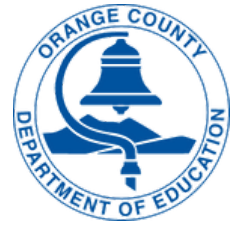


ORANGE COUNTY DEPARTMENT OF EDUCATION

COLLEGE AND CAREER PREPARATORY ACADEMY



LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

2025- 2026



CCPA LCAP Table of Contents

LCFF Budget Overview for Parents.....	pp. 1-6
Plan Summary 2025-26.....	pp. 7-14
Engaging Educational Partners.....	pp. 15-22
Goals and Actions.....	pp. 23-44
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students.....	pp. 45-60
Action Tables.....	pp. 61-69
Instructions.....	pp. 70-100

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: College and Career Preparatory Academy

CDS Code: 30-10306-0132910

School Year: 2025-26

LEA contact information:

Fatinah Judeh

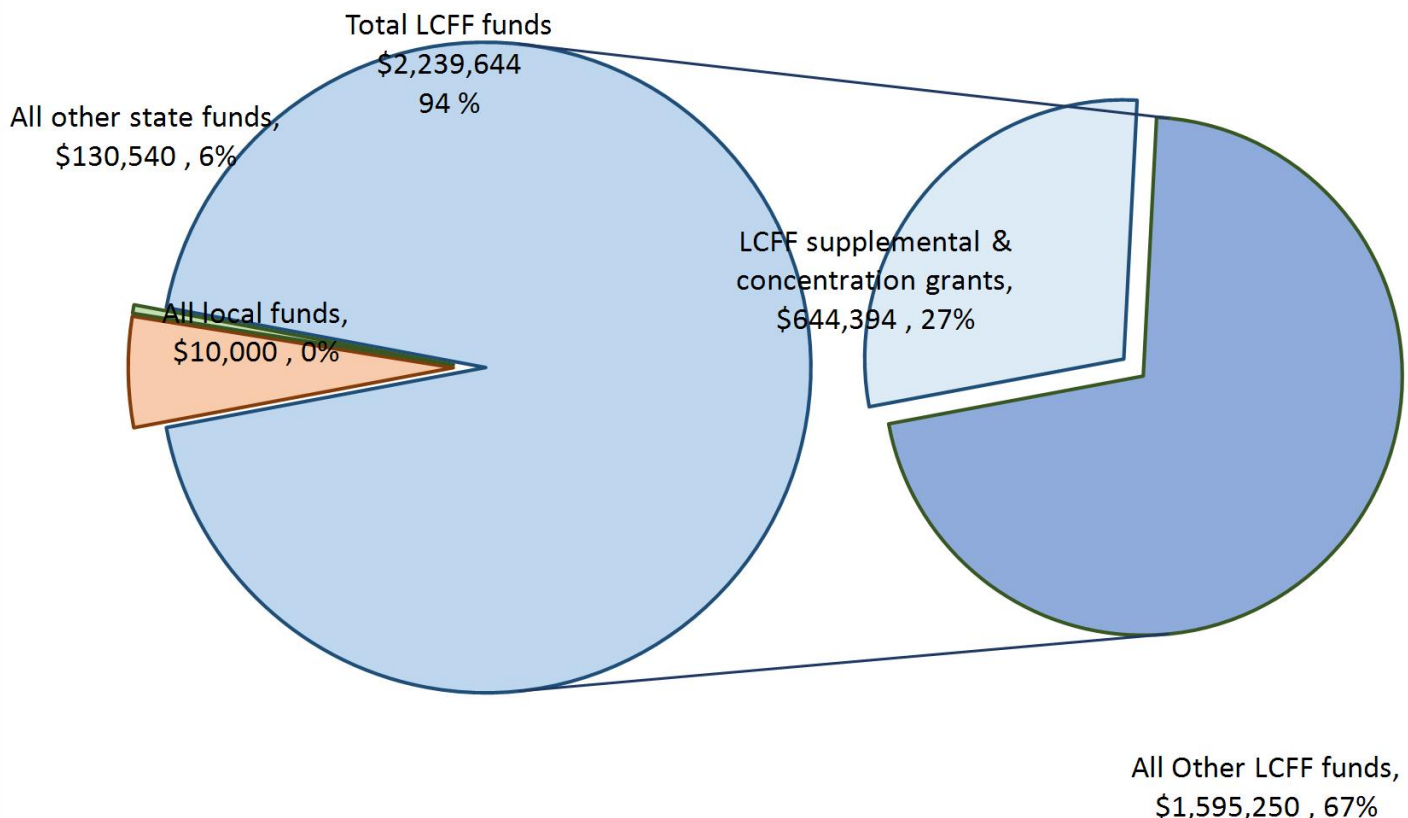
Principal

714-796-8795

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

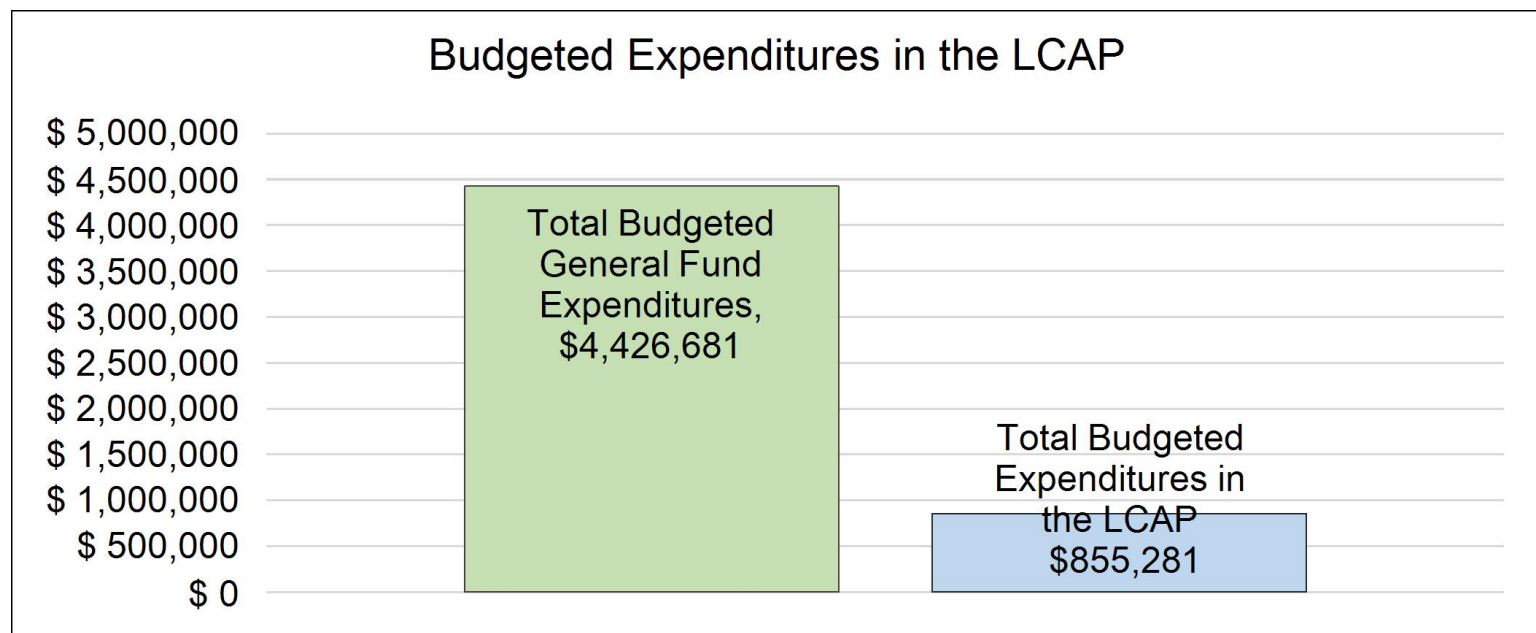


This chart shows the total general purpose revenue College and Career Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for College and Career Preparatory Academy is \$2,380,184, of which \$2,239,644 is Local Control Funding Formula (LCFF), \$130,540 is other state funds, \$10,000 is local funds, and \$0 is federal funds. Of the \$2,239,644 in LCFF Funds, \$644,394 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 