7	Attendance Support	No		$	86,457	$	86,457
2	8	Social Emotional Learning	Yes		$	6,818	$	4,829
3	1	Parent Involvement	No		$	5,000	$	5,305
3	2	Parent Education	Yes		$	5,000	$	4,500
3	3	Parent Communication	No		$	18,105	$	10,800
3	4	Project/Portfolio Presentations	No		$	3,000	$	2,900

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 307,759	$ 1,167,692	$ 1,161,380	$ 6,312	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Implementation of Core Curriculum	No	$ -	$ -	0.000%	0.000%
1	2	Multi-Tier System of Support (MTSS)	Yes	$ 217,829	$ 214,172.00	0.000%	0.000%
1	3	Support for English Learners	Yes	$ 141,645	$ 152,484.00	0.000%	0.000%
1	4	Appropriately Staff School	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	Yes	$ 30,000	$ 30,000.00	0.000%	0.000%
1	6	Data Informed Instruction	Yes	$ 6,183	$ 6,897.00	0.000%	0.000%
1	7	Intervention Instructional Materials	Yes	$ 43,285	$ 30,284.00	0.000%	0.000%
1	8	Intervention Teachers	Yes	$ 192,103	$ 192,111.00	0.000%	0.000%
1	9	After School Program and Tutoring (Extended Care)	Yes	$ 117,537	$ 112,405.00	0.000%	0.000%
1	10	Summer School	Yes	$ 260,372	$ 254,095.00	0.000%	0.000%
1	11	Support for Students with Disabilities	No	$ -	$ -	0.000%	0.000%
2	1	Field Trips	Yes	$ 23,175	$ 45,700.00	0.000%	0.000%
2	2	Health/Physical Education	No	$ -	$ -	0.000%	0.000%
2	3	School Supplies	Yes	$ 19,878	$ 15,444.00	0.000%	0.000%
2	4	Safe, Clean Facilities	No	$ -	$ -	0.000%	0.000%
2	5	Enrichment Programs	No	$ -	$ -	0.000%	0.000%
2	6	School Counselor and Therapy	Yes	$ 103,867	$ 98,459.00	0.000%	0.000%
2	7	Attendance Support	No	$ -	$ -	0.000%	0.000%
2	8	Social Emotional Learning	Yes	$ 6,818	$ 4,829.00	0.000%	0.000%
3	1	Parent Involvement	No	$ -	$ -	0.000%	0.000%
3	2	Parent Education	Yes	$ 5,000	$ 4,500.00	0.000%	0.000%
3	3	Parent Communication	No	$ -	$ -	0.000%	0.000%
3	4	Project/Portfolio Presentations	No	$ -	$ -	0.000%	0.000%

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)
$ 1,404,545	$ 307,759	0.000%	21.912%	$ 1,161,380	0.000%	82.687%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	$ 2,082,025	$ 371,946	17.830%	0.000%	17.830%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,082,025	$ 569,262	$ 115,510	$ 108,803	$ 2,798,217.00	$ 2,297,214	$ 501,003

