



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sparrow Academy

CDS Code: 37681970136408

School Year: 2026-27

LEA contact information:

Michelle D'Augusta

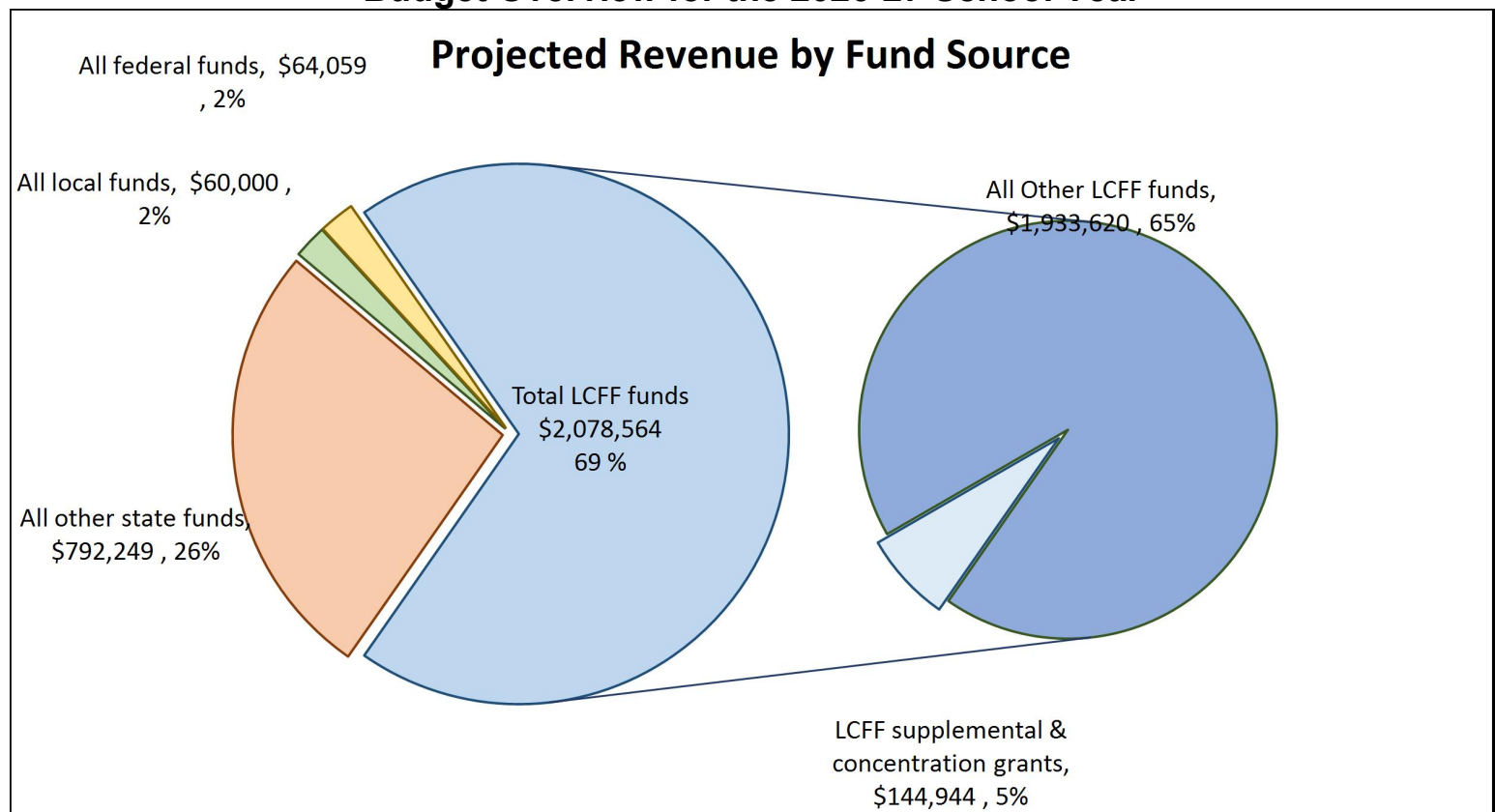
Executive Director

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6196738327

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

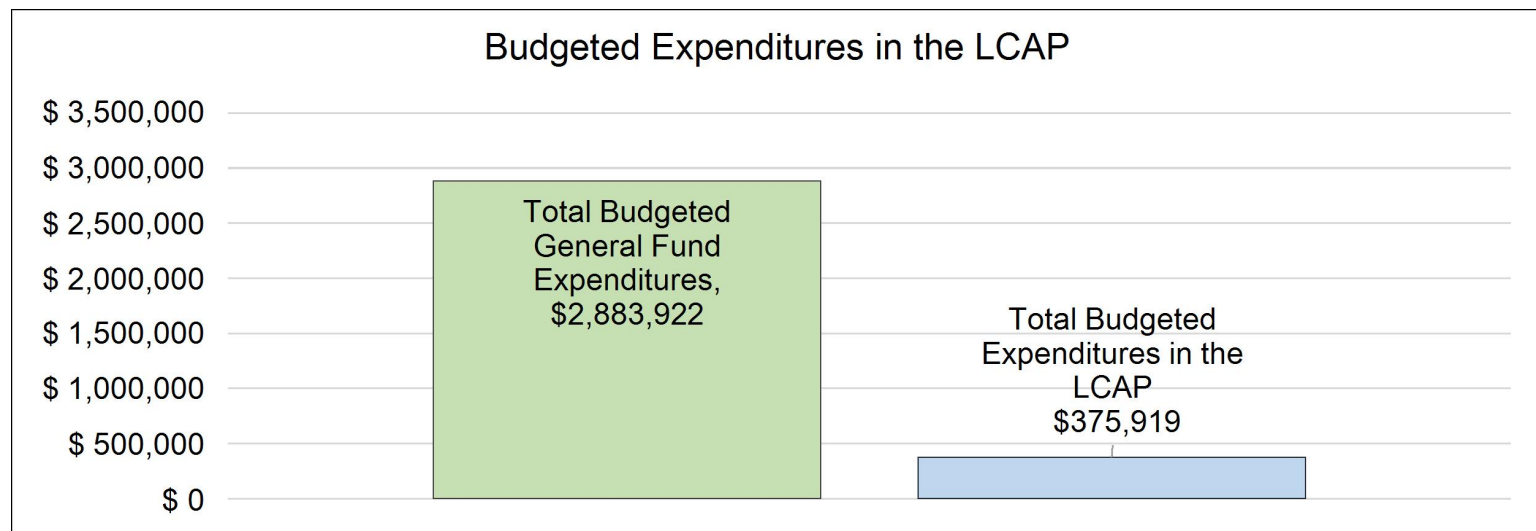


This chart shows the total general purpose revenue Sparrow Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sparrow Academy is \$2,994,872, of which \$2078564 is Local Control Funding Formula (LCFF), \$792249 is other state funds, \$60000 is local funds, and \$64059 is federal funds. Of the \$2078564 in LCFF Funds, \$144944 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sparrow Academy 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: Sparrow Academy plans to spend \$2883922 for the 2026-27 school year. Of that amount, \$375919 is tied to actions/services in the LCAP and \$2,508,003 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