College and Career Preparatory Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: College and Career Preparatory Academy plans to spend \$4,426,681 for the 2025-26 school year. Of that amount, \$855,281 is tied to actions/services in the LCAP and \$3,571,400 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

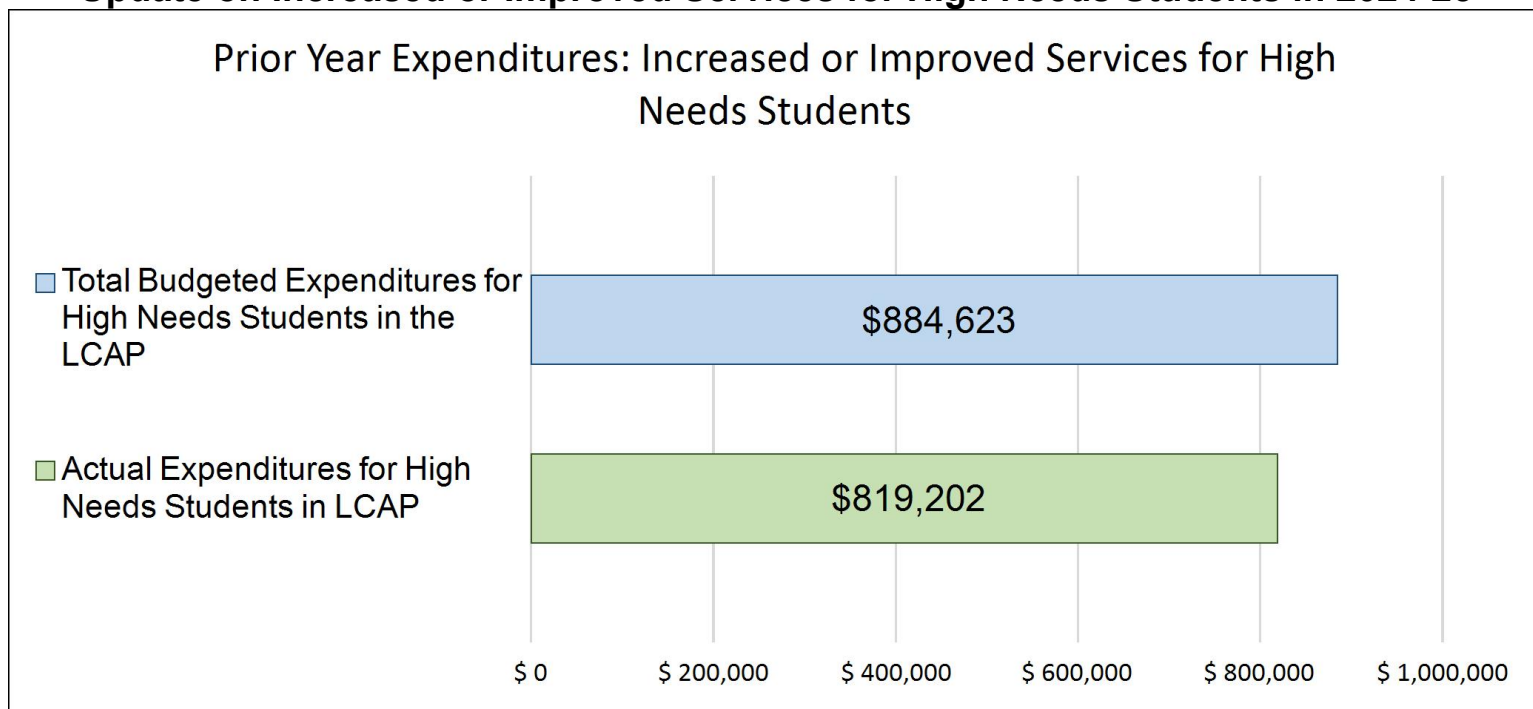
CCPA's mission is to increase the graduation rate and decrease the dropout rate by providing students—particularly high-needs populations—with the opportunity to earn a high school diploma and become college and career ready. To support this mission, CCPA operates six school sites across Orange County. The General Fund supports core staffing not detailed in the LCAP, including salaries for certificated personnel such as the principal, school counselor, and seven teachers, as well as classified support staff including a coordinator, project liaison, licensed clinician, two senior student records technicians, a senior school administrative assistant, and four paraeducators. These personnel are essential to the daily operation of the school, the implementation of independent study programs, and the delivery of academic and social-emotional support services aligned with the needs of CCPA's student population.

