LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

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

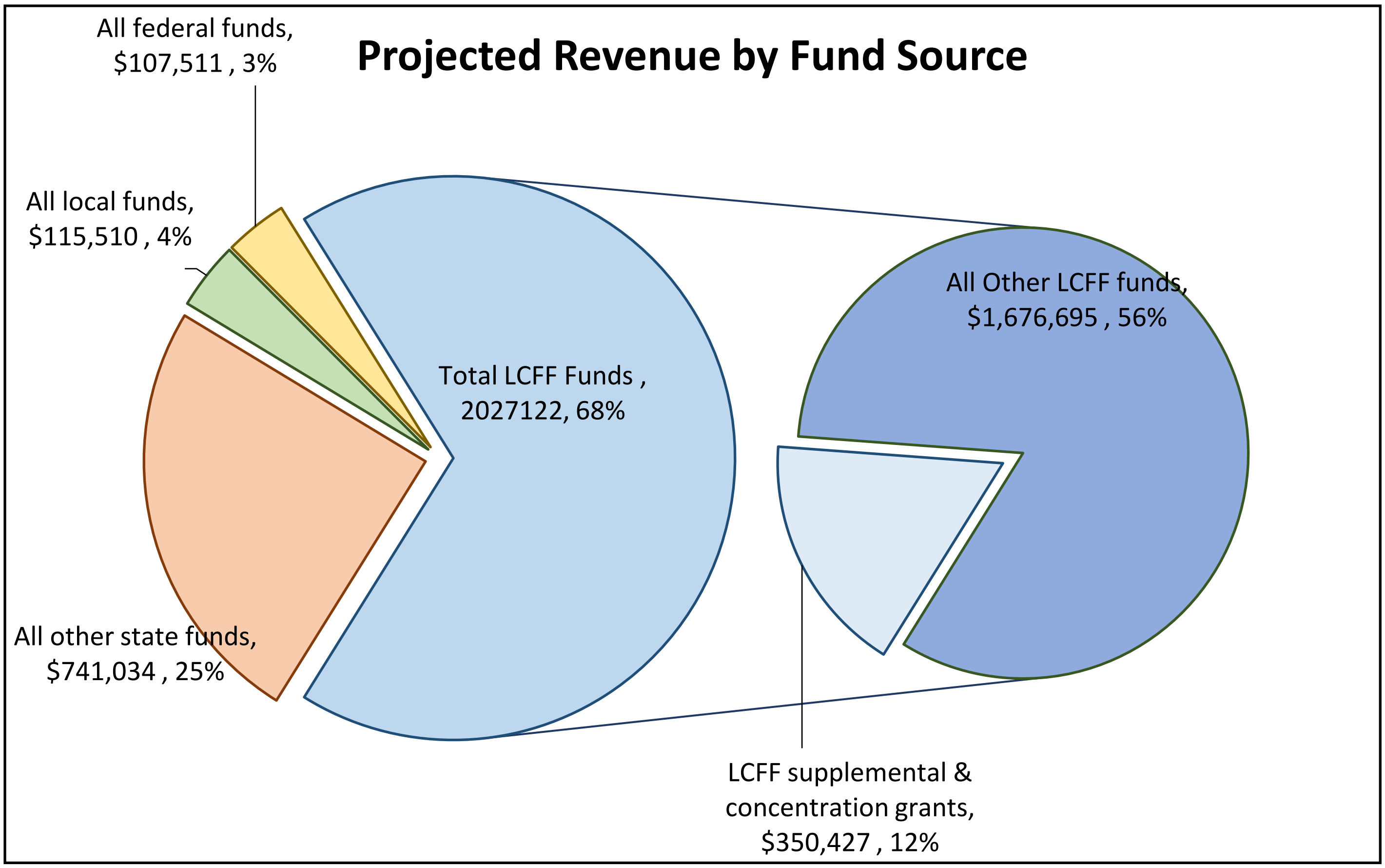
CDS Code: 41690050127282

School Year: 2026-27

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 2026-27 School Year

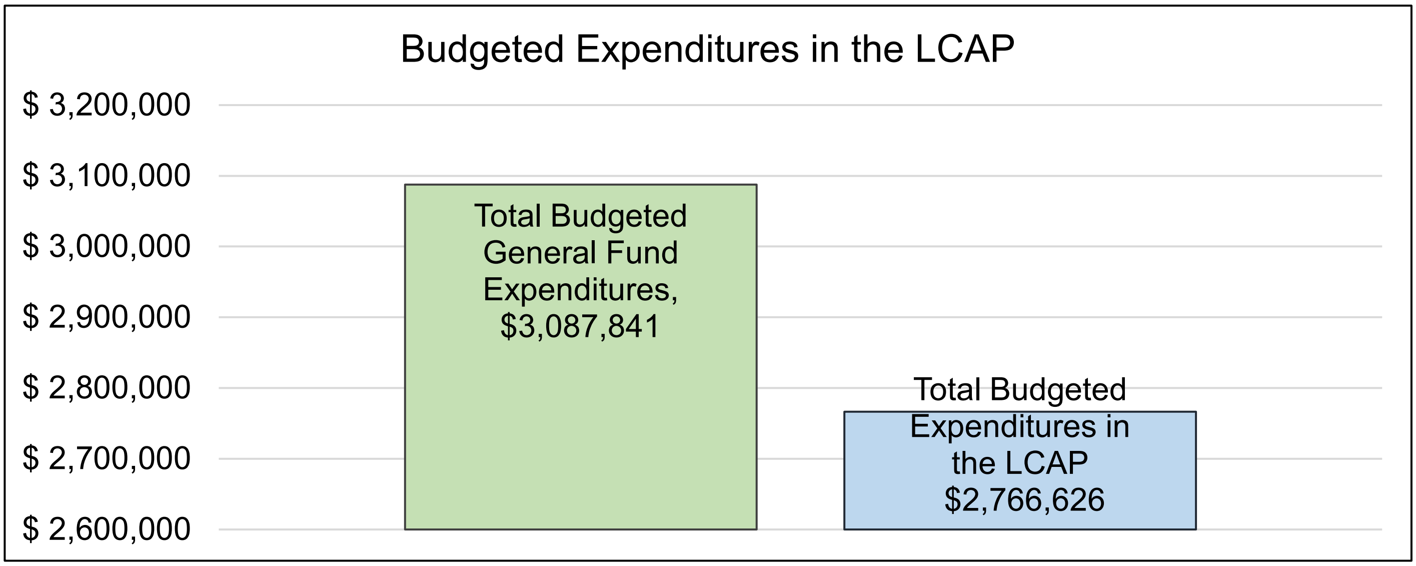


This chart shows the total general purpose revenue Connect Community Charter School expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Connect Community Charter School is $2,991,177.00, of which $2,027,122.00 is Local Control Funding Formula (LCFF), $741,034.00 is other state funds, $115,510.00 is local funds, and $107,511.00 is federal funds. Of the $2,027,122.00 in LCFF Funds, $350,427.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Connect Community Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Connect Community Charter School plans to spend $3,087,841.00 for the 2026-27 school year. Of that amount, $2,766,626.00 is tied to actions/services in the LCAP and $321,215.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