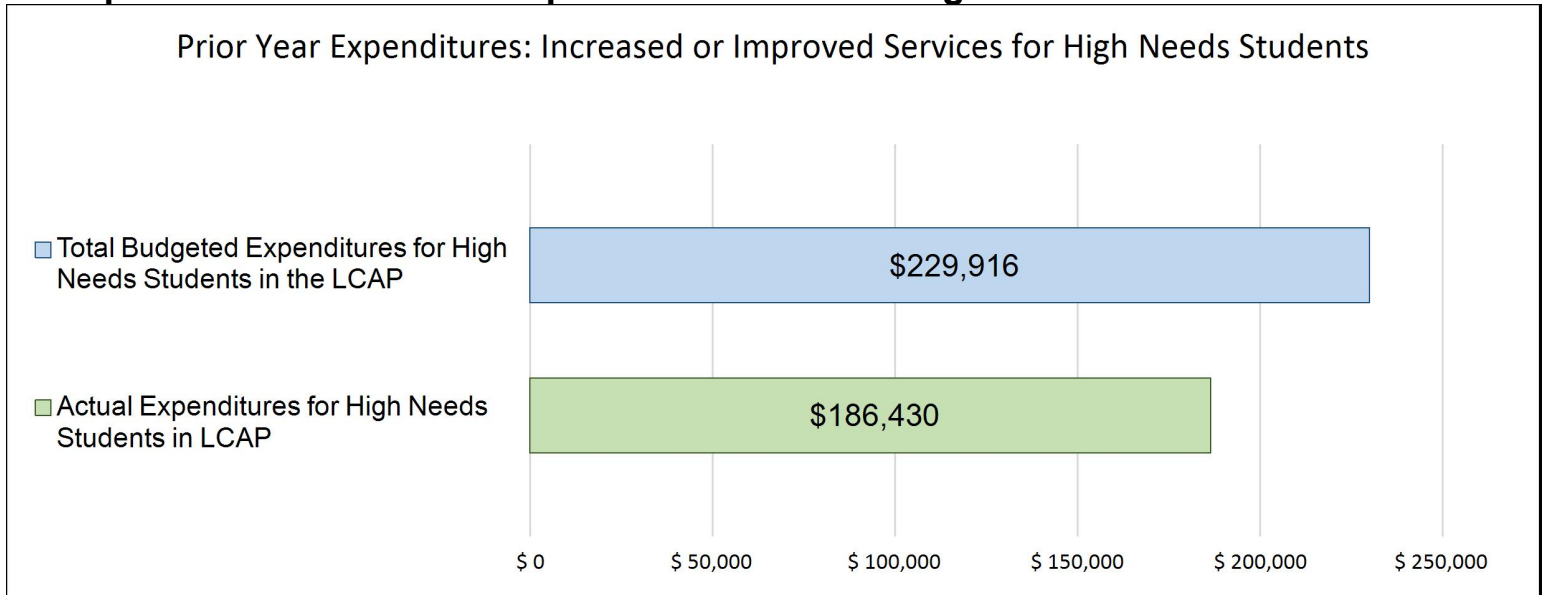
Expenditures not included in the 2026-27 LCAP include business services, rent, utilities, legal fees, homeschool educational units, SPED services, audit fees, marketing, general liability, and unrestricted and restricted staff positions not identified in LCAP actions.

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

In 2026-27, Sparrow Academy is projecting it will receive \$144944 based on the enrollment of foster youth, English learner, and low-income students. Sparrow Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sparrow Academy plans to spend \$164072 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Sparrow Academy's LCAP budgeted \$229,916 for planned actions to increase or improve services for high needs students. Sparrow Academy actually spent \$186,429.81 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$43,486.19 had the following impact on Sparrow Academy's ability to increase or improve services for high needs students:

All services for high needs students were rolled out effectively. One of the main changes from the 2025-26 Adopted Budget was using ELOP dollars instead of LCFF funds to support the after school attendance recovery program. With the addition of an Asst Director in 2025-26, staff and students saw greater support in needed areas.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sparrow Academy	Michelle D'Augusta Executive Director	michelle.daugusta@sparrowschool.org 6196738327

Plan Summary [2026-27]

General Information

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

Sparrow Academy is a TK-5th grade charter school guided by the core principles of public Waldorf education. Our approach to education is based on the understanding that we are guiding complex individuals toward their highest potential as human beings. This includes engaging their intellect, developing their resilience, opening their hearts, and moving their bodies. Sparrow Academy is proud to be the first and, so far, only public Waldorf school in San Diego County.

Sparrow Academy serves students within La Mesa-Spring Valley School District's boundaries at the school facilities located at 5150 Wilson Street, in La Mesa, with a classroom-based enrollment that is consistent with the site's permitting. This means beginning in the 2024-2025 school year, Sparrow's onsite enrollment would be limited to 150 students in Grades TK-5, and approximately 27 students participating in Sparrow Academy's homeschool program, for a total enrollment of approximately 177 students. Sparrow Academy intends to serve additional students and return to the school's full TK-8 grade levels beginning in the 2026-2027 school year and/or subsequent school years if and when the existing permitting for the site is amended to allow more students on campus.

Waldorf education is a worldwide movement in 74 countries with over 1,000 Waldorf schools and almost 2,000 Waldorf kindergartens worldwide. This model was originally limited to tuition-based schools, but since the beginning of the charter movement in 1994, public Waldorf schools have taken off. There are now nearly 60 schools in 14 states who, like us, are members of the Alliance for Public Waldorf Education.

“Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives.”
Rudolf Steiner, Founder of Waldorf Education

Just like other successful public schools, we hold high expectations for our students. Our state-credentialed teachers plan their lessons to meet common core standards, and our students in grades 3-5 participate in CAASPP testing annually. Like other schools, the subjects taught at Sparrow Academy include math, reading, writing, grammar, social studies/history, science, and physical education.