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

In 2025-26, College and Career Preparatory Academy is projecting it will receive \$644,394 based on the enrollment of foster youth, English learner, and low-income students. College and Career Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. College and Career Preparatory Academy plans to spend \$731,882 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what College and Career Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what College and Career Preparatory 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 2024-25, College and Career Preparatory Academy's LCAP budgeted \$884,623 for planned actions to increase or improve services for high needs students. College and Career Preparatory Academy actually spent \$819,202 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$65,421 had the following impact on College and Career Preparatory Academy's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2024–25 were lower than originally budgeted due to adjustments in staffing timelines and shifts in implementation strategies.

A significant difference occurred in Goal 1, Actions 1 and 3, due to staff-related costs. In Action 1, the coordinator position began later in the year than planned, reducing personnel expenditures. In Action 3, parenting workshops and related resources were delivered effectively but at a lower cost than anticipated. In both cases, the services were fully implemented, and future budgets have been adjusted to reflect more accurate cost projections.

In Goal 2, Action 2, another material difference occurred. The planned purchase of wellness pages and digital apps was discontinued after internal review. CCPA opted to deliver the same support through an on-site clinician, which provided direct wellness services at a lower cost. This change maintained the intended support for students while reducing expenditures.

Despite these variances, all planned services were implemented, and the shift in expenditures did not negatively impact the scope or quality of services for high-needs students. In fact, nearly all actions across the plan were

directly focused on improving conditions and increasing access to supports for English Learners, Foster Youth, and Low-Income students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Fatinah Judeh Principal	fjudeh@ocde.us 714-796-8795

Plan Summary [2025-26]

General Information

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

The College and Career Preparatory Academy (CCPA) is a public charter high school diploma program operated by the Orange County Department of Education (OCDE) and authorized by the Orange County Board of Education. CCPA serves students ages 16–25 who have disengaged from traditional schools and are seeking to re-enroll, recover credits, and earn a high school diploma through a flexible, independent study model. Established in 2015, CCPA is aligned with the Charter Schools Act to increase learning opportunities for academically low-achieving students, particularly those facing systemic barriers to education.

CCPA operates six school sites across Orange County, located in San Juan Capistrano, Mission Viejo, Fountain Valley, Santa Ana, Anaheim, and Los Alamitos. The Los Alamitos site functions in partnership with the California National Guard through the CA Job ChalleNGe program, where CCPA provides a high school diploma program to residential students who are also dually enrolled at Long Beach City College.

As of the 2023–2024 school year, CCPA enrolled 355 students. All students enrolled are socioeconomically disadvantaged (100%), and the student population includes 28.6% English Learners, 29.5% students experiencing homelessness, 17.3% students with disabilities, and 82.1% Hispanic/Latino. All students are credit deficient at the time of enrollment and often face multiple barriers to educational continuity, including caregiving responsibilities, housing insecurity, and demanding work commitments or long, inflexible work hours.

CCPA’s independent study model offers the flexibility needed for students navigating adult responsibilities. However, because attendance is based on work completion, maintaining consistent engagement requires intentional intervention. To address this, CCPA implements a robust

tiered re-engagement process supported by a multidisciplinary team that includes teachers, support staff, administrators, the school counselor, the Community Resource Specialist, and community agency partners. Students also have access to 24/7 online tutoring, diagnostic assessments, wellness services, and basic needs support.

CCPA is guided by a clear mission: to reduce dropout rates, increase graduation rates, and prepare students for postsecondary education, employment, or military service. As part of its ongoing strategic plan, the school is expanding marketing and outreach efforts across Orange County to increase visibility, combat declining enrollment, and connect with students in need of flexible re-engagement pathways. These efforts include targeted marketing campaigns, community workshops, and student-led events that showcase CCPA's unique model and support services.

By integrating personalized academic support with mental health care, social-emotional development, and strong college/career alignment, CCPA aims to provide a holistic, equitable education that meets the realities and aspirations of the students it serves.

Reflections: Annual Performance

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

The College and Career Preparatory Academy (CCPA) serves a diverse, high-need population of students through a flexible, independent study model designed for disengaged youth and adult learners ages 16–25. A review of the 2023 and 2024 California School Dashboard and local performance data highlights persistent equity gaps alongside areas of growth and continuous improvement.

Two student groups received the lowest performance level (Red) on the one-year graduation rate indicator in both 2023 and 2024:

Socioeconomically disadvantaged students

Hispanic/Latino students

These two groups represent the majority of the student population at CCPA and continue to face systemic barriers to academic progress, including interrupted enrollment histories, homelessness, caregiving responsibilities, and the demands of full-time employment. These challenges are further compounded by engagement limitations associated with the independent study model.

Despite these challenges, CCPA improved its Dashboard graduation rate from 65.1% in 2023 to 66.0% in 2024. Although the overall performance level remained Red, this increase reflects the early impact of targeted supports. Even a one-percentage-point gain suggests progress in re-engaging students and helping them reach graduation. It indicates that new systems—such as case-managed interventions, re-engagement efforts, and expanded academic services—are beginning to take effect.

Graduation Rate Trends (One-Year, DASS Model)

The one-year graduation rate at CCPA declined from 86.7% in 2022–23 to 47.5% in 2023–24. This decline was not due to a drop in instructional quality, but rather the result of a shift in how grade levels were assigned—significantly affecting the denominator used in the one-year DASS graduation rate.

In 2022–23, CCPA assigned grade levels based on earned credits. Students were designated as 9th, 10th, 11th, or 12th grade depending on how many credits they had completed in relation to traditional benchmarks (e.g., 60 credits for 10th grade, 120 credits for 11th grade, 180+ credits for 12th grade). Only students who had earned enough credits to be classified as 12th grade were included in the one-year graduation rate. This resulted in a smaller denominator and a higher reported rate of 86.7%.

In 2023–24, CCPA implemented a policy to assign all students as 12th grade upon enrollment, regardless of credit status. This decision was made to reflect the structure of the adult high school diploma program and to establish a clear expectation of completion. However, this policy significantly increased the number of students included in the graduation rate denominator—including students far from meeting credit requirements—which led to a lower reported rate of 47.5%.

In 2024–25, CCPA adopted a more stable model in which student grade levels are assigned based on the actual number of years enrolled in high school, regardless of credit accumulation. This approach allows for more accurate tracking of student progress, supports more effective intervention timelines, and provides internal consistency across instructional and accountability systems.

While these transitions affected reported graduation outcomes, they reflect CCPA’s commitment to data transparency and long-term improvement. A gradual increase in the one-year graduation rate is expected over time as students benefit from improved re-engagement systems, credit recovery supports, and case-managed academic services.