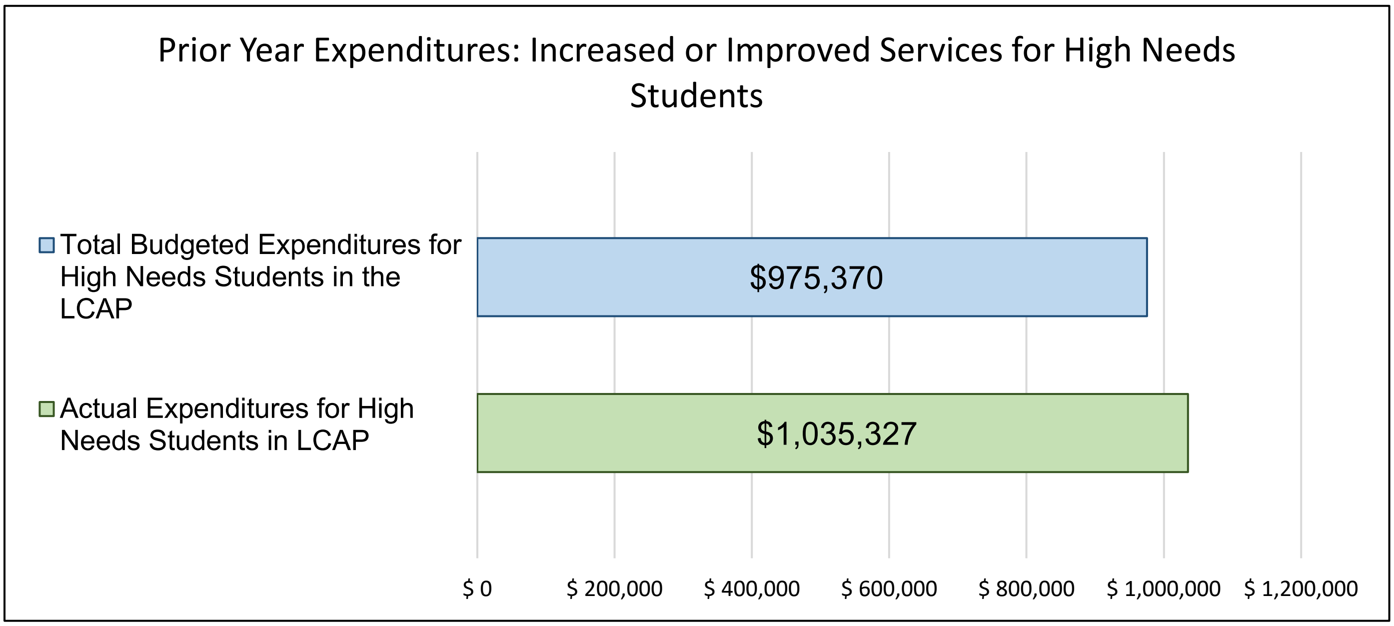
The General Fund Budget Expenditures for the 2026-27 school year that are not included in the LCAP are general liability insurance, oversight fees to the chartering authority, legal fees, and other operational costs.

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

LCFF Budget Overview for Parents

In 2026-27, Connect Community Charter School is projecting it will receive $350,427.00 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 $473,386.00 towards meeting this requirement, as described in the LCAP.

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



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.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2025-26, Connect Community Charter School's LCAP budgeted $975,370.00 for planned actions to increase or improve services for high needs students. Connect Community Charter School actually spent $1,035,327.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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 2026-27

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 located in Redwood City, California. The Charter School opened in 2013 and shares a campus with Fair Oaks Community Charter School. Connect is committed to providing a diverse, inclusive, intellectually stimulating, and student-centered educational program designed to prepare and inspire students to create positive change within their communities. The Charter School emphasizes inquiry based and project-based learning designed to foster academic achievement, collaboration, creativity, communication, and social emotional development. Connect seeks to develop intellectually curious students who are critical thinkers, effective communicators, and compassionate leaders prepared for success in college, career, and life. Because Connect serves students in grades K-8, some State indicators do not apply, including A-G Completion, College/Career Indicator, AP Performance, EAP Results, Graduation Rate, and Dropout Rate.

The California School Dashboard ("Dashboard") reports that during the 2024-25 academic year, Connect served students with diverse backgrounds and educational needs. Based on the 2025 Dashboard, 88.8% of students were SED or low-income students, 58% were ELs, 12.6% were SWD, 23.1% were HY, and 0% were FY. In addition, approximately 16% of ELs were RFEP students. Enrollment by race and ethnicity was predominantly Hispanic/Latino students at approximately 95.8%, with smaller populations of White, Asian, and American Indian students. The Charter School's significant student groups include Hispanic/Latino students, ELs, SED students, and HY. Connect recognizes the importance of providing targeted actions and services designed to address opportunity gaps and improve academic achievement, attendance, engagement, and school climate outcomes for all students and significant student groups.

The purpose of this Local Control and Accountability Plan ("LCAP") is to serve as the Charter School's comprehensive planning document aligned to the School Plan for Student Achievement ("SPSA"), ESSA requirements, and other applicable federal, State, and local programs. The LCAP establishes the Charter School's goals, actions, services, and measurable outcomes focused on continuous improvement and student success. The 2026-27 LCAP is organized around the following goals:

GOAL 1: Student Achievement: All students, including significant student groups, unduplicated students, and students with exceptional needs, will demonstrate growth and measurable progress in ELA and mathematics as measured by State and local assessments.

GOAL 2: Student Engagement: All students, including significant student groups, unduplicated students, and students with exceptional needs, will receive social emotional and wellness supports in a safe, inclusive, and engaging learning environment that fosters strong relationships, school connectedness, and student engagement.

GOAL 3: Parent and Community Engagement: Parents/guardians, teachers, staff, and community members will actively engage as partners in education through communication, collaboration, participation, and shared decision making to support student success and a well-rounded educational experience.

Connect is not eligible for LCFF Equity Multiplier funding.

The Charter School completed a comprehensive needs assessment of the entire Charter School, including analysis of verifiable State and local performance data used to measure student outcomes as reflected in the annual update portion of the LCAP. The needs assessment process included engagement with parents/guardians, classified staff, certificated staff, teachers, administrators, students, and community members to identify areas of opportunity for students and significant student groups not yet meeting standard mastery and to identify evidence-based strategies and actions to address those needs through the LCAP. Educational partner input was gathered through Community Meetings, DELAC meetings, surveys, staff collaboration, and ongoing stakeholder engagement activities.

The process for evaluating and monitoring implementation of the LCAP and progress toward established goals includes ongoing review of actions and services funded through LCFF supplemental and concentration funds, Title funds, and other federal, State, and local funding sources. DELAC meets a minimum of four times annually and includes parents, classified staff, certificated staff, and administrators, with parent participation equal to or exceeding the number of staff members. DELAC and Community Meetings review academic performance, attendance, school climate, English Learner progress, supplemental services, and areas requiring continuous improvement as part of the School Plan and LCAP development process. Teachers, staff, students, and parents also participate in annual surveys and LCAP engagement activities to provide feedback regarding the effectiveness of goals, actions, and services. Decisions regarding the use of supplemental and Title funds and the development of policies and supports are informed by analysis of State and local student achievement data, including SBAC, ELPAC, IXL, Dibels, attendance, and discipline data, with particular focus on improving outcomes for Hispanic/Latino students, ELs, RFEP students, HY, SED students, and students with exceptional needs.

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 2025 California State Dashboard (“Dashboard”) identifies performance levels using one of five status levels ranging from Very Low, Low, Medium, High, and Very High for State indicators. 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.