What’s different is that some standards are postponed to later grades to match the developmental growth of the children more closely at each grade. Our school is also media-free and we postpone the regular use of technology until middle school. Recorders, singing, movement, and class plays are all part of a well-rounded education at Sparrow and are not electives. Our students become adept at public speaking and performing, developing poise, teamwork, and focus.

TK and K: Our Waldorf kindergarten is a joyful, nurturing setting that inspires the imagination. Our youngest children spend a good part of their day engaged in both outdoor and indoor free play, where they develop greater command over their physical bodies, greater skills in communication, and work out what it means to be a little person away from home. Here, they naturally act out scenarios from the life they observe around them. At this stage of development, children learn by imitation, and for that reason, our kindergartens are places of beauty, love, and goodness. Their day also includes practical work, like cooking, cleaning, folding, crafting, and painting. These activities build skills they’ll need for their academic work in the grades. Daily circle and story times build focus and the ability to sit and listen, which are important for first grade readiness. Our stories and songs include vivid imagery and complex language, which we then see reflected in their play and later in their writing. The ability to visualize is a cornerstone of mathematical and scientific thinking, and we begin building this capacity in the earliest years.

Elementary Grades: In the elementary grades, the first 2 hours of the day are spent in what we call “Main lesson,” The morning starts with singing, speech work, recorder playing, and purposeful movement, so all parts of the students are engaged and activated. Then the previous day’s content is reviewed and used as a springboard into the day’s new lesson. The students demonstrate their learning in artistic ways in their blank main lesson books. Content topics, like botany or Ancient Rome, are explored in-depth over a 3-4 week block while integrating skills like writing, reading, grammar, and of course, art. The content is presented mostly through storytelling. Teachers memorize and retell stories that not only convey the content, but also speak to the emotional life of the students at each new developmental stage. This leaves lasting impressions on the students, fostering a connection between themselves and a wide range of human experience.

Not currently offered, but important to understanding the entire Waldorf progression -

Middle School: By the time Sparrow Academy students graduate 8th grade, they have a deep and lasting foundation of world history, with an understanding of the different perspectives, motives and choices of the many people and cultures that have brought us from ancient times to the present. Art and poetry help students explore scientific concepts. Science at Sparrow is based on developing keen powers of observation and fostering curiosity about the natural world and all its awe-inspiring phenomena. The goal is to develop flexible thinking that can grow with them over the years of their schooling and beyond. Sparrow students blossom as independent thinkers in middle school. They approach learning enthusiastically and are ready for an academically demanding curriculum. By the end of 8th grade, our students have internalized the value of learning for its own sake and the importance of effort.

Sparrow Academy Student Demographics as of Census Day: October 1, 2025

174 students enrolled

15% of those are in our homeschool program and the rest are in our seat-based program.

22% of our students are unduplicated, including 35.6% social-economically disadvantaged, 13.2% special education, and 6.3% English learners.

13% of the students are Caucasian, 25% are Hispanic/LatinX, 2.2% are Asian, .01% are African American, and 3% are two or more race categories. The rest are unclassified at 57%.

Reflections: Annual Performance

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

Sparrow Academy faced many changes between the 2023-24 and 2024-25 school year. These changes included moving to a new campus, eliminating the 6th-8th grade program, and reducing enrollment and staffing by almost half. In the Spring 2024, it was unclear whether Sparrow Academy would even continue to remain open. By the end of the year, it was determined that Sparrow would remain open, but would face the changes previously listed. This poses an issue with comparing data from one year to the next as many of the data sources significantly changed. Additionally, starting with a small population and then reducing almost in half, some of the subgroups are lacking data due to the small number of students represented in those subgroups. This will continue to be an issue through at least the 2027-28 school year.

Based on the California Dashboard (2025):

- Chronic absenteeism moved from Yellow to Green indicating that Sparrow improved in this area.
- Suspension Rates moved from Green to Blue indicating that Sparrow improved in this area.
- ELA moved from Orange to Yellow indicating that Sparrow improved in this area.
- Mathematics remained at Orange indicating no improvement or decline in this area.

The Standard was Met for the following areas in 2025:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

Based on local data collected by parents, staff, and student surveys, the overall opinion of Sparrow has greatly improved. Collectively, all three groups of educational partners scored Sparrow Academy higher in all but one surveyed area. The only area that declined was a 4.9% decrease in staff who felt that student discipline is handled fairly. However, it is important to acknowledge that the quantity of people in this data set decreased by almost half, suggesting that this percentage may represent 1 or 2 individuals. However, this does highlight an area of needed growth and continued focus.

In ELA performance, Sparrow Academy tested at 11.9 points below standard. This is an improvement from last year where students were at 27.5 points below standard.

In Math performance, Sparrow Academy tested at 50.5 points below standard. This is a continued decline from last year where students were at 38.5 points below standard.

This data reflects growth and strength in ELA and continued need for improvement in math.

Based on local data collected by parents, staff, and student surveys, the overall opinion of Sparrow has stayed well above the baseline. Collectively, all three groups of educational partners scored Sparrow Academy higher in all areas. However, student perception of disciplinary issues is still showing as an area of need.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students in Grades 3-5	Annual Student Climate Survey was administered to all students in grades 3-5.
Parents, schoolwide	Annual Parent Climate Survey was administered to all parents schoolwide.
Staff, including certificated and classified staff	Annual Staff Climate Survey was administered to all classified and certificated staff.
Informational Public Meeting	Parents, students, and staff were invited to an informational meeting on 5/21/26.