Note: The one-year DASS graduation rate is provided by the California Department of Education (CDE) for informational purposes only and is not included in the California School Dashboard. It is used locally to support internal tracking and planning.

Local Data Trends and Testing Participation

As of 2023–24, CCPA enrolled 355 students. The student population includes:

100% socioeconomically disadvantaged

82.1% Hispanic/Latino

28.6% English Learners

29.5% experiencing homelessness

17.3% students with disabilities

In 2022–23, 0% of English Learners demonstrated progress on the English Learner Progress Indicator (ELPI), largely due to low test participation. In 2023–24, CCPA tested more English Learners, and 28.6% of those students progressed at least one ELPI level. Increasing

ELPAC participation remains a key goal in 2024–25 to ensure CCPA can more accurately measure English Learner growth and inform reclassification efforts.

California Science Test (CAST) results were not available in 2022–23 due to fewer than 11 students being tested. In 2023–24, 7.14% of students met or exceeded the standard. Given the structure of independent study, where students are not always on-site, CCPA will continue expanding efforts to increase participation in all required state assessments—including CAASPP, ELPAC, and CAST—through paraprofessional outreach, testing flexibility, and individualized follow-up.

Formative Assessment and Whole-Student Support

To better measure student growth beyond state assessments, CCPA administers diagnostic assessments in English Language Arts and Math at the time of enrollment. However, local data shows that 0% of students were re-assessed in 2023–24. Improving re-assessment rates is a major priority in 2025–26. Re-assessment will allow staff to track academic progress through local, formative data—not just CAASPP scores or credit accumulation—and to more effectively adjust instructional supports. This data will also be integrated into the school's tiered intervention process and student monitoring systems.

In parallel, CCPA continues to provide wraparound services that address barriers to engagement and academic success. These include access to food, hygiene kits, emergency housing referrals, and mental health support through the Community Resource Specialist and on-site clinician. Students are also provided with 24/7 access to online tutoring and receive personalized support through a cross-functional re-engagement and student intervention team.

Dual Enrollment and Postsecondary Access

Dual enrollment participation declined in 2023–24, primarily due to the loss of students from the CA Job ChalleNGe partnership to a competitor program with lower credit requirements. CCPA is currently exploring ways to make its dual enrollment offerings more competitive and accessible, particularly by creating flexible diploma tracks for adult learners, adding stackable credentials, and expanding career pathway options through community college and workforce partnerships.

Marketing and Outreach

To counter declining enrollment and expand access for disengaged youth, CCPA has launched expanded countywide marketing and outreach strategies. These include digital campaigns, school-based recruitment events, bilingual communications, and strengthened partnerships with community-based organizations. Marketing and enrollment efforts are closely tied to LCAP Goal 1 and are integrated into student-led events, parent workshops, and school identity-building initiatives.

Strategic Alignment with LCAP Goals

CCPA's LCAP goals are directly informed by these performance reflections. Key 2025–26 actions include:

Engagement: Rebuilding enrollment and visibility through expanded marketing campaigns, community events, and student/parent workshops to reach disconnected youth across the county.

Pupil Outcomes: Continuing to provide access to wellness services, pantry and hygiene items, and school-based activities to reduce barriers to engagement and increase academic success.

Conditions of Learning: Investing in professional development to strengthen instructional practice and behavioral supports, while increasing dual enrollment and postsecondary planning opportunities through college and workforce partnerships.

Learning Recovery Emergency Block Grant (LREBG) Funds
Based on projected expenditures for the remainder of the 2024–25 school year, CCPA does not anticipate any unexpended Learning Recovery Emergency Block Grant (LREBG) funds. All available LREBG funds have been fully planned for and allocated to eligible activities. As such, no additional actions funded by LREBG are included in the 2025–26 LCAP. If any balance becomes available in future years, CCPA will identify aligned actions in accordance with EC Section 52064.4 and 32526.

Reflections: Technical Assistance

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

Not Applicable

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.

College and Career Preparatory Academy operates six school sites across Orange County under a single CDS code located at:
CCPA-17th & Ross
CCPA-Anaheim
CCPA-CAJC
CCPA-HLC South
CCPA-Mission Viejo
CCPA-San Juan

Support for Identified Schools

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

CCPA was identified for Comprehensive Support and Improvement (CSI) based on its aggregate 2024 Dashboard graduation rate, which remained below the 68% threshold for eligibility. This identification applied to the school as a whole—not to individual sites—and triggered a coordinated improvement planning process across all six locations.

In response to CSI eligibility requirements, certificated and classified staff across all CCPA sites engaged in a coordinated school-level needs assessment process to inform the development of OCDE's Comprehensive Support and Improvement (CSI) plan. This process was embedded into existing systems of reflection and improvement and included the following components:

All-day professional development meetings focused on school data and LCFF alignment

Implementation of tiered re-engagement strategies, including multidisciplinary meetings involving the student, family (if applicable), clinician, school counselor, Community Resource Specialist, teacher, and principal to identify and support students who are disengaged or not making academic progress

Monthly data reviews and progress monitoring sessions held by site leadership and instructional teams

Analysis of student, staff, and community partner survey data to contextualize performance gaps and identify priorities

Ongoing collaboration with OCDE staff and community partners to review outcomes and refine implementation

This CSI needs assessment process was conducted in parallel with CCPA's WASC self-study process during the 2024–25 school year. CCPA's current six-year accreditation term expires in 2025–26, and the school has used the opportunity to align the CSI plan and LCAP goals with the WASC process to ensure consistency, internal coherence, and integration of schoolwide priorities across both accountability frameworks.

In addition, CCPA aligned this work with the annual oversight process conducted by the OCDE Charter School Unit. This oversight review audits and monitors all core operational areas of the school, including English Language Development, Special Education, fiscal oversight, teacher credentialing and assignments, and facilities maintenance and compliance. By intentionally aligning its CSI planning with the WASC and OCDE oversight frameworks, CCPA ensures that all accountability systems support a unified improvement model. Rather than treat CSI, WASC, LCAP, and oversight as separate efforts, CCPA uses an integrated, systems-based approach to organize continuous improvement work under the LCFF priority areas of Engagement, Pupil Outcomes, and Conditions of Learning.

The needs assessment began with a review of each site's current one-year graduation rate and an overview of the formula that led to CSI identification. Staff teams then conducted a deep analysis of disaggregated data including demographic trends, attendance and chronic absenteeism, suspension rates, academic diagnostics such as i-Ready, credit completion, CAASPP and ELPAC participation, enrollment history, and local indicator performance. Survey feedback from students, staff, and community partners was incorporated to validate findings and surface systemic issues not always visible in quantitative data. Subgroup outcomes were carefully examined. The staff confirmed that the Dashboard graduation rate formula had a consistent impact across all groups and that no specific resource inequities were disproportionately affecting any particular subgroup.