ELA Performance
According to the 2025 California Dashboard, overall ELA performance declined to the “Very Low” level, with all students scoring 109 points below standard (“DFS”). Hispanic/Latino students scored 115.1 points below standard, SED students scored 110.3 points below standard, ELs

scored 146.3 points below standard, and SWD scored 112.3 points below standard. Although performance declined from the prior year, Connect continues to prioritize literacy instruction, MTSS intervention systems, data driven instruction, writing calibration practices, and small group instructional supports to improve outcomes for all students and significant student groups. Educational partner feedback emphasized the importance of targeted literacy intervention, teacher collaboration, professional development focused on differentiation and culturally responsive instruction, and continued support for students performing below grade level standards. Connect remains committed to strengthening ELA achievement through intervention instruction, progress monitoring, explicit literacy instruction, and differentiated supports aligned to student need.

Math Performance
According to the 2025 California Dashboard, overall mathematics performance declined to the “Very Low” level, with all students scoring 119.7 points below standard. Hispanic/Latino students scored 122.5 points below standard, SED students scored 121.5 points below standard, ELs scored 139.6 points below standard, and SWD scored 137.5 points below standard. Despite these declines, Connect continues implementing targeted mathematics interventions, collaborative problem-solving strategies, data informed instruction, and small group supports designed to improve mathematical understanding and academic achievement. Educational partner feedback identified the importance of strengthening differentiated instruction, intervention planning, and teacher collaboration focused on improving mathematics outcomes for significant student groups. Connect will continue focusing on academic intervention, foundational skill development, and standards aligned instruction to accelerate mathematics achievement.

Chronic Absenteeism Rate
According to the 2025 California Dashboard, Connect improved its overall chronic absenteeism rate to 12.8%, though the indicator remained at the “High” performance level. Hispanic/Latino students had a chronic absenteeism rate of 13.4%, ELs had a rate of 15.1%, SED students had a rate of 14.7%, and SWD had a rate of 4.3%. Connect continues to implement attendance intervention systems including family outreach, attendance monitoring, re engagement practices, independent study supports, incentives, and connections to community resources to address barriers to attendance. Educational partner feedback emphasized the importance of consistent communication with families, parent education regarding attendance expectations, and continued efforts to strengthen student engagement and school connectedness.

Suspension Rate
According to the 2025 California Dashboard, Connect maintained an overall suspension rate of 1.3%, classified at the “High” performance level due to the Dashboard change calculation despite maintaining a relatively low rate of suspension. Hispanic/Latino students had a suspension rate of 1.3%, ELs had a suspension rate of 1.1%, SED students had a suspension rate of 1.4%, and SWD had a suspension rate of 0%. Connect continues implementing restorative practices, PBIS, counseling supports, SEL instruction, behavior interventions, and professional development focused on classroom management and relationship building to maintain a safe and supportive learning environment. Educational partner feedback emphasized the importance of maintaining positive school culture, strengthening family partnerships, and providing social emotional supports for students.

English Learner Progress Indicator
According to the 2025 California Dashboard, Connect’s English Learner Progress Indicator (“ELPI”) declined to the “Low” level, with 38.9% of ELs making progress toward English language proficiency. Although performance declined from the prior year, Connect continues to provide daily designated and integrated ELD instruction delivered by appropriately credentialed teachers and targeted language development supports for ELs and newcomer students. Educational partner feedback emphasized the importance of systematic ELD instruction, LTEL prevention strategies, language progress monitoring, and intervention supports designed to accelerate English language acquisition and academic achievement. Connect remains committed to improving English language proficiency outcomes and increasing EL reclassification rates.

LREBG Funds

For 2025-26, Connect planned to utilize $13,825 in Learning Recovery Emergency Block Grant ("LREBG") funds to support Goal 2, Action 6 through expanded counseling, therapy, and student wellness services designed to address the ongoing academic, behavioral, and social emotional impacts experienced by students following the COVID-19 pandemic. The LREBG funds were fully expended during the 2024-25 academic year to support the same goal and action through counseling supports, mental health services, social emotional interventions, and student wellness programs that increased student engagement, improved school climate, and supported the social emotional well-being of students, particularly high needs student groups.

Title Funds

During 2025–26, Connect utilized Title I, Title III, and Title IV funds to support Goal 1, Action 2 through the implementation of MTSS interventions, including instructional aides, small group instruction, individualized academic supports, and targeted interventions in ELA/Literacy and mathematics for struggling students, ELs, and other high needs student groups. These funds increased academic support, strengthened differentiated instruction, and supported services designed to improve academic outcomes for students performing below grade level standards. Title I, Title III, and Title IV funds are planned to continue supporting Goal 1, Action 2 in 2026–27.

During 2025–26, Connect utilized Title II funds to support Goal 1, Action 5 through professional development focused on culturally responsive instruction, UDL, PBIS, SEL, literacy and mathematics instruction, scaffolding for SWD and ELs, data analysis, differentiated instruction, instructional coaching, and teacher induction supports designed to improve instructional effectiveness and student outcomes. Title II funds are planned to continue supporting Goal 1, Action 5 in 2026–27.

Local Indicators
Connect met all Local Indicators in 2025, including Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instructional Materials, and 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.

Charter School Performance Category
Connect Community Charter School ("Connect") has been classified in the Middle Performing Category for Charter Schools across the State by the California Department of Education ("CDE").

ESSA Assistance Status
Connect has "No Status" for ESSA assistance based on overall student performance and improvement across multiple indicators, including ELA Performance, Mathematics Performance, English Learner Progress, Chronic Absenteeism, and Suspension Rate. Connect also was not identified for Comprehensive Support and Improvement ("CSI"), Additional Targeted Support and Improvement ("ATSI"), or Targeted Support and Improvement ("TSI").

LCFF Charter School Assistance Status
Connect is in General Assistance status based on the 2025 Dashboard results and continued implementation of targeted academic and social emotional supports for students and significant student groups. Connect continues to maintain a "Very Low" Suspension Rate while

implementing strong MTSS systems, intervention supports, designated and integrated ELD instruction, counseling services, attendance interventions, and enrichment opportunities designed to improve student achievement and engagement. Although ELA, mathematics, and ELPI outcomes declined on the 2025 Dashboard, Connect continues to strengthen data driven instruction, literacy and mathematics intervention, collaborative teacher planning, and differentiated instructional supports to accelerate student growth and improve outcomes for all students and significant student groups.

Connect remains committed to providing interventions and supports to all students, especially Hispanic/Latino students, ELs, SWD, HY, and SED students, through expanded academic interventions, counseling and wellness services, attendance improvement initiatives, restorative practices, enrichment opportunities, and strong family and community engagement practices. Connect appreciates the collaborative efforts of the Connect staff, families, Board, and community partners in supporting continuous improvement efforts and sustainable systems designed to meet the diverse needs of the Redwood City community.

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. 4/29/26 Additionally, staff surveys were used to inform the LCAP.
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. 2/4/26; 3/27/26
Students	Engaged in collecting feedback on the goals and actions with middle school students. 4/28/26
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). 3/27/26 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). 3/27/26 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). 4/28/26 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. 2/4/26 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). 5/8/26
Public Comment	5/8/26-5/22/26 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	5/7/26 Connect held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/4/26 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 6/4/26 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 development of the 2026-27 LCAP was significantly influenced by feedback provided by educational partners, including parents/guardians, students, teachers, classified staff, administrators, DELAC, community members, and the Board. Educational partners emphasized the importance of strengthening academic interventions and supports in ELA and mathematics, expanding small group instruction, improving English Learner supports, maintaining strong attendance intervention systems, and continuing social emotional and wellness supports for students. Educational partner feedback also highlighted the importance of maintaining enrichment opportunities, project-based learning experiences, culturally responsive instruction, and strong relationships between students, staff, and families.