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	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Connect	2025-26	$ -	$ 9,837	$ 9,837	$ -	$ -	$ -	$ 9,837	0.000%
1	2	Multi-Tier System of Support (MTSS)	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ 253,762	$ -	$ 51,872	$ 80,000	$ 42,654	$ 79,236	$ 253,762	0.000%
1	3	Support for English Learners	English Learners	Yes	Limited	English Learners	Connect	2025-26	$ 112,614	$ 3,000	$ 115,614	$ -	$ -	$ -	$ 115,614	0.000%
1	4	Appropriately Staff School	All	No	Schoolwide	N/A	Connect	2025-26	$ 1,122,683	$ -	$ 1,091,848	30,835	$ -	$ -	$ 1,122,683	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ -	$ 40,900	$ 35,696	$ -	$ -	$ 5,204	$ 40,900	0.000%
1	6	Data Informed Instruction	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
1	7	Intervention Instructional Materials	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ -	$ 22,251	$ 22,251	$ -	$ -	$ -	$ 22,251	0.000%
1	8	Intervention Teachers	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ 189,786	$ -	$ 189,786	$ -	$ -	$ -	$ 189,786	0.000%
1	9	After School Program and Tutoring (Extended Care)	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ 75,387	$ 14,417	$ 14,417	$ 75,387	$ -	$ -	$ 89,804	0.000%
1	10	Summer School/Intersession	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ 100,000	$ 16,877	$ 16,877	$ 100,000	$ -	$ -	$ 116,877	0.000%
1	11	Support for Students with Disabilities	Students with Disabilities	No	Limited	N/A	Connect	2025-26	$ 97,763	$ 212,156	$ 200,043	$ 82,751	$ -	$ 27,125	$ 309,919	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ -	$ 33,750	$ 33,750	$ -	$ -	$ -	$ 33,750	0.000%
2	2	Health/Physical Education	All	No	Schoolwide	N/A	Connect	2025-26	$ 100,346	$ 2,000	$ 102,346	$ -	$ -	$ -	$ 102,346	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ -	$ 13,959	$ 13,959	$ -	$ -	$ -	$ 13,959	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Connect	2025-26	$ 72,710	$ 51,561	$ 124,271	$ -	$ -	$ -	$ 124,271	0.000%
2	5	Enrichment Programs	All	No	Schoolwide	N/A	Connect	2025-26	$ -	$ 45,171	$ 45,171	$ -	$ -	$ -	$ 45,171	0.000%
2	6	School Counselor and Therapy	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ 82,667	$ 2,000	$ 84,667	$ -	$ -	$ -	$ 84,667	0.000%
2	7	Attendance Support	All	No	Schoolwide	N/A	Connect	2025-26	$ 89,496	$ -	$ 89,496	$ -	$ -	$ -	$ 89,496	0.000%

2	8	Social Emotional Learning	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
3	1	Parent Involvement	All	No	Schoolwide	N/A	Connect	2025-26	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Parent Education	EL, FY, LI	Yes	Schoolwide	All	Connect	2025-26	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Connect	2025-26	$ -	$ 11,124	$ 11,124	$ -	$ -	$ -	$ 11,124	0.000%
3	4	Project/Portfolio Presentations	All	No	Schoolwide	N/A	Connect	2025-26	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%

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
$ 2,082,025	$ 371,946	17.830%	0.000%	17.830%	$ 592,889	0.000%	28.477%	**Total:**	$ 592,889
								LEA-wide Total:	$ -
								Limited Total:	$ 115,614
								Schoolwide Total:	$ 477,275

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	Implementation of Core Curriculum	No	Schoolwide		Connect	$ -	0.000%
1	2	Multi-Tier System of Support (MTSS)	Yes	Schoolwide	All	Connect	$ 51,872	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Connect	$ 115,614	0.000%
1	4	Appropriately Staff School	No	Schoolwide		Connect	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Connect	$ 35,696	0.000%
1	6	Data Informed Instruction	Yes	Schoolwide	All	Connect	$ 5,000	0.000%
1	7	Intervention Instructional Materials	Yes	Schoolwide	All	Connect	$ 22,251	0.000%
1	8	Intervention Teachers	Yes	Schoolwide	All	Connect	$ 189,786	0.000%
1	9	After School Program and Tutoring (Extende	Yes	Schoolwide	All	Connect	$ 14,417	0.000%
1	10	Summer School/Intersession	Yes	Schoolwide	All	Connect	$ 16,877	0.000%
1	11	Support for Students with Disabilities	No	Limited		Connect	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Connect	$ 33,750	0.000%
2	2	Health/Physical Education	No	Schoolwide		Connect	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Connect	$ 13,959	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Connect	$ -	0.000%
2	5	Enrichment Programs	No	Schoolwide		Connect	$ -	0.000%
2	6	School Counselor and Therapy	Yes	Schoolwide	All	Connect	$ 84,667	0.000%
2	7	Attendance Support	No	Schoolwide		Connect	$ -	0.000%
2	8	Social Emotional Learning	Yes	Schoolwide	All	Connect	$ 4,000	0.000%
3	1	Parent Involvement	No	Schoolwide		Connect	$ -	0.000%
3	2	Parent Education	Yes	Schoolwide	All	Connect	$ 5,000	0.000%
3	3	Parent Communication	No	Schoolwide		Connect	$ -	0.000%
3	4	Project/Portfolio Presentations	No	Schoolwide		Connect	$ -	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](.);

  - **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 (California Legislative Information)](.); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](.).

- **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.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    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:

    o 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) (California Legislative Information) 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:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

   o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

   o 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.

   o 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.

   o 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

- 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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

- o 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.

- 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.

- 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:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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:

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.

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.

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:

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:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- 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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