Using a root cause analysis process, the teams identified several key barriers to on-time graduation. These included inconsistent follow-up with disengaged students, limited use of academic re-assessment, barriers to dual enrollment access, and ongoing challenges with state test

participation. The teams then organized identified needs under the three LCFF priority areas: Engagement, Pupil Outcomes, and Conditions of Learning. This process guided the selection of measurable strategies that are now fully embedded in the 2025–26 LCAP.

This work was further supported and informed by OCDE’s Comprehensive Support and Improvement (CSI) guidance. CCPA worked closely with OCDE to review available data tools, identify appropriate evidence-based interventions, and align planning across LCAP, CSI, WASC, and oversight systems. OCDE’s support helped strengthen CCPA’s systems-based approach and contributed to the development of a more integrated and targeted CSI plan across all six school sites.

The following evidence-based interventions are central to CCPA’s CSI plan:

Professional development for staff on independent study best practices, including instructional engagement strategies, re-engagement protocols, and trauma-informed MTSS implementation tailored to CCPA’s alternative education model

Expansion of English Learner supports through the adoption of a new ELD curriculum and sustained professional development on evidence-based strategies for integrated and designated ELD instruction

Expansion of wellness services through the hiring of additional clinicians and implementation of student wellness workshops and peer-based events. Site-based staff and leadership will receive coaching to strengthen academic progress monitoring, re-engagement planning, and data-informed instructional decisions

CCPA leadership collaborated to align funding, implementation timelines, and monitoring tools with the CSI plan and the LCAP. All actions and interventions are being implemented across CCPA’s six school sites to ensure equity, continuity, and measurable impact.

Monitoring and Evaluating Effectiveness

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

CCPA will monitor and evaluate the implementation and effectiveness of its CSI plan through an integrated, multi-source system that aligns with existing accountability and improvement structures across all six school sites.

Monitoring will occur through the collection and analysis of data from the following sources:

- California School Dashboard indicators, including disaggregated graduation rate data for all student groups.
- DataQuest reports to confirm one-year graduation rate trends over time.
- Aeries Student Information System to track attendance, enrollment, credit completion, re-engagement activity, and tiered intervention records.

- Student academic progress data from local formative assessments, i-Ready diagnostics, re-assessments, and state testing (CAASPP, ELPAC, CAST).
- Service utilization logs for tutoring, mental health support, and Community Resource Specialist outreach.
- Student, staff, and community partner surveys to evaluate school climate, wellness needs, and access to instructional supports.

Monitoring will be embedded into the following schoolwide practices:

- Monthly data and progress monitoring meetings at each site, led by school leadership teams.
- Quarterly CSI implementation reviews conducted by CCPA's administrative team across all six sites.
- Professional Learning Communities (PLCs) and instructional team meetings focused on student progress and intervention needs.
- Tiered re-engagement team meetings using live student data to inform supports and follow-up plans.
- Collaborative sessions with community partners to align services and review outreach and engagement efforts.
- Continuous feedback loops with staff and educational partners to adjust strategies based on real-time student needs.

All monitoring activities are directly aligned to the goals and actions in the 2025–26 LCAP and focused on the three LCFF priority areas: Engagement, Pupil Outcomes, and Conditions of Learning. CCPA's monitoring system is designed to ensure timely, accurate tracking of student progress and continuous improvement in support of schoolwide goals.

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
CCPA Teachers, CCPA Support Staff, CCPA Administrators, Special Education, Clinician, School Counselor, Admissions and Records Technicians, Paraeducators.	CCPA engaged all required educational partners throughout the 2024–25 school year as part of a continuous, collaborative process to develop the 2025–26 LCAP. This process was intentionally aligned with the school’s WASC self-study, as CCPA prepares for accreditation renewal in 2025–26. Integrating LCAP development with the WASC process ensured coherence across improvement efforts and strengthened accountability under all state and charter oversight systems. During all-day staff development meetings in September 2024 and December 2024, all CCPA staff—including teachers, administrators, the school counselor, clinician, paraeducators, and support staff—collaborated on program needs, reviewed schoolwide data, and identified areas for growth. These sessions supported both the WASC self-study and LCAP development, and helped ensure that LCAP goals reflected current instructional realities and student needs. As a result of staff input during these sessions, CCPA's LCAP funds and resources were directed to address student learning goals and targeted improvement areas. From September 2024 through April 2025, monthly staff meetings included time for staff to review draft goals and actions, discuss implementation needs, and identify emerging trends. Staff also participated in daily discussions that touched on LCAP-aligned work, such as academic support, tiered re-engagement, and program

Educational Partner(s)	Process for Engagement
	delivery. Teachers engaged in monthly Professional Learning Community (PLC) meetings to analyze data, discuss instructional priorities, and recommend adjustments to pupil outcome strategies. In March 2025, CCPA administered an anonymous online survey to gather broader input from teachers, support staff, and administrators on school climate, academic services, wellness supports, and LCAP-related resource use. All CCPA staff also participate in CCPA’s School Advisory Committee meetings, which are held quarterly. These meetings bring together staff, students, administrators, and community partners to review data, provide feedback on program implementation, and help shape long-term schoolwide goals. Staff participation in this committee reinforces alignment across instructional, operational, and community-facing priorities. Ultimately, CCPA collected staff feedback in the following ways: Daily meetings with staff that discussed the Local Control and Accountability Plan; Monthly targeted meetings on goals and actions for the LCAP; Quarterly School Advisory Committee meetings attended by all staff; And an online survey conducted in March 2025 to gather input from teachers and support personnel across school sites. Operational support staff, including admissions and records technicians, were consulted throughout the process to assess the feasibility of proposed services, particularly those tied to scheduling, compliance, and student information systems. All input was documented, analyzed, and incorporated into the final LCAP development process. CCPA’s approach to educational partner engagement is rooted in shared leadership, transparency, and continuous improvement. By aligning LCAP development with the WASC self-study and OCDE charter oversight, the school used an integrated planning model that supported its LCFF priority areas: Engagement, Pupil Outcomes, and Conditions of Learning.