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

A Public Hearing was held on campus on 5/21/26 at the Sparrow Academy Board Meeting to solicit educational partner feedback. Additionally, educational partners received Annual Climate Surveys in April/May 2026. The feedback from the in-person meeting and the results of the surveys were synthesized to determine strengths and weaknesses in the Sparrow Academy program. Goals were written to address this data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Sparrow Academy will provide a nurturing, developmentally appropriate educational program that aims to ensure all students engage in social/emotional and artistic learning in accordance with the core principles of Waldorf education within a public charter school structure.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a charter school guided by the core principles of public Waldorf education, it was very important to us to prioritize this key aspect of our school. We have decreased our anticipated enrollment and grade levels for the coming year. This is an opportunity to weave Waldorf principles with public charter school requirements to achieve the best outcome for all educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Waldorf Experience/Training Tracker	Baseline is not yet available as of May 2024.	According to the Training Tracker for the 2024-25 school year, the Sparrow Academy staff completed 20 hours of professional development and training in Waldorf education.	According to the Training Tracker, certificated staff completed 30 hours of Waldorf grade level training in the summer and 12 more hours of Waldorf training throughout the school year.	Certificated staff will participate in at least 20 hours of Waldorf Professional Development each school year. At least 80% of certificated staff will be certificated in or working	While there was no baseline as of May 2024, Sparrow Academy achieved its Year 3 Target Outcome for Waldorf professional development. Sparrow Academy has not yet

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Due to the elimination of the middle school program and thus cutting the Sparrow staff in half, the percentage of fully trained Waldorf teachers was only 25% at the start of the year (2 out of 8). However, 2 other teachers continued their Waldorf learning throughout the year via WISC and the Alliance.	25% of certificated staff are currently certified or becoming certified in Waldorf education.	toward certification in Waldorf instruction.	increased enrollment and is stable at 25% of certificated staff completing or pursuing Waldorf certification.
1.2	Public Charter School Training Tracker	Baseline is not yet available as of May 2024.	According to the Training Tracker for the 2024-25 school year, the Sparrow Academy staff completed 25 hours of professional development in public charter school education.	According to the Training Tracker, certificated staff completed 22 hours of professional development in public charter school education.	Certificated staff will participate in at least 20 hours of public charter school training each school year.	While there was no baseline as of May 2024, Sparrow Academy achieved beyond its Year 3 Target Outcome for this goal.
1.3	Waldorf Specialty Teacher List	Enrollment supports 1 specialty teacher for 2024-25.	In the 2024-25 school year, Sparrow Academy was able to offer a Handwork teacher for the first half of the school year.	In the 2025-26 school year, Sparrow Academy maintained one Games specialty teacher for the entire year.	Annually increased offer of specialty classes to include Games, Handwork, Strings, and Spanish	Sparrow Academy met its baseline. As enrollment increases, the ability to offer more specialty teachers will also increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Due to limited staffing and enrollment, the Handwork teacher transitioned to the full time Homeschool teacher mid year. The Handwork teacher provided training for the General Education teachers to take over this specialty for the rest of the year.		dependent on school enrollment.	

Goal Analysis [2025-26]

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

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

Sparrow Academy's enrollment stabilized at 177 in the 2025-26 school year. This allowed for funding of a Games instructor, but Sparrow was not able to afford any additional specialty teachers. As enrollment grows, so will the ability to fund more specialty teachers.

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.

Sparrow Academy increased professional development and conference attendance for staff in 2025-26 compared to original 2025-26 LCAP budget goals. Sparrow intended to add a second Waldorf speciality program in 2025-26, but delayed that implementation.

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

Sparrow Academy continued its focus on solidifying what it means to be a Waldorf-inspired public charter school. The professional development and training was essential for the continued stability and growth of the program.

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.

Sparrow Academy continues to offer one specialty teachers based on enrollment. Waldorf PD increased to all certificated staff to allow them to continue to support a variety of specialties in the classroom.

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	Waldorf Professional Development	Through various Waldorf organizations, including but not limited to Alliance, Gradalis, and WISC, staff will participate in Waldorf training.	\$26,075.00	Yes
1.2	Charter School Professional Development	Through various charter school organizations, including but not limited to CCSA and CSDC, staff will participate in public charter school training.	\$81,248.00	Yes
1.3	Waldorf Specialties	Fund Specialty teachers. Based on the enrollment changes for 2024-25, there will be one specialty teacher for this year. As Sparrow Academy regrows, more specialty instruction will be added.	\$27,587.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sparrow Academy will provide a public Waldorf education program that aims to ensure all students achieve and improve skills in English Language Arts.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Success and improvement in ELA is critical for all learners. In the Waldorf-inspired model, it is necessary to highlight the learning and growth in ELA based on public charter school metrics since the instructional standards vary in their time line from State Common Core Standards.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Scores	Due to the nature of the Waldorf program where state standards are introduced and mastered later in students' schooling, we would expect to see a higher number of students meeting or exceeding the standards in the upper grades levels.	CAASPP scores for the 2023-24 school year showed that 39% of students in grades 5-8 met or exceeded the standards in ELA.	CAASPP scores for the 2024-25 school year for the 5th grade students showed that 35% of students met or exceeded the standards in ELA. Grades 6-8 were no longer enrolled. 3rd-4th grade students were not part of the baseline	CAASPP Scores: Grades 5-8 averaging 75% of students meeting or exceeding standards.	The data reflects the school's program in that students in the upper grades (5-8) on average scored higher than students in the lower grades (3-5) on grade level common core standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Currently students in grades 5-8 are averaging 60% meet or exceeding language arts standards.		data, however, overall students in grades 3-5 showed that 43% of students met or exceeded the standards in ELA.		Year 2's outcome includes a different data set than year 1 due to the changes in grade levels offered.
2.2	NWEA MAP Scores	Per Spring 2023 NWEA Scores: 41% of students in grades 3-8 scored at or above the 61st percentile in ELA.	Per Winter 2025 NWEA scores: 32% of students in grades 3-5 scored at or above the 61st percentile ELA.	Per Winter 2026 NWEA scores: 45% of students in grades 3-5 scored at or above the 61st percentile ELA.	NWEA Scores - 55% of students in grades 3-8 will score at or above the 61st percentile in math.	Two differences from baseline: 1. ELA scores for students increased 13% from Year 1 to Year 2 outcomes. 2. The baseline numbers can no longer be used since 6th-8th grade students were no longer enrolled at Sparrow Academy in years 1 and 2.
2.3	LREBG Needs Assessment	In compliance with Education Code Section 32526 (d)(1), Sparrow Academy will outline the LEA's Needs Assessment regarding the use and expenditure of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26, 2026–27, and 2027–28 school years.	This metric starts in the 2025-26 (Year 2).	Identified needs: --Increasing math proficiency in grades 3-5. --Increasing EL English proficiency to reduce number of LTELs.	This metric starts in the 2025-26 (Year 2).	Using quality and multiple metrics, Sparrow Academy has identified their current greatest needs in math proficiency and EL support.

Goal Analysis [2025-26]

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

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

In the baseline year, 2023-24, Sparrow Academy's population included over 310 TK through 8th grade students. Due to a change of location and material revision of the charter, in the 2024-25 school year, Sparrow Academy's population included 178 TK through 5th grade students. Sparrow Academy is currently a TK through 5th grade program with 150 students on campus and 27 students in the homeschool program.