Teachers and staff emphasized the need for continued professional development focused on differentiated instruction, MTSS implementation, data analysis, literacy and mathematics intervention, classroom management, and culturally responsive instructional practices. Parents and families expressed the importance of consistent communication, attendance support, counseling services, and opportunities to partner with the Charter School to support student learning and well-being. Students emphasized the importance of school connectedness, enrichment opportunities, supportive relationships with staff, and a safe and inclusive school environment.

As a result of educational partner feedback and analysis of State and local data, the adopted LCAP continues to prioritize actions and services focused on academic intervention, English Learner supports, MTSS systems, attendance improvement, counseling and wellness services, enrichment opportunities, family engagement, and professional development. The LCAP reflects Connect's continued commitment to improving outcomes for all students, particularly Hispanic/Latino students, ELs, SWD, HY, and SED students, through evidence-based practices and ongoing collaboration with educational partners.

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, mathematics, science, and English Learner proficiency data and remains committed to improving student achievement for all students and significant student groups. According to the 2025 California Dashboard, Connect's ELA performance declined to the "Very Low" level overall, with students scoring 109 points below standard. The 2025 Dashboard identified Hispanic/Latino students, ELs, and SED students at the "Very Low" performance level in ELA, while SWD had no performance level due to small student population size. In mathematics, overall performance also declined to the "Very Low" level, with students scoring 119.7 points below standard. Hispanic/Latino students, ELs, and SED students were identified at the "Very Low" performance level in mathematics, while SWD had no performance level.

The 2025 Dashboard demonstrated that Connect's English Learner Progress Indicator declined from "High" to "Low," with 38.9% of ELs making progress toward English language proficiency. Although ELPI outcomes declined, Connect continues to strengthen designated and integrated ELD instruction, intervention supports, language development strategies, and progress monitoring systems designed to improve language acquisition and increase reclassification rates for ELs. Connect remains committed to continuous improvement through MTSS interventions, data driven instruction, professional development, enrichment opportunities, and strong family and community engagement practices designed to improve outcomes for all students and significant student groups.

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 18.1% Ineffective 0% Incomplete 0% Unknown 0% N/A Data Year: 2021-22 Data Source: DataQuest	54.5% Clear 18.2% Intern Data Year: 2022-23 Data Source: DataQuest	53.8% Clear 0% Intern 26.9% Ineffective 15.4% Incomplete 0% Unknown 3.8% N/A Data Year: 2023-24 Data Source: DataQuest	80% Clear 20% Intern Data Year: 2024-25 Data Source: DataQuest	**Target Not Met** Clear – **Declined 4.5%** Intern – **Declined 23.6%** Ineffective – **Increased 8.8%** Incomplete – **Increased 15.4%** Unknown – No Change N/A – **Increased 3.8%**
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: 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: 2024-25 Data Source: Dashboard 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	**Target Met**

1.4	Smarter Balanced ELA	2022-23 ELA Distance from Standard "Very Low" All students: -87.7 Hispanic/Latino: -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 "Low" All students: -72.2 Hispanic/Latino: -76.1 SED: -77.9 English Learners: -106.5 SWD: -77.1 Data Year: Spring 2024 Data Source: CAASPP Student Scores	2024-25 ELA Distance from Standard "Very Low" All students: -109 Hispanic/Latino: -115.1 SED: -110.3 English Learners: -146.3 SWD: -112.3 Data Year: Spring 2025 Data Source: CAASPP Student Scores	2025-26 ELA Distance from Standard All students: -27.7 Hispanic/Latino: -33.3 SED: -20.1 English Learners: -47.8 SWD: -39.0 Data Year: Spring 2026 Data Source: CAASPP Student Scores	**Target Not Met** SBAC ELA OUTCOMES All Students – **Declined 21.3 points** Hispanic/Latino: **Declined 21.8 points** SED: **Declined 30.2 points** English Learners: - **Declined 38.5 points** SWD: **Declined 13.3 points**
1.5	Smarter Balanced Math	2022-23 Math Distance from Standard "Very Low" All students: -111.2 Hispanic/Latino: -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 "Low" All students: -105.7 Hispanic/Latino: -108.4 SED: -106 English Learners: -123.7 SWD: -110.7 Data Year: Spring 2024 Data Source: CAASPP Student Scores	2024-25 Math Distance from Standard "Very Low" All students: -119.7 Hispanic/Latino: -122.5 SED: -121.5 English Learners: -139.6 SWD: -137.5 Data Year: Spring 2025 Data Source: CAASPP Student Scores	2025-26 Math Distance from Standard All students: -51.2 Hispanic/Latino: -58 SED: -50.9 English Learners: -75 SWD: -60.2 Data Year: Spring 2026 Data Source: CAASPP Student Scores	**Target Not Met** SBAC Math OUTCOMES All Students: **Declined 8.5 points** Hispanic/Latino: **Declined 4.5 points** SED: **Declined 10.6 points** English Learners: **Declined 4.4 points** SWD: **Declined 17.3 points**

1.6	ELA Local Assessment – Dibels 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: 4% At grade level: 9%	**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%	**Dibels** **Kindergarten** well below: 38% = 5 students below: 31% = 4 students benchmark: 8% = 1 student above: 23% = 3 students **Grade 1:** well below: 20% = 2 students below: 30 % = 3 students benchmark: 40% = 4 students above: 10% = 1 student **Grade 2:** well below: 64% = 7 students below: 9% = 1 students benchmark: 9% = 1 students above: 18% = 2 students **Grade 3:** well below: 14% 1 student below: 29% 2 students benchmark: 14% 1 student above: 43% 3 students	**Dibels** **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%	Kindergarten through Grade 3 (Dibels): **At Grade Level Met Target** **Approaching Gradel Level Did Not Meet Target** **Overall:** Well Below: **37%** = 15 students Below: **24%** = 10 students Benchmark: **17%** = 7 students Above: **22%** = 9 students Total students: **41** Combined Benchmark and Above: **39%** = 16 students Combined Below and Well Below: **61%** = 25 students Grade 3 through Grade 8 (MAP): **At or Above Grade Level Did Not Meet Target** **Growth Target Did Not Meet Target**

		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% Approaching: 60%	**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	**Overall:** Well Below: **37%** = 15 students Below: **24%** = 10 students Benchmark: **17%** = 7 students Above: **22%** = 9 students Total students: **41** Combined Benchmark and Above: **39%** = 16 students Combined Below and Well Below: **61%** = 25 students **MAP** **Grade 3:** Reading At or Above Grade level: 14% Approaching: 0% Below Grade Level: 86% Met Growth Target: 43% Language At or Above Grade level:17% Approaching: 17% Below Grade Level: 66% Met Growth Target: 83%	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%	**Overall Reading** At or Above Grade Level: 13% Approaching: 19% Below Grade Level: 68% Met Growth Target: 46% **At or Above Grade Level Did Not Meet Target** **Growth Target Did Not Meet Target** **Overall Language** At or Above Grade Level: 18% Approaching: 20% Below Grade Level: 62% Met Growth Target: 47%

		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	**Grade 4:** Reading At or Above Grade level: 9% Approaching: 9% Below Grade Level: 82% Met Growth Target: 55% Language At or Above Grade level: 16% Approaching: 23% Below Grade Level: 61% Met Growth Target: 54% **Grade 5:** Reading At or Above Grade level: 0% Approaching: 37% Below Grade Level: 63% Met Growth Target: 75% Language At or Above Grade level: 20% Approaching: 40% Below Grade Level: 40% Met Growth Target: 70% **Grade 6:**	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	