Educational Partner(s)	Process for Engagement
Community Members, Industry, Agencies, and Workforce Partners	CCPA engages community members, local agencies, workforce development organizations, and industry partners through its School Advisory Committee (SAC) and active participation in regional adult education consortia. The SAC includes representatives from local businesses, workforce training providers, nonprofit organizations, postsecondary institutions, and other key partners. These partners collaborate with CCPA staff, students, and families to ensure alignment between school goals, workforce readiness, and community-based services. During the 2024–25 school year, CCPA held formal School Advisory Committee meetings on September 5, 2024, January 16, 2025, and April 10, 2025. At each meeting, CCPA staff presented schoolwide performance data and updates on student access to dual enrollment, job training programs, and postsecondary transition supports. Community and industry partners provided feedback on the LCAP goals under Engagement, Pupil Outcomes, and Conditions of Learning. Topics included program strengths, partnership effectiveness, and opportunities for further alignment between education and employment pathways. In addition to quarterly SAC meetings, CCPA staff maintained regular communication with workforce partners through monthly meetings, informal check-ins, and ongoing outreach beginning in July 2024. These meetings allowed partners to collaborate on service delivery, share data, and prepare for specific student cohorts, such as those enrolled in the California Job Challenge program. End-of-year debrief sessions were held to evaluate program outcomes and identify next steps for continued collaboration. CCPA also participates in four regional adult education consortia: the North Orange County Regional Consortium (NOCRC), the South Orange County Regional Consortium (SOCRC), the Coast Adult Education Consortium (COAST), and the Rancho Santiago Adult Education Consortium. Each consortium convenes monthly and includes K–12 districts, community colleges, and workforce and community organizations. Through the principal’s active participation in these meetings, CCPA ensures its LCAP goals for adult learners

Educational Partner(s)	Process for Engagement
	are aligned with regional priorities for re-engagement, transition to postsecondary, and workforce preparation. These meetings also serve as an additional venue for CCPA to share updates on its educational model and integrate consortium strategies into its schoolwide planning. To ensure inclusive participation, SAC meetings were offered in hybrid formats, and an online survey was distributed in April 2025 to gather feedback from additional partners. CCPA staff, including the Project Liaison, Principal and School counselor, also conducted one-on-one outreach and phone calls to collect feedback from key workforce and community stakeholders. This ongoing engagement process ensures that community, industry, and regional education partners are meaningfully involved in shaping the LCAP and strengthening CCPA's support for student college and career readiness.
Students, Families	CCPA engaged students and families throughout the 2024–25 school year as part of the development of the 2025–26 LCAP. A variety of engagement opportunities were offered to ensure accessibility and representation, including advisory committees, surveys, and virtual meetings. Structured engagement included participation through the CCPA School Advisory Committee (SAC), which held meetings on January 16, 2025 and April 10, 2025. These meetings were open to all stakeholders and offered web-conferencing and phone access to ensure families and students could attend regardless of location or schedule. The SAC provided a forum for students and parents to hear updates, ask questions, and share feedback on schoolwide priorities. Student and family voice was further supported through CCPA's English Language Advisory Committee (ELAC). ELAC meetings were held on September 27, 2024 and April 25, 2025, and provided dedicated opportunities for families of English Learners to engage with school leaders and provide input on the development of

Educational Partner(s)	Process for Engagement
	instructional services, reclassification processes, and student supports. To reach a broader population, CCPA distributed anonymous online surveys in February and March 2025 to both students and families. The surveys included questions related to school climate, wellness services, academic support, engagement opportunities, and areas of concern. The feedback gathered through these surveys was reviewed by the administrative team and used to inform school planning and goal-setting.
Orange County Department of Education (OCDE)	CCPA engaged with staff from the Orange County Department of Education (OCDE) throughout the 2024–25 school year to support the development of the 2025–26 LCAP. Staff from OCDE’s Educational Services and Business Services divisions provided technical assistance throughout the planning process, including guidance on LCFF compliance, budget alignment, and documentation. OCDE will formally review the draft LCAP prior to its submission to the Orange County Board of Education for approval. Following submission, two public hearings will be held by the Orange County Board of Education to allow members of the public to comment on the LCAP prior to its adoption. CCPA leadership, including the Senior School Administrative Assistant assigned to CCPA, met quarterly with OCDE Business Services to review and revise estimated actual expenditures. These meetings focused on ensuring that all budget data was up to date and that estimated actuals aligned with the goals and actions outlined in the LCAP. Business Services staff also supported the accurate coding and reporting of expenditures tied to supplemental and concentration funds. Throughout the planning process, ongoing input was also provided by the ACCESS Cabinet. The Cabinet meets monthly and includes program-level leadership from ACCESS and school sites across the county. These leadership meetings focus on schoolwide planning, instructional supports, and alignment with ACCESS-wide strategies.

Educational Partner(s)	Process for Engagement
	CCPA's participation helps ensure that the school's LCAP remains coherent with the broader ACCESS LCAP, particularly because many students who disengage or do not complete their programs through ACCESS ultimately re-enroll at CCPA. This alignment supports smoother transitions for students, reduces service duplication, and ensures continuity in academic supports and intervention systems. It also helps ensure that CCPA's LCAP is aligned with the Orange County Department of Education Strategic Plan, including priorities related to educational equity, access, and student well-being. Ongoing collaboration also occurred through regular meetings between CCPA staff, teachers, and school leadership and OCDE departments focused on assessment, accountability, and instructional services. CCPA engaged in routine coordination with OCDE's Multilingual Student Services department and ACCESS leadership to support the alignment of LCAP goals with expectations for English Learner support, reclassification practices, and instructional equity. These processes helped ensure that the LCAP remains responsive to student needs and reflective of countywide programmatic goals.
Division of Special Education Services - (Teachers, Principal, Administrators, and School Staff)	CCPA engaged its special education staff and administrators throughout the 2024–25 school year in the development of the 2025–26 LCAP. The special education teacher participated in all staff meetings, including monthly teacher Professional Learning Community (PLC) meetings, ensuring that the needs of students with disabilities were represented in all instructional and planning conversations. This involvement supported alignment between instructional strategies, tiered interventions, and LCAP goals related to pupil outcomes and equity. In addition, the special education teacher, school psychologist, and special education administrators participated in monthly MCT (Multi-Disciplinary Collaboration Team) meetings. During these meetings, the team reviewed each student with an active Individualized Education Program (IEP) to assess current services, supports, and outcomes. The team discussed student progress, identified areas of strength, and surfaced areas for improvement. These discussions

Educational Partner(s)	Process for Engagement
	informed the development of the LCAP by ensuring that planned actions and services were reflective of real-time needs and trends among students with disabilities. The MCT process also helped align available funding, ensure legal compliance, and improve coordination between special education and general education systems. Through this collaborative structure, CCPA ensured that the LCAP reflects the voices and needs of students with disabilities and that all planned services are coherent, responsive, and aligned with broader schoolwide goals.
pecial Education Local Plan Area (SELPA)	CCPA did not meet with SELPA during the development of this year's LCAP but acknowledges this as a gap and will ensure appropriate consultation in future planning cycles.