Action 2.1 - The data sets in the baseline year versus the current year do not match, thus a direct comparison is unavailable. Additionally, the new projection for when Sparrow Academy will return to being a TK-8 school is now the 2029-2030 school year.

Action 2.2 - There were no substantive differences in planned actions and actual implementation from the previous year.

Action 2.3 - This is a new metric begun in the 25-26 school year.

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

All goal 2 plans were rolled out and stayed on budget. Afterschool costs were slightly increased to account for attendance recovery initiatives.

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

The literacy professional development provided by the assistant director was qualitatively effective in supporting student outcomes, however, it is difficult to draw a quantitative conclusion from the data provided given the many changes in the data sources (see analysis).

The RTI instructor was effective for a small group of students. Ideally, the growth would be more widespread and to achieve this, the teacher training program at Sparrow will continue to evolve in the coming year.

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.

Given the drastic changes in the students population at Sparrow Academy, it would be wise to revise our target outcomes for years 2 and 3 for this goal. It is anticipated that only students in grade 3-5 will participate in CAASPP and NWEA testing as the school includes only TK through 5th grade students currently. Taking into consideration that Sparrow Academy follows the pacing of the Alliance for Public Waldorf Education Standards, the 3rd-5th grade students would be expected to score overall lower than their traditional public school peers. Within the Alliance standards, many standards are introduced at a later grade in comparison to the CCCS Standards. It would then stand to reason that Sparrow Academy students in grades 3-5 would appear to be "behind" their public school counterparts. However, at Sparrow Academy, the focus is on educating the whole child while going beyond the CCCS Standards content. Standardized test scores in grades 3-5 do not

properly measure the rich education the students are receiving at Sparrow Academy. It is not until 7th and 8th grade when we see all of the standards and whole child developmentally appropriate education aligning on a standardized test. Sparrow Academy does, however, expect growth in its students and its program.

With that being said, the new goal for Year 2 ELA students reaching Met or Exceeded Standards on the CAASPP is predicted to be 43%. For Year 3, the predicted outcome is 48%.

UPDATE to the new goal: Sparrow Academy achieved its revised ELA CAASPP goal for students in grades 3-5.

Additionally, the new goal for Year 2 ELA students Meeting or Exceeded the 61st percentile on the NWEA is predicted to be 35%. For Year 3, the predicted outcome is 38%.

Note that the NWEA scores moving forward will be based on the Winter scores to allow for a more current picture of student learning. This also only represents their learning at the halfway point of the school year which also differs from the baseline data source.

UPDATE to the new goal: Sparrow Academy exceeded this revised goal for students in grades 3-5.

As of the 2025-26 school year, in compliance with Education Code Section 32526 (d)(1), Sparrow Academy will outline the LEA's Needs Assessment regarding the use and expenditure of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26, 2026–27, and 2027–28 school years. Sparrow Academy's RTI teacher will work with administration to develop and implement this needs assessment. The RTI teacher will identify students in greatest need to be able to apply evidence-based interventions.

UPDATE: while the needs assessment proved effective for a small amount of students, Sparrow Academy would like to have more widespread growth in the coming year and will alter its teacher support program in order to reach more students.

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	Waldorf Language Arts Instruction Professional Development	While supporting the Waldorf philosophy, certificated teachers will participate in collaborative professional development led by an experienced literacy instructor.	\$11,164.00	Yes
2.2	After School Learning	The in-house after school program offered by Sparrow Academy will include homework help in ELA from qualified personnel.	\$25,000.00	Yes
2.3	All staff instructional support from the assistant director	A full-time instructor will support students with RTI strategies, EL strategies, and provide professional development to staff in these areas.	\$28,122.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sparrow Academy will provide a public Waldorf educational program that aims to ensure all students achieve and improve skills in Math.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores	Due to the nature of the Waldorf program where state standards are introduced and mastered later in students' schooling, we would expect to see a higher number of students meeting or exceeding the standards in the upper grades levels. Currently students in grades 5-8 are	CAASPP scores for the 2023-24 school year showed that 40% of students in grades 5-8 met or exceeded the standards in Math.	CAASPP scores for the 2024-25 school year for the 5th grade students showed that 15% of students met or exceeded the standards in math. Grades 6-8 were no longer enrolled. 3rd-4th grade students were not part of the baseline data, however,	CAASPP Scores: Grades 5-8 averaging 60% of students meeting or exceeding math standards.	The data reflects the school's program in that students in the upper grades (5-8) on average scored higher than students in the lower grades (3-5). Year 2's outcome includes a different data set than year 1 due to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		averaging 48% meet or exceeding math standards.		overall students in grades 3-5 showed that 22% of students met or exceeded the standards in math.		changes in grade levels offered.
3.2	NWEA MAP Scores	2023 Spring NWEA Scores: 44% of students in grades 3-8 scored at or above the 61st percentile in math.	Per Winter 2025 NWEA scores: 23% of students in grades 3-5 scored at or above the 61st percentile Math.	Per Winter 2026 NWEA scores: 18% of students in grades 3-5 scored at or above the 61st percentile Math.	NWEA Scores: 55% of students in grades 3-8 will score at or above the 61st percentile in math.	Two differences form baseline: 1. Math scores for students declined 5% 2. 6th-8th grade students were no longer enrolled at Sparrow Academy.
3.3	LREBG Needs Assessment	In compliance with Education Code Section 32526 (d)(1), Sparrow Academy will outline the LEA's Needs Assessment regarding the use and expenditure of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26, 2026–27, and 2027–28 school years.	This metric starts in the 2025-26 (Year 2).	Identified needs: --Increasing math proficiency in grades 3-5. --Increasing EL English proficiency to reduce number of LTELs.	This metric starts in the 2025-26 (Year 2).	Using quality and multiple metrics, Sparrow Academy has identified their current greatest needs in math proficiency and EL support.

Goal Analysis [2025-26]

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

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

In the baseline year, 2023-24, Sparrow Academy's population included over 310 TK through 8th grade students. Due to a change of location and material revision of the charter, in the 2024-25 school year, Sparrow Academy's population included 178 TK through 5th grade students. Sparrow Academy is currently a TK through 5th grade program with 150 students on campus and 27 students in the homeschool program.