				Reading At or Above Grade level: 13% Approaching: 23% Below Grade Level: 64% Met Growth Target: 27% Language At or Above Grade level: 20% Approaching: 8% Below Grade Level: 72% Met Growth Target: 8% **Grade 7:** Reading At or Above Grade level: 28% Approaching: 33% Below Grade Level: 37% Met Growth Target: 44% Language At or Above Grade level: 18% Approaching: 19% Below Grade Level: 63% Met Growth Target: 19% **Grade 8:**		

				Reading At or Above Grade level: 12% Approaching: 13% Below Grade Level: 75% Met Growth Target: 31% Language At or Above Grade level: 14% Approaching: 14% Below Grade Level: 72% Met Growth Target: 50% **Overall Reading** At or Above Grade Level: 13% Approaching: 19% Below Grade Level: 68% Met Growth Target: 46% **Overall Language** At or Above Grade Level: 18% Approaching: 20% Below Grade Level: 62% Met Growth Target: 47% Data Year: 2025-26 Data Source: Local Data		

1.7	Math Local Assessment – IXL 1-3 or MAP 4-8 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** **Kindergarten:** At grade level: 64% Approaching: 7% **Grade 1:** At grade level: 90% Approaching: 0% **Grade 2:** At grade level: 27% Approaching: 1% **Grade 3:** At grade level: 29% Approaching: 43% **Overall:** At Grade Level: **53%** Approaching: **13%** Below Grade Level: **35%** **MAP** **Grade 4:** Math: At or Above Grade level: 7% Approaching: 7% Below Grade Level: 86% Met Growth Target: 77% **Grade 5:** Math: At or Above Grade level: 0% Approaching: 10%	**IXL** **Kindergarten:** At grade level: 80% Approaching: 10% **Grade 1:** Above: 10% At grade level: 30% Approaching: 20% **Grade 2:** Above: 10% At grade level: 30% Approaching: 20% **Grade 3:** 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%	Kindergarten through Grade 3 (IXL): **At Grade Level Met Target** **Approaching Gradel Level Did Not Meet Target** At Grade Level: **53%** Approaching: **13%** Below Grade Level: **35%** Grade 4 through Grade 8 (MAP): **At or Above Grade Level Did Not Meet Target** **Growth Target Did Not Meet Target** At or Above Grade Level: **8%** Approaching: **10%** Below Grade Level: **83%** Met Growth Target: **39%**

		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	Below Grade Level: 90% Met Growth Target: 60% **Grade 6:** Math: At or Above Grade level: 8% Approaching: 15% Below Grade Level: 77% Met Growth Target: 12% **Grade 7:** Math: At or Above Grade level: 12% Approaching: 12% Below Grade Level: 76% Met Growth Target: 18% **Grade 8:** Math: At or Above Grade level: 11% Approaching: 5% Below Grade Level: 84% Met Growth Target: 27% **Overall:** At or Above Grade Level: **8%** Approaching: **10%**	At grade level: 20% Approaching: 20% Met Growth Target: 70% **Grade 6:** Math: Above: 10% At grade level: 20% 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	

				Below Grade Level: **83%** Met Growth Target: **39%** Data Year: 2025-26 Data Source: Local Data		
1.8	EL students making progress toward English Proficiency	ELPI is Very 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 Low for 2025 ELPI is 38.9% Data Year: 2024-25 Data Source: Dashboard 2025	ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: Dashboard 2026	**Target Not Met** **ELPI increased 12.4%**
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	Data release delayed by the CDE Data Year: 2024-25 Data Source: Dataquest	EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Data release delayed by the CDE

Goal Analysis for 2025-26

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

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

Overall, most actions designed to support achievement of Goal 1 were implemented as planned and supported student academic growth. The Core Curriculum was implemented, and students demonstrated progress through classroom instruction, assessments, and targeted academic supports. Core Curriculum was partially implemented because more training is needed on the new Science curriculum, Twig. MTSS was implemented to identify and address student needs through intervention, small group instruction, differentiated supports, and ongoing progress monitoring. Data Informed Instruction was implemented and supported teachers in using assessment results to adjust instruction and provide targeted support. Intervention Instructional Materials were implemented and provided students with supplemental resources to strengthen academic skills. Intervention Teachers were implemented, and students benefited from additional small group instruction and individualized academic support. Support for ELs was implemented, including support for ELs, but the Charter School no longer needs a separate Newcomer Program based on the current student population. Two of our teachers conducted ELD Training at SMCOE. Appropriate Staffing was implemented, and the Charter School was staffed throughout the year to support instruction, intervention, operations, and student services. Professional Development was implemented, including training aligned to instructional improvement, student support, and effective teaching practices. The After School Program and Tutoring action was implemented and provided students with additional opportunities for academic support. Summer School and Intersession were implemented and provided students with additional instructional time, enrichment, intervention, and care during breaks. Support for SWD was implemented through services, accommodations, specialized support, and collaboration among staff, and SWD demonstrated academic and developmental 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 3 (Support for English Learners): Actual expenditure $156,825; Budgeted Expenditure $115,614. This is an increase of 36% due to increased costs associated with curriculum training and implementation supports for English Learner programs.

Action 5 (Professional Development): Actual expenditure: $31,000; Budget Expenditure $40,900. This is a decrease of 24% of budgeted expenditure. This action was lower than budgeted expenditures primarily due to reduced costs related to the assessment system and teacher collaboration activities.

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

Overall, most actions designed to support achievement of Goal 1 were effective and supported student academic growth. The Core Curriculum was effective, and students demonstrated progress through classroom instruction, assessments, and targeted academic supports. The Core Curriculum action was partially effective because additional training is needed on the new Science curriculum, Twig. MTSS was effective in identifying and addressing student needs through intervention, small group instruction, differentiated supports, and ongoing progress monitoring. Data Informed Instruction was effective and supported teachers in using assessment results to adjust instruction and provide targeted support. Intervention Instructional Materials were effective and provided students with supplemental resources to strengthen academic skills. Intervention Teachers were effective, and students benefited from additional small group instruction and individualized academic support. Support for ELs was effective; however, the Charter School no longer needs a separate Newcomer Program based on the current student population. Two of our teachers conducted ELD Training at SMCOE. Appropriate Staffing was effective, and the Charter School was staffed throughout the year to support instruction, intervention, operations, and student services. Professional Development was effective, including training aligned to instructional improvement, student support, and effective teaching practices. The After School Program and Tutoring action was effective and provided students with additional opportunities for academic support. Summer School and Intersession were effective and provided students with additional instructional time, enrichment, intervention, and care during breaks. Support for SWD was effective through services, accommodations, specialized support, and collaboration among staff, and SWD demonstrated academic and developmental 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 2026-27. In Action 1.5, Connect has been using World Savvy for teaching coaching on inquiry-based instruction. In Action 1.9, Connect will not use Varsity Tutors in 2026-27.