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

The 2025–26 LCAP was directly influenced by the continuous engagement of CCPA's educational partners, including teachers, administrators, support staff, special education personnel, workforce and community partners, students, and families. Feedback was gathered through staff development sessions, PLC meetings, School Advisory Committee meetings, ELAC sessions, adult education consortia meetings, student services team discussions, and stakeholder surveys. Input was reviewed alongside disaggregated student data, local indicators, and assessment results.

Educational partners consistently identified three primary areas of need: improving attendance and engagement, addressing student social-emotional and academic needs, and increasing academic growth through targeted supports. These priorities guided the development and revision of goals, actions, and expenditures in the final LCAP.

In Goal 1, Action 1, support staff were added to assist with the implementation of the tiered re-engagement process. Based on feedback gathered in monthly staff meetings, support staff will help with student outreach, event invitations, follow-up, and re-engagement tracking. This change ensures broader staff participation and improves the consistency of student support efforts.

Feedback from staff and community partners also highlighted the need to improve marketing and visibility of CCPA throughout Orange County. This feedback was raised during monthly staff meetings and community engagement sessions. Partners noted that prospective students and families were often unaware of CCPA's flexible and supportive educational model. Although Goal 1, Action 2 (Community Awareness and Visibility) was included in the 2023–24 LCAP, it was not fully implemented due to shifting internal priorities and timing. Based

on renewed input from staff and community members, this action has been prioritized for full implementation beginning in 2025–26 to enhance outreach, strengthen public messaging, and increase student re-engagement.

In Goal 1, Action 3, parenting workshops for our adult students were maintained but will be implemented at a lower cost based on staff feedback, allowing for reallocation of resources while retaining program impact. In Goal 2, Action 2, staff input led to the decision not to pursue a planned digital wellness platform. Instead, CCPA will expand access to on-site clinician services and student-led wellness events. These changes reflected educational partner input prioritizing direct, relational support over virtual tools. As a result, budgeted expenditures were reduced in both actions—less funding will be allocated to parenting workshops, and the digital wellness platform was removed from the budget entirely.

Family and staff feedback influenced the development of Goal 1, Action 5, which provides funding for graduation-related expenses to ensure equitable access for all students. This action was added in response to concerns that transportation and financial barriers had prevented some students from participating in graduation ceremonies in previous years.

Special education staff feedback resulted in the strengthening of tiered intervention systems and expanded academic support for students with disabilities. In Goal 2, Action 3, tutoring services were expanded from a budgetary standpoint to include additional support from special education paraeducators. Based on recommendations from the Multi-Disciplinary Collaboration Team (MCT), CCPA increased the budgeted expenditures under this action to ensure that students with IEPs receive consistent, targeted instructional support throughout the year. The additional funding will be used to increase tutoring hours, improve scheduling flexibility, and provide direct academic intervention aligned with student learning plans.

CCPA's workforce partners, including those involved in the California Job ChalleNge program, reported that some adult learners were being referred to other programs offering lower high school credit requirements. In response, CCPA developed a proposal for a reduced-credit diploma track to begin implementation in the 2025–26 school year. Goal 2, Action 4 (MTSS) was revised to include this new pathway, which is designed specifically for students aged 19 and older. The pathway recognizes the unique needs of adult learners—many of whom are working full-time or parenting—and removes elective credit requirements to facilitate high school completion. This proposal was developed based on feedback from both workforce partners and CCPA staff during program planning meetings and consortium discussions.

In Goal 3, Action 2, CCPA expanded its efforts to increase dual enrollment access and postsecondary alignment. This change was informed by monthly collaboration with adult education consortia and workforce partners, who emphasized the importance of connecting students with clear college and career pathways.

Across all three LCFF priority areas—Engagement, Pupil Outcomes, and Conditions of Learning—the adopted LCAP reflects a deliberate effort to incorporate partner feedback into actionable change. Educational partners not only participated in the planning process but played a direct role in shaping the structure, services, and priorities of the final LCAP for 2025–26.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GOAL 1: ENGAGEMENT - Provide all students with access to relevant programming, extracurricular activities, resources, and opportunities where they feel valued, respected, and supported and cared for both in and out of the classroom. Collaborate more efficiently with teachers, staff and educational partners to build a strong framework for student achievement and safe and supportive school climate that supports transition into career or post-secondary training.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established in response to the educational interruptions within the CCPA student population, focusing on raising graduation rates and reducing dropout rates. Previous analysis of local data showed that 100% of our students are credit deficient upon enrollment, leading to disconnection from educational paths and lack of awareness of available support.

In 2022–23, CCPA determined student grade levels based on the number of credits earned. Only students who had reached the appropriate credit threshold for 12th grade were designated as 12th graders and included in the Dashboard’s one-year DASS graduation rate calculation. This resulted in a smaller cohort composed primarily of students who were near or at graduation readiness, which contributed to a higher reported one-year graduation rate of 86.7%.

In 2023–24, CCPA made a programmatic shift to assign all students to the 12th grade upon enrollment, regardless of credit status. This decision was made to reflect CCPA’s adult-serving model and to promote urgency and consistency around diploma completion. As a result, the one-year graduation rate cohort expanded to include many students who were still significantly credit deficient upon enrollment. The reported one-year graduation rate declined sharply due to the inclusion of students who needed more than one year to graduate, even though the level of instructional support and re-engagement remained consistent.

In 2024–25, CCPA implemented a revised system for assigning grade levels based on the actual number of years a student had been enrolled in high school, rather than on age or credit total. This method creates a more accurate reflection of student progress over time and aligns internal data systems with long-term cohort tracking. The change also helps ensure that tiered supports and interventions are applied appropriately based on each student’s educational history.