Action 2.1 - The data sets in the baseline year versus the current year do not match, thus a direct comparison is unavailable. Additionally, the new projection for when Sparrow Academy will return to being a TK-8 school is now the 2029-2030 school year.

Action 2.2 - There were no substantive differences in planned actions and actual implementation from the previous year.

Action 2.3 - This is a new metric begun in the 25-26 school year.

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

Games teacher's LCAP time was transitioned to ELOP for attendance recovery initiatives. Beyond that, all plans for goal 3 were effectively rolled out and on budget. Sparrow purchased NWEA and math curriculum as well for added supports.

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

The professional development provided by the assistant director was qualitatively effective in supporting student outcomes, however, it is difficult to draw a quantitative conclusion from the data provided given the many changes in the data sources (see analysis).

The RTI instructor was effective for a small group of students. Ideally, the growth would be more widespread and to achieve this, the teacher training program at Sparrow will continue to evolve in the coming year.

Moving forward, the Sparrow's Assistant Director will work with certificated teachers to achieve measurable outcomes for all students. Additionally, certificated staff will complete additional PD in the current math curriculum.

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.

Given the drastic changes in the student population at Sparrow Academy, it would be wise to revise our target outcomes for years 2 and 3 for this goal. It is anticipated that only students in grade 3-5 will participate in CAASPP and NWEA testing as the school includes only TK through 5th grade students currently. Taking into consideration that Sparrow Academy follows the pacing of the Alliance for Public Waldorf Education Standards, the 3rd-5th grade students would be expected to score overall lower than their traditional public school peers. Within the Alliance standards, many standards are introduced at a later grade in comparison to the CCCS Standards. It would then stand to reason

that Sparrow Academy students in grades 3-5 would appear to be "behind" their public school counterparts. However, at Sparrow Academy, the focus is on educating the whole child while going beyond the CCCS Standards content. Standardized test scores in grades 3-5 do not properly measure the rich education the students are receiving at Sparrow Academy. It is not until 7th and 8th grade when we see all of the standards and whole child developmentally appropriate education aligning on a standardized test. Sparrow Academy does, however, expect growth in its students and its program.

With that being said, the new goal for Year 2 Math students reaching Met or Exceeded Standards on the CAASPP is predicted to be 43%. For Year 3, the predicted outcome is 48%.

UPDATE to the new goal: Sparrow Academy did not achieve this revised Math CAASPP goal for students in grades 3-5.

Additionally, the new goal for Year 2 Math students Meeting or Exceeded the 61st percentile on the NWEA is predicted to be 26%. For Year 3, the predicted outcome is 30%.

Note that the NWEA scores moving forward will be based on the Winter scores to allow for a more current picture of student learning. This also only represents their learning at the halfway point of the school year which also differs from the baseline data source.

UPDATE to the new goal: Sparrow Academy did not meet this revised goal for students in grades 3-5.

As of the 2025-26 school year, in compliance with Education Code Section 32526 (d)(1), Sparrow Academy will outline the LEA's Needs Assessment regarding the use and expenditure of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26, 2026–27, and 2027–28 school years. Sparrow Academy's RTI teacher will work with administration to develop and implement this needs assessment. The RTI teacher will identify students in greatest need to be able to apply evidence-based interventions.

UPDATE: while the needs assessment proved effective for a small amount of students, Sparrow Academy would like to have more widespread growth in the coming year and will alter its teacher support program in order to reach more students.

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	Math Training	Certificated teachers will participate in professional development in math instruction.	\$19,539.00	Yes
3.2	After School Learning	The in-house after school program offered by Sparrow Academy will include math homework help from qualified personnel.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	All staff instructional support from the assistant director	A full-time instructor will support students with RTI strategies, EL strategies, and provide professional development to staff in these areas.	\$28,122.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sparrow Academy will maintain a safe and healthy school environment conducive for effective learning, work, and community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Sparrow Academy continues to work toward improvement in this area. This was the weakest area established by the Spring 2024 Annual Climate Surveys from parents, students, and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Parent Survey	Per the Spring 2024 Parent Climate Survey, the following data was collected: Most or all of the time... 77.6% of parents stated that their child feels safe at school 54.3% of parents are satisfied with school safety	Per the Spring 2025 Parent Climate Survey, the following data was collected: Most or all of the time... 91% of parents stated that their child feels safe at school	Per the Spring 2026 Parent Climate Survey, the following data was collected: Most or all of the time... 82% of parents stated that their child feels safe at school	Based on annual parent climate surveys, most or all of the time... 90% of parents will indicate that their child feels safe at school 90% of parents will be satisfied with school safety 80% of parents will believe that	In Year 2, the difference from baseline was the following: Most or all of the time... Percentage of parents stated that their child feels safe at school - increased 5%. Percentage of parents are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		56% of parents agree that Sparrow is actively preventing bullying	91.1% of parents are satisfied with school safety 71.4% of parents agree that Sparrow is actively preventing bullying	85% of parents are satisfied with school safety 73% of parents agree that Sparrow is actively preventing bullying	Sparrow actively prevents bullying	satisfied with school safety - increased 31% Percentage of parents agree that Sparrow is actively preventing bullying - increased 17%.
4.2	Annual Staff Survey	Per the Spring 2024 Staff Climate Survey, the following data was collected: Most or all of the time... 75.9% of staff feel that Sparrow offers adequate counseling and support services for students 62% of staff feel that student discipline is handled fairly 68.9% of staff agree that it is a supportive and inviting work environment 79.3% of staff feel safe at school 72.4% of staff feel students are safe at school	Per the Spring 2025 Staff Climate Survey, the following data was collected: Most or all of the time... 76.2% of staff feel that Sparrow offers adequate counseling and support services for students 57.1% of staff feel that student discipline is handled fairly 85.8% of staff agree that it is a supportive and inviting work environment	Per the Spring 2026 Staff Climate Survey, the following data was collected: Most or all of the time... 79% of staff feel that Sparrow offers adequate counseling and support services for students 86% of staff feel that student discipline is handled fairly 57% of staff agree that it is a supportive and inviting work environment	Based on annual staff climate surveys, most or all of the time... 80% of staff will feel that Sparrow offers adequate counseling and support services for students 85% of staff will state that student discipline is handled fairly 85% of staff will feel that it is a supportive and inviting place to work 90% of staff will feel safe at school	In Year 2, the difference from baseline was the following: Most or all of the time... Percentage of staff feel that Sparrow offers adequate counseling and support services for students - increased 3%. Percentage of staff feel that student discipline is handled fairly - increased 24% and exceeded our Year 3 desired outcome. Percentage of staff agree that it is a supportive and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			85.8% of staff feel safe at school 81% of staff feel students are safe at school	79% of staff feel safe at school 93% of staff feel students are safe at school	90% of staff will state that students are safe at school	inviting work environment - declined 12%. Percentage of staff feel safe at school - did not increase or decrease. Percentage of staff feel students are safe at school - increased 21% and exceeded our Year 3 desired outcome.
4.3	Annual Student Survey	Per the Spring 2024 Student Climate Survey, the following data was collected: Most or all of the time... 66.6% of 5th graders and 71.7% of 6-8th graders feel that the staff cares about the students 33.3% of 5th graders and 43.5% of 6-8th graders feel that students are treated fairly when they break the rules	Per the Spring 2024 Student Climate Survey, the following data was collected: Most or all of the time... 85% of 3rd-5th graders feel that the staff cares about the students 58% of 3rd-5th graders feel that students are treated fairly when they break the rules	Per the Spring 2025 Student Climate Survey, the following data was collected: Most or all of the time... 92% of 3rd-5th graders feel that the staff cares about the students 51% of 3rd-5th graders feel that students are treated fairly when they break the rules	Based on annual student climate surveys, most or all of the time... 75% of students in grades 5-7 will feel that the staff cares about the students 70% of students in grades 5-7 will feel that students are treated fairly when they break the rules 70% of students in grades 5-7 will state that they believe the adults	Because the data sources changed from 5th-8th grade students to 3rd-5th grade students, the increase or decline listed here is not directly correlated, however, it does give some information regarding the perspective of the students and creates a new baseline moving forward. For the following calculations, the 2 groups in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		48.1% of 5th grade and 47.9% of 6-8th graders believe that adults on campus help students resolve conflicts 85.2% of 5th grader and 97.8% of 6-8th graders feel safe at school	76% of 3rd-5th graders believe that adults on campus help students resolve conflicts 96% of 3rd-5th graders feel safe at school	77% of 3rd-5th graders believe that adults on campus help students resolve conflicts 96% of 3rd-5th graders feel safe at school	on campus help students resolve conflicts 98% of students in grades 5-7 will feel safe on campus There will not be 8th grade students enrolled at this time.	baseline were averaged into one score. In Year 2, the difference from baseline was the following: Most or all of the time... Percentage of 3-5 grade students who feel that the staff cares about the students increased by 25%. Percentage of 3-5 grade students feel that students are treated fairly when they break the rules increased by 18%. Percentage of 3-5 grade students graders believe that adults on campus help students resolve conflicts increased by 29%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Percentage of 3-5 grade students feel safe at school increased by 11%.