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.	[$17,366]	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.	[$191,277]	Yes Title I Title III Title IV
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.	[$194,317]	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 PT Art 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 6 Teaching Assistants (2 SPED, 2 ELD) 1 ASP Extended Care Coordinator 1 ASP Extended Care Assistant PT Substitute Teacher 1.25 Custodian	[$926,538]	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, • World Savvy – Teacher coaching on inquiry-based instruction. 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.	[$42,128]	Yes Title II
1.6	Data Informed Instruction	Implement IXL (K-3) and Dibels (K-3) 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, WayGround, 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.	[$12,618]	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. 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.	[$196,095]	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. The focus will be to remediate academic skills.	[$60,546]	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.	[$219,287]	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.	[$330,429]	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 ensuring students receive social emotional wellness supports, counseling services, and enrichment opportunities designed to strengthen student engagement, school connectedness, and overall well-being. Despite declines in academic indicators, Connect maintained positive school climate outcomes and continued implementation of targeted interventions and student supports. According to the 2025 California Dashboard, Connect improved chronic absenteeism compared to prior years, reducing the overall chronic absenteeism rate to 12.8%, although the indicator remained at the “High” performance level. Hispanic/Latino students, ELs, and SED students also improved chronic absenteeism outcomes while remaining within the “High” performance level range. SWD demonstrated a chronic absenteeism rate of 4.3%, while other small student groups did not receive a performance level due to population size. Connect continues implementing attendance intervention systems, family outreach, re engagement supports, attendance incentives, and connections to community resources designed to improve daily attendance and reduce barriers to school participation.

According to the 2025 Dashboard, Connect maintained a “Very Low” Suspension Rate overall while continuing restorative practices, SEL supports, counseling services, PBIS implementation, and classroom behavior supports designed to maintain a safe and supportive school environment. Hispanic/Latino students maintained a “Very Low” Suspension Rate, while ELs and SED students maintained low suspension outcomes. Connect remains committed to reducing suspensions and strengthening positive behavior supports through relationship centered practices, social emotional learning, and collaboration with families.

The 2025 CAST science results remain below the State average; however, Connect continues to strengthen inquiry-based learning, project-based instruction, and hands on science opportunities aligned to the Charter School’s instructional model. Longitudinal student cohort data continue to demonstrate growth in science achievement over time, including significant growth demonstrated between Grade 5 and Grade 8 student performance. Connect remains committed to providing engaging enrichment opportunities and rigorous instruction designed to support the academic and social emotional success of all students and significant student groups.

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 in "Good" repair Data Year: August 2025 Data Source: SARC 2025-26 based on FIT	All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	**Target Met**
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	95.56% Data Year: 2025-26 Data Source: P-1 Report	96% Data Year: 2026-27 Data Source: P-2 Report	**Target Nearly Met** Increased 0.27%
2.3	Chronic Absenteeism Rate	"Medium" All: 34.0% Hispanic: 33.6% EL: 35.6% SED: 39.4% SWD: 29.4% Data Year: 2022-23 Data Source: Dashboard 2023	"Medium" All: 13.1% Hispanic: 13.7% EL: 13% SED: 14.9% SWD: 24% Data Year: 2023-24 Data Source: Dashboard 2024	"High" All: 12.8% Hispanic: 13.4% EL: 15.1% SED: 14.7% SWD: 4.3% Data Year: 2024-25 Data Source: Dashboard Fall 2025	All: 20% Hispanic: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	**Target Exceeded** All: Declined 20.9% Hispanic: Declined 19.9% EL: Declined 22.6% SED: Declined 24.5% SWD: Declined 5.4%
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c	0% Data Year 2024-25 Data Source CALPADS 8.1c	0% Data Year 2025-26 Data Source CALPADS 8.1c	0% Data Year 2026-27 Data Source CALPADS 8.1c	**Target Met**

2.5	Suspension Rate	Overall: Medium All: 4.3% Hispanic/Latino: 4.1% EL: 5.3% SED: 4.3% SWD: 5.9% Data Year: 2022-23 Data Source: Dashboard 2023	Overall: Very Low All:0.6% Hispanic/Latino: 0.6% EL: 0.9% SED: 0.7% SWD: 0% Data Year: 2023-24 Data Source: Dashboard 2024	Overall: High All:1.3% Hispanic/Latino: 1.3% EL: 1.1% SED: 1.4% SWD: 0% Data Year: 2024-25 Data Source: CA Dashboard 2025	All: 2.5% Hispanic/Latino: 2.5% EL: 2.5% SED: 2.5% SWD: 2.5% Data Year: 2025-26 Data Source: Dashboard 2026	**Target Exceeded** Overall: Blue All: Declined 3.7% Hispanic/Latino: Declined 3.4% EL: Declined 4.3% SED: Declined 3.6% SWD: Declined 5.9%
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	Total: 0% for all students and all significant groups Data Year: 2024-25 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	**Target Met** 0% for all students and all significant groups
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 100% of students that have access, and are enrolled in, a broad course of study. Data Year: 2024-25 Data Source: CA School Dashboard 2025 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 say 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 say 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	79% of MS students say they feel safe at school. 68% of MS students say they feel connected to the school. 100% Staff are committed to the school. 100% Staff feel connected to the school. 100% Staff feel the school is safe. Data Year: 2025-26 Data Source: Local Data	80% Data Year: 2026-27 Data Source: Local Data	**Target Not Met** MS students say they feel safe at school – **Increased 3%** MS students say they feel connected to the school – **Declined 11%** **Target Exceeded** Staff are committed to the school – **Increased 6%** Staff feel connected to the school – **Increased 6%** Staff feel the school is safe – **Increased 6%**

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 Scores	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 Scores	All grades: 8.69% Grade 5: 7.70% Grade 8: 10.00% Growth from Grade 5 in 2022 to Grade 8 in 2025 Level 1 – Not Met 31.25% to 35%, **Increased by 3.75%** Level 2 – Nearly Met 56.25% to 55%, **Declined by 1.25%** Level 3 – Met 12.50% to 10% **Declined by 2.5%** Data Year: 2022, 2025 Data Source: CAASPP Student Scores	All grades: 32.2% Grade 5: 22.14% Grade 8: 41.67% Data Year: 2025-26 Data Source: CAASPP Student Scores	**Target Not Met** All grades: **Declined 8.51%** Grade 5: **Maintained 0.56%** Grade 8: **Declined 16.67%** Growth from Grade 5 to Grade 8 Level 1 – Not Met 31.25% to 35%, **Increased by 3.75%** Level 2 – Nearly Met 56.25% to 55%, **Declined by 1.25%** Level 3 – Met 12.50% to 10% **Declined by 2.5%**

Goal Analysis for 2025-26

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

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

Overall, the actions designed to support achievement of Goal 2 were implemented as planned. Connect implemented the Field Trips action and provided students with additional opportunities for enrichment, exploration, and learning outside the classroom. Connect implemented the PE and Health Standards action through PE classes and provided outside providers for grade 5 puberty education and grade 7 sexual health education. School Supplies were implemented and provided students with the materials and resources needed to participate fully in the instructional program. Safe, Clean Facilities were implemented and maintained to support a safe and welcoming learning environment. Enrichment Programs were implemented and gave students opportunities to grow academically, socially, and creatively. World Savvy was moved to Action 1.5 to better align with the Charter School's academic program and instructional goals. School Counselor and Therapy services were implemented and supported students' social emotional health and well-being. Attendance Supports were implemented, and the Charter School is adding Attendance Recovery strategies to further support student engagement and improve attendance outcomes. Social Emotional Learning was implemented and supported students' social emotional health and well-being. Connect also added the GiveThx platform to strengthen student connection, gratitude, and positive Charter School culture.

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 2 (Health/Physical Education): Actual expenditure $128,428; Budgeted Expenditure $102,346. This is an increase of 25% of budgeted expenditure. This action was increased due to increased staffing and program costs associated with expanded physical education and student wellness supports.