These shifts in grade-level designation were necessary to improve data accuracy, align with Dashboard reporting methodology, and support more transparent monitoring of student outcomes. While the transition caused a temporary drop in the one-year graduation rate, it better reflects the school's role in re-engaging credit-deficient students and supporting their long-term pathway to diploma completion. CCPA anticipates that as these new systems stabilize, the one-year graduation rate will gradually improve.

To achieve this Engagement Goal, several actions and metrics have been established. First, increasing management staff will ensure continuous review, development, and monitoring of tiered re-engagement strategies and independent study requirements, which will enhance student engagement and work completion. By continuously evaluating and refining these strategies, CCPA can address individual student needs more effectively, leading to higher engagement and better academic outcomes.

Second, enhancing CCPA's visibility through strategic marketing efforts will attract and engage potential students in the community, making them aware of CCPA programs and offerings. This increased visibility is expected to boost enrollment and participation, creating a more vibrant and engaged student body.

Third, providing students and their families with transportation assistance, resources, and opportunities to participate in parenting workshops will equip them with the knowledge necessary to navigate the educational system and advocate for their needs. These workshops will empower families to support their children's education actively, leading to improved student performance and higher attendance rates.

Additionally, continued communication and collaboration with community agencies, including federally-funded workforce partners and community organizations, will provide students with extended learning opportunities such as college tours, career fairs, and community partner workshops. Dual enrollment options and transportation assistance will further support students in accessing these opportunities, enhancing their overall educational experience and preparing them for future success.

The metrics used to evaluate the success of these actions include the attendance rate, chronic absenteeism rate, high school graduation rate, number of school events, and student perception of connectedness to the school. By closely monitoring these metrics, CCPA can assess the effectiveness of its strategies and make necessary adjustments to ensure continued progress toward the Engagement Goal. These efforts will help create a supportive and engaging educational environment that fosters student success and prepares them for future opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	53% (baseline 2022-23)	55% (source: 2024-25 District data)		60%	2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Chronic Absenteeism Rate	87.6% (baseline 2022-23)	All students: 73.8% Socioeconomically Disadvantaged: 73.8% Homeless: 78.5% (source: 2023-24 DataQuest)		All students: 65% Socioeconomically Disadvantaged: 65% Homeless: 68%	All students: 13.8% decrease Socioeconomically Disadvantaged: 13.8% decrease Homeless: 9.1% decrease
1.3	High School Graduation Rate CA Dashboard Combined Four- and Five-Year Grad Rate		All students: 66% English Learners: 63.6% Socioeconomically Disadvantaged: 65.7% Students with Disabilities: 82.8% Hispanic: 63.4% (source: 2023-24 CA Dashboard combined four- and five-Year Grad Rate)		All students: 70% English Learners: 66% Socioeconomically Disadvantaged: 68% Students with Disabilities: 85% Hispanic: 66%	
1.4	High School Graduation Rate Dashboard Alternative Status School (DASS) One-Year Grad Rate	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%	All students: 47.5% English Learners: 37.5% Socioeconomically Disadvantaged: 47.5% Students with Disabilities: 48.7% Hispanic: 42.9% (source: 2023-24 Dashboard Alternative Status		All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89% Adjusted Targeted outcomes: All students: 49%	All Students: 39.2% decrease English Learners: 44.9% decrease Socioeconomically Disadvantaged: 37.6% decrease Students with Disabilities: 43.6% decrease Hispanic: 44.6% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School (DASS) One-Year Grad Rate)		English Learners: 39% Socioeconomically Disadvantaged: 49% Students with Disabilities: 49% Hispanic: 44%	
1.5	Number of School Events	32 school events (baseline 2023-24)	34 school events (source: 2024-25 local data)		38 school events	2 additional school events increase
1.6	Local Data: Percentage of students receiving resources from Community Resource Specialist	8% of students (baseline 2023-24)	22% of students (source: 2024-25 local data)		50% of students	14% increase
1.7	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline 2023-24)	79.6% (source: 2024-25 LCAP Student Survey)		90%	0.7% decrease
1.8	Pupil suspension rates	0% (baseline 2022-23)	0% (2023-24 Source: DataQuest)		0%	0%
1.9	Pupil expulsion rates	0% (baseline 2022-23)	0% (2023-24 Source: DataQuest)		0%	0%
1.10						

Goal Analysis [2024-25]

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

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

All actions under Goal 1 were implemented, and progress was made in each area. However, Action 1 (increasing management staff) was delayed due to the approval process and will be fully implemented later in the year. Action 2 (community awareness and marketing) was partially implemented; digital marketing and banners/wraps are planned for the upcoming year. Despite these delays, key activities were carried out, and the school saw increased engagement through student events and expanded use of support resources.

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

There were material differences in Actions 1 and 3 between budgeted and estimated actual expenditures due to staff costs. In Action 1, the coordinator position did not start until late spring, resulting in reduced staff costs for the year. In Action 3, parenting workshops and related resources were less expensive than anticipated. While all planned services were provided, overall expenditures were lower than budgeted. Future budgets have been adjusted to reflect these actual costs.

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

The actions under Goal 1 have been effective in making progress toward increased student engagement. Evidence of effectiveness includes a higher attendance rate, a decrease in chronic absenteeism, greater student participation in school events, and expanded use of resources provided by the Community Resource Specialist. These outcomes reflect improved connection to school and access to supportive services.

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

Several updates were made to Goal 1 based on prior year implementation and outcome data. Action 1 was revised to include classified staff in order to strengthen the tiered re-engagement process and improve follow-up with students who are disengaged or not making academic progress. In addition, Action 5 was introduced to support graduation-related expenses, such as caps, gowns, and venue rental, to ensure equitable access to the graduation ceremony and increase student morale and participation.

The graduation rate metric (1.3) was also revised based on changes in how grade level was determined at CCPA, and the impact those changes had on the Dashboard's one-year graduation rate calculation. In 2022–23, student grade level was determined based on the number of credits earned. Only students with enough credits to be classified as 12th graders were included in the graduation rate, resulting in a smaller, more graduation-ready cohort and a higher reported rate of 86.7%.

In 2023–24, CCPA shifted to a policy of assigning all students to 12th grade upon enrollment, regardless of their credit standing. This change was implemented to reflect the school’s adult-serving model and the urgency of diploma completion. As a result, many students who were significantly credit deficient were included in the one-year graduation rate cohort, which expanded the denominator and contributed to a sharp decrease in the reported graduation rate.

In 2024–25, CCPA made a final adjustment to its grade-level assignment policy. Student grade level is now based on the actual number of years a student has been enrolled in high school, regardless of age or credit accumulation