Goal Analysis [2025-26]

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

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

Overall, staff, parents, and students view Sparrow Academy as a safe place. The leadership team chose to focus on student behavior and discipline this year and ensuring it was equitable and consistent. The data collected shows that there was a positive impact in this area.

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.

Plans for goal 4 were effectively rolled out and on budget. Walkie talkies, kitchen inspection and updating fire extinguishers were added for additional safety measures.

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

The leadership team at Sparrow Academy took steps to address the previous year's decreased in staff that felt that student discipline was handled fairly. The steps taken included more communication among the leadership and more consistent guidelines for behavior consequences. This led to an increase from 57% to 86% of staff responding that disciplined is handled fairly most or all of the time.

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.

Given the drastic changes in the students population at Sparrow Academy, it would be wise to revise our target outcomes for years 2 and 3 for this goal. It is anticipated that only students in grade 3-5 will participate in the annual climate survey to address Metric 4.3. Additionally, it was predicted that Sparrow Academy will be serving students in Grades TK-7 by Year 3. This is no longer a given, therefore writing the year 2 and 3 outcomes for the current population allows us to compare matching data sources.

With that being said, the new Target for Year 2 Outcomes
Based on annual student climate surveys, most or all of the time...

85% of students in grades 3-5 will feel that the staff cares about the students
UPDATE: Exceeded this revised goal by 11%

65% of students in grades 3-5 will feel that students are treated fairly when they break the rules

UPDATE: Short of this revised goal by 14%

80% of students in grades 3-5 will state that they believe the adults on campus help students resolve conflicts

UPDATE: Short of this revised goal by 3%

97% of students in grades 3-5 will feel safe on campus

UPDATE: Short of this goal by 1%, ut did show signifigant growth in this area.

The new Target for Year 3 Outcomes

Based on annual student climate surveys, most or all of the time...

88% of students in grades 3-5 will feel that the staff cares about the students

70% of students in grades 3-5 will feel that students are treated fairly when they break the rules

83% of students in grades 3-5 will state that they believe the adults on campus help students resolve conflicts

98% of students in grades 3-5 will feel safe on campus

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Behavior Management Training	Sparrow staff will participate in a variety of trainings with the intention of improving behavior and behavior management on campus. This may include, but is not limited to training in Trauma Informed Practices, Positive Behavioral Interventions and Supports, Restorative Practices, and Autism-Informed Practices.	\$51,022.00	Yes
4.2	Campus Safety Improvements	Starting 2024-25, Sparrow Academy will be on a new campus. While this will address many of the previous campus safety issues, there is room for continued growth.	\$53,040.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$144944	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.496%	0.000%	\$0.00	7.496%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Waldorf Professional Development Need: Whole child instruction and social emotional and language development. Scope:	Building a stronger community which supports all students as whole children addressing their academic and emotional needs benefits all students.	Student and parent climate surveys as well as local and state standardized test data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	Action: Charter School Professional Development Need: Whole child instruction and social emotional and language development. Scope: LEA-wide Schoolwide	Building a stronger community which supports all students as whole children addressing their academic and emotional needs benefits all students.	Student and parent climate surveys as well as local and state standardized test data.
2.1	Action: Waldorf Language Arts Instruction Professional Development Need: Increasing literacy skills Scope: LEA-wide	Increased staff collaboration and instruction in early literacy will positively impact the additional literacy needs of the unduplicated pupils while also benefitting all students.	ELPAC and CAASPP scores
2.2	Action: After School Learning Need: Explicit instruction in ELA Scope: LEA-wide Schoolwide	After school ELA support will positively impact the additional literacy needs of the unduplicated pupils while also benefitting all students.	ELPAC and CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	Action: All staff instructional support from the assistant director Need: Explicit English language development instruction Scope: LEA-wide	Explicit instruction in English language development will benefit our English Learners.	ELPAC scores
3.1	Action: Math Training Need: Whole child learning and language and social emotional development. Scope: LEA-wide Schoolwide	Building a stronger community which supports all students as whole children addressing their academic and emotional needs benefits all students.	Student and parent climate surveys and local and state standardized test data.
3.2	Action: After School Learning Need: Whole child learning and language and social emotional development. Scope: LEA-wide	Building a stronger community which supports all students as whole children addressing their academic and emotional needs benefits all students.	Student and parent climate surveys and local and state standardized test data.
3.3	Action:	Building a stronger community which supports all students as whole children addressing their	Student and parent climate surveys and local and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All staff instructional support from the assistant director Need: Whole child learning and language and social emotional development. Scope: LEA-wide	academic and emotional needs benefits all students.	state standardized test data.
4.1	Action: Staff Behavior Management Training Need: Social-emotional wellness Scope: LEA-wide	Building a stronger community which supports all students as whole children addressing their academic and emotional needs benefits all students.	Student, staff, and parent climate surveys, as well as behavior report data.