Action 6 (School Counselor and Therapy): Actual expenditure: $106,665; Budget Expenditure $84,667. This is an increase of 26% of budgeted expenditure. This action was increased due to increased counseling, therapy, and student mental health support services provided during the school year.

Action 7 (Attendance Support): Actual expenditure: $104,315; Budget Expenditure $89,496. This is an increase of 17% of budgeted expenditure. This action was increased due to expanded attendance intervention efforts, family outreach, and student re-engagement supports implemented during the school year.

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 Goal 2 were effective. Connect's Field Trips action was effective and provided students with additional opportunities for enrichment, exploration, and learning outside the classroom. The PE and Health Standards action was effective through PE classes and outside providers for grade 5 puberty education and grade 7 sexual health education. School Supplies were effective and provided students with the materials and resources needed to participate fully in the instructional program. Safe, Clean Facilities were effective and maintained to support a safe and welcoming learning environment. Enrichment Programs were effective and gave students opportunities to grow academically, socially, and creatively. World Savvy was moved to Action 1.5 to better align with the Charter School's academic program and instructional goals. School Counselor and Therapy services were effective and supported students' social emotional health and well-being. Attendance Supports were effective, and the Charter School is adding Attendance Recovery strategies to further support student engagement and improve attendance outcomes. Social Emotional Learning was effective and supported students' social emotional health and well-being. Connect also added the GiveThx platform to strengthen student connection, gratitude, and positive Charter School culture.

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 2026-27. The Charter School will continue strengthening attendance through Attendance Recovery strategies and supporting SEL through the GiveThx platform.

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.	[$34,762]	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.	[$105,550]	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.	[$14,381]	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.	[$123,698]	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, and Science from Scientists (4-8).	[$46,526]	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 class presentation 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.	[$109,974]	Yes LREBG
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. Implement Attendance Recovery strategies.	[$107,548]	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.	[$4,120]	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 recognizes the importance of active and engaged parents/guardians, families, and community members in supporting the vision, mission, and goals of the Charter School to ensure student success. Connect believes strong partnerships are built through ongoing communication, collaboration, engagement, and shared decision making between the Charter School and educational partners.

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: 2024-25 Data Source: CA Dashboard 2025	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: 2025-26 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	100% Parents feel a sense of belonging and connected. 100% Parents feel the school is committed to a caring environment. Data Year: 2025-26 Data Source: Local Data	80% Data Year: 2026-27 Data Source: Local Data	**Target 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	10 per year Data Year: 2025-26 Data Source: Local Data	2 per year Data Year: 2026-27 Data Source: Local Data	**Target Exceeded**

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	10 per year Data Year: 2025-26 Data Source: Local Data	8 per year Data Year: 2026-27 Data Source: Local Data	**Target Exceeded**
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: 2025-26 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 2025-26

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

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

Overall, the actions designed to support achievement of Goal 3 were implemented as planned.

Connect provided numerous opportunities for parents and guardians to participate in the Charter School community, which supported family engagement. Parents and guardians attended parent-teacher conferences, Charter School events, and Portfolio Presentations. Families were informed about Charter School programs, activities, and student progress, helping them understand what is happening at the Charter School. Parents and guardians also participated in an advisory capacity, including through ELAC. Parent Education Workshops were offered and fully implemented to further support family engagement and partnership.

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 1 (Parent Workshop): 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.

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 Goal 3 were effective.

Connect provided numerous opportunities for parents and guardians to participate in the Charter School community, which was effective in supporting family engagement. Parents and guardians attended parent-teacher conferences, Charter School events, and Portfolio

Presentations. Families were informed about Charter School programs, activities, and student progress, helping them understand what is happening at the Charter School. Parents and guardians also participated in an advisory capacity, including through ELAC. Parent Education Workshops were effective and supported stronger family engagement and partnership.

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 2026-27.

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, ParentSquare. Utilize the website, newsletters, and social media to communicate student recruitment and enrollment.	[$11,466]	No
3.4	Project/Portfolio Presentations	Host Project/Portfolio Presentations of student work created during project-based learning activities inviting families and community members.	[$3,000]	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$350,427	$13,038

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
20.900%	0%	$0	20.900%

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	2025 CA Dashboard indicated that Connect students are underperforming in ELA and mathematics overall and by significant student groups. -English Language Arts (overall “Very Low” – 109 points below standard). The following subgroups were “Very Low”: English Learners – 146.3 points below standard; Hispanic/Latino – 115.1 points below standard; and Socioeconomically Disadvantaged – 110.3 points below standard. The following subgroup had no Performance Level: Students with Disabilities – 112.3 points below standard. Connect declined in English Language Arts performance from “Low” to “Very Low.” -Math (overall “Very Low” – 119.7 points below standard). The following subgroups were “Very Low”: English Learners – 139.6 points below standard; Hispanic/Latino – 122.5 points below standard; and Socioeconomically Disadvantaged – 121.5 points below standard. The following subgroup had no Performance Level: Students with Disabilities – 137.5 points below standard. Connect declined in mathematics performance from “Low” to “Very Low.”	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	2025 CA Dashboard indicated that Connect continues improving its Chronic Absenteeism Rate and maintaining low Suspension Rates overall and by significant student groups, though these indicators continue to require monitoring and targeted supports. -Chronic Absenteeism (overall “High” – 12.8% chronically absent). The following subgroups were “High”: Socioeconomically Disadvantaged – 14.7% chronically absent; Hispanic/Latino – 13.4% chronically absent; and English Learners – 15.1% chronically absent. The following subgroup had no Performance Level: Students with Disabilities – 4.3% chronically absent. Connect improved the chronic absenteeism rate compared to prior years; however, the performance level remained “High.” -Suspension Rate (overall “Very Low” – 1.3% of students were suspended at least one day). Connect is a small Charter School, so the percentage represents a very small number of students. The following subgroups were “Low”: Socioeconomically Disadvantaged – 1.4% of students were suspended at least one day; and English Learners – 1.1% of students were suspended at least one day. The following subgroup was “Very Low”: Hispanic/Latino – 1.3% of students were suspended at least one day. The following subgroup had no Performance Level: Students with Disabilities – 0% of students were suspended at least one day. Connect maintained a “Very Low” Suspension Rate overall while continuing implementation of restorative practices, SEL supports, PBIS systems, counseling services, and positive behavior interventions.	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 school supplies needed. 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 “Low” 38.9% of English Learners are making progress toward English Language Proficiency. Connect declined in the English Learner Progress Indicator from “High” to “Low,” from 47.8% of English Learners making progress toward English Language Proficiency to 38.9%	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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,798,217.00	$ 2,931,245.00

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	$ 9,837	$ 9,000
1	2	Multi-Tier System of Support (MTSS)	Yes	$ 253,762	$ 266,650
1	3	Support for English Learners	Yes	$ 115,614	$ 156,825
1	4	Appropriately Staff School	No	$ 1,122,683	$ 1,133,890
1	5	Professional Development	Yes	$ 40,900	$ 31,000
1	6	Data Informed Instruction	Yes	$ 5,000	$ 5,000
1	7	Intervention Instructional Materials	Yes	$ 22,251	$ 21,500
1	8	Intervention Teachers	Yes	$ 189,786	$ 190,777
1	9	After School Program and Tutoring (Extended (	Yes	$ 89,804	$ 82,000
1	10	Summer School/Intersession	Yes	$ 116,877	$ 118,448
1	11	Support for Students with Disabilities	No	$ 309,919	$ 331,881
2	1	Field Trips	Yes	$ 33,750	$ 33,750
2	2	Health/Physical Education	No	$ 102,346	$ 128,428
2	3	School Supplies	Yes	$ 13,959	$ 13,962
2	4	Safe, Clean Facilities	No	$ 124,271	$ 127,271
2	5	Enrichment Programs	No	$ 45,171	$ 42,500
2	6	School Counselor and Therapy	Yes	$ 84,667	$ 106,665

2	7	Attendance Support	No	$ 89,496	$ 104,315
2	8	Social Emotional Learning	Yes	$ 4,000	$ 4,000
3	1	Parent Involvement	No	$ 5,000	$ 4,500
3	2	Parent Education	Yes	$ 5,000	$ 4,750
3	3	Parent Communication	No	$ 11,124	$ 11,133
3	4	Project/Portfolio Presentations	No	$ 3,000	$ 3,000

2025-26 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)
$ 371,946	$ 975,370	$ 1,035,327	$ (59,957)	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	$ 253,762	$ 266,650	0.000%	0.000%
1	3	Support for English Learners	Yes	$ 115,614	$ 156,825	0.000%	0.000%
1	4	Appropriately Staff School	No			0.000%	0.000%
1	5	Professional Development	Yes	$ 40,900	$ 31,000	0.000%	0.000%
1	6	Data Informed Instruction	Yes	$ 5,000	$ 5,000	0.000%	0.000%
1	7	Intervention Instructional Materials	Yes	$ 22,251	$ 21,500	0.000%	0.000%
1	8	Intervention Teachers	Yes	$ 189,786	$ 190,777	0.000%	0.000%
1	9	After School Program and Tutoring (Extended Care)	Yes	$ 89,804	$ 82,000	0.000%	0.000%
1	10	Summer School/Intersession	Yes	$ 116,877	$ 118,448	0.000%	0.000%
1	11	Support for Students with Disabilities	No			0.000%	0.000%
2	1	Field Trips	Yes	$ 33,750	$ 33,750	0.000%	0.000%
2	2	Health/Physical Education	No			0.000%	0.000%
2	3	School Supplies	Yes	$ 13,959	$ 13,962	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	$ 84,667	$ 106,665	0.000%	0.000%
2	7	Attendance Support	No			0.000%	0.000%
2	8	Social Emotional Learning	Yes	$ 4,000	$ 4,000	0.000%	0.000%
3	1	Parent Involvement	No			0.000%	0.000%
3	2	Parent Education	Yes	$ 5,000	$ 4,750	0.000%	0.000%
3	3	Parent Communication	No			0.000%	0.000%
3	4	Project/Portfolio Presentations	No			0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,082,025	$ 371,946	0.000%	17.865%	$ 592,888	6.140%	34.617%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	$ 1,676,695	$ 350,427	20.900%	0.000%	20.900%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,991,851	$ 621,026	$ 46,148	$ 107,511	$ 2,766,626.00	$ 2,289,652	$ 476,974

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	2026-27	$ -	$ 17,366	$ 12,366	$ 5,000	$ -	$ -	$ 17,366	0.000%
1	2	Multi-Tier System of Support (MTSS)	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ 191,277	$ -	$ 22,809	$ 48,000	$ 46,148	$ 74,320	$ 191,277	0.000%
1	3	Support for English Learners	English Learners	Yes	Limited	English Learners	Connect	2026-27	$ 194,317	$ -	$ 68,571	$ 125,746	$ -	$ -	$ 194,317	0.000%
1	4	Appropriately Staff School	All	No	Schoolwide	N/A	Connect	2026-27	926,538	$ -	$ 898,550	27,988	$ -	$ -	$ 926,538	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ -	$ 42,128	$ -	$ 35,898	$ -	$ 6,230	$ 42,128	0.000%
1	6	Data Informed Instruction	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
1	7	Intervention Instructional Materials	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ -	$ 12,618	$ 2,318	$ 10,300	$ -	$ -	$ 12,618	0.000%
1	8	Intervention Teachers	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ 196,095	$ -	$ 196,095	$ -	$ -	$ -	$ 196,095	0.000%
1	9	After School Program and Tutoring (Extended Care)	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ 45,696	$ 14,850	$ 10,356	$ 50,100	$ -	$ -	$ 60,546	0.000%
1	10	Summer School/Intersession	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ 180,666	$ 38,621	$ -	$ 219,287	$ -	$ -	$ 219,287	0.000%
1	11	Support for Students with Disabilities	Students with Disabilities	No	Limited	N/A	Connect	2026-27	$ 160,929	$ 169,500	$ 220,836	$ 82,632	$ -	$ 26,961	$ 330,429	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27		$ 34,762	$ 34,762	$ -	$ -	$ -	$ 34,762	0.000%
2	2	Health/Physical Education	All	No	Schoolwide	N/A	Connect	2026-27	$ 103,490	$ 2,060	$ 105,550	$ -	$ -	$ -	$ 105,550	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ -	$ 14,381	$ 14,381	$ -	$ -	$ -	$ 14,381	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Connect	2026-27	$ 75,182	$ 48,516	$ 117,623	$ 6,075	$ -	$ -	$ 123,698	0.000%
2	5	Enrichment Programs	All	No	Schoolwide	N/A	Connect	2026-27	$ -	$ 46,526	$ 46,526	$ -	$ -	$ -	$ 46,526	0.000%
2	6	School Counselor and Therapy	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ 107,914	$ 2,060	$ 109,974	$ -	$ -	$ -	$ 109,974	0.000%
2	7	Attendance Support	All	No	Schoolwide	N/A	Connect	2026-27	$ 107,548	$ -	$ 97,548	$ 10,000	$ -	$ -	$ 107,548	0.000%
2	8	Social Emotional Learning	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ -	$ 4,120	$ 4,120	$ -	$ -	$ -	$ 4,120	0.000%
3	1	Parent Involvement	All	No	Schoolwide	N/A	Connect	2026-27	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Parent Education	EL, FY, LI	Yes	Schoolwide	All	Connect	2026-27	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Connect	2026-27	$ -	$ 11,466	$ 11,466	$ -	$ -	$ -	$ 11,466	0.000%
3	4	Project/Portfolio Presentations	All	No	Schoolwide	N/A	Connect	2026-27	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,676,695	$ 350,427	20.900%	0.000%	20.900%	$ 473,386	0.000%	28.233%	Total:	$ 473,386
								LEA-wide Total:	$ -
								Limited Total:	$ 68,571
								Schoolwide Total:	$ 404,815

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	$ 22,809	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Connect	$ 68,571	0.000%
1	4	Appropriately Staff School	No	Schoolwide		Connect	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Connect	$ -	0.000%
1	6	Data Informed Instruction	Yes	Schoolwide	All	Connect	$ 5,000	0.000%
1	7	Intervention Instructional Materials	Yes	Schoolwide	All	Connect	$ 2,318	0.000%
1	8	Intervention Teachers	Yes	Schoolwide	All	Connect	$ 196,095	0.000%
1	9	After School Program and Tutoring (Extend	Yes	Schoolwide	All	Connect	$ 10,356	0.000%
1	10	Summer School/Intersession	Yes	Schoolwide	All	Connect	$ -	0.000%
1	11	Support for Students with Disabilities	No	Limited		Connect	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Connect	$ 34,762	0.000%
2	2	Health/Physical Education	No	Schoolwide		Connect	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Connect	$ 14,381	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	$ 109,974	0.000%
2	7	Attendance Support	No	Schoolwide		Connect	$ -	0.000%
2	8	Social Emotional Learning	Yes	Schoolwide	All	Connect	$ 4,120	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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (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:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- 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:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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