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
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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.

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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.

NA

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	1:23.6	
Staff-to-student ratio of certificated staff providing direct services to students	1:14.4	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1933620	144944	7.496%	0.000%	7.496%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$207,112.00	\$111,514.00	\$15,676.00	\$41,617.00	\$375,919.00	\$264,982.00	\$110,937.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Waldorf Professional Development		Yes	LEA-wide Schoolwide		All Schools Specific Schools: Sparrow Academy K-5	Ongoing	\$16,775.00	\$9,300.00	\$16,775.00	\$5,805.00		\$3,495.00	\$26,075.00	.87
1	1.2	Charter School Professional Development		Yes	LEA-wide Schoolwide		All Schools	Ongoing	\$51,022.00	\$30,226.00	\$65,572.00		\$15,676.00		\$81,248.00	3.39
1	1.3	Waldorf Specialties	All	No			All Schools	Ongoing	\$27,587.00	\$0.00		\$27,587.00			\$27,587.00	0
2	2.1	Waldorf Language Arts Instruction Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$11,164.00	\$0.00	\$11,164.00	\$0.00	\$0.00	\$0.00	\$11,164.00	.58
2	2.2	After School Learning		Yes	LEA-wide Schoolwide		All Schools	Ongoing	\$20,002.00	\$4,998.00		\$25,000.00			\$25,000.00	0
2	2.3	All staff instructional support from the assistant director	English Learners	Yes	LEA-wide	English Learners	All Schools		\$28,122.00	\$0.00		\$14,061.00		\$14,061.00	\$28,122.00	0
3	3.1	Math Training	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$11,164.00	\$8,375.00	\$19,539.00				\$19,539.00	1.01
3	3.2	After School Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,002.00	\$4,998.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	0
3	3.3	All staff instructional support from the assistant director	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$28,122.00	\$0.00		\$14,061.00		\$14,061.00	\$28,122.00	0
4	4.1	Staff Behavior Management Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$51,022.00	\$0.00	\$51,022.00				\$51,022.00	2.64

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Campus Safety Improvements	All	No			All Schools	Ongoing	\$0.00	\$53,040.00	\$43,040.00			\$10,000.00	\$53,040.00	0

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
1933620	144944	7.496%	0.000%	7.496%	\$164,072.00	8.490%	16.975 %	Total:	\$164,072.00
								LEA-wide Total:	\$164,072.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$101,886.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Waldorf Professional Development	Yes	LEA-wide Schoolwide		All Schools Specific Schools: Sparrow Academy K-5	\$16,775.00	.87
1	1.2	Charter School Professional Development	Yes	LEA-wide Schoolwide		All Schools	\$65,572.00	3.39
2	2.1	Waldorf Language Arts Instruction Professional Development	Yes	LEA-wide	English Learners	All Schools	\$11,164.00	.58
2	2.2	After School Learning	Yes	LEA-wide Schoolwide		All Schools		0
2	2.3	All staff instructional support from the assistant director	Yes	LEA-wide	English Learners	All Schools		0
3	3.1	Math Training	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$19,539.00	1.01
3	3.2	After School Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0

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 (%)
3	3.3	All staff instructional support from the assistant director	Yes	LEA-wide	English Learners	All Schools		0
4	4.1	Staff Behavior Management Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,022.00	2.64

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$451,397.00	\$423,801.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Waldorf Professional Development	Yes	\$20,786.00	24403.92
1	1.2	Charter School Professional Development	Yes	\$55,902.00	68775.16
1	1.3	Waldorf Specialties	No	\$62,837.00	33299.00
2	2.1	Waldorf Language Arts Instruction Professional Development	Yes	\$13,586.00	13692.25
2	2.2	After School Learning	Yes	\$41,844.00	50000.00
2	2.3	Full Time RTI/EL Support Teacher	Yes	\$38,422.00	38478.50
3	3.1	Math Training	Yes	\$13,586.00	20163.50
3	3.2	After School Learning	Yes	\$74,310.00	50000.00
3	3.3	Full Time RTI/EL Support Teacher	Yes	\$38,422.00	38478.50
4	4.1	Staff Behavior Management Training	Yes	\$52,902.00	39292.65
4	4.2	Campus Safety Improvements	No	\$38,800.00	47218.43

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
123341.00	\$229,916.00	\$186,429.81	\$43,486.19	12.694%	9.984%	-2.710%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Waldorf Professional Development	Yes	\$13,586.00	13692.25	.75%	.733
1	1.2	Charter School Professional Development	Yes	\$52,902.00	61321.16	2.921%	3.284
2	2.1	Waldorf Language Arts Instruction Professional Development	Yes	\$13,586.00	13692.25	.75%	.733
2	2.2	After School Learning	Yes	\$6,338.00	0.00	.35%	0
2	2.3	Full Time RTI/EL Support Teacher	Yes	\$19,106.00	19134.00	1.055%	1.025
3	3.1	Math Training	Yes	\$13,586.00	20163.50	.75%	1.08
3	3.2	After School Learning	Yes	\$38,804.00	0.00	2.142%	0
3	3.3	Full Time RTI/EL Support Teacher	Yes	\$19,106.00	19134.00	1.055%	1.025
4	4.1	Staff Behavior Management Training	Yes	\$52,902.00	39292.65	2.921%	2.104

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)
\$1867518	123341.00	0	6.605%	\$186,429.81	9.984%	19.967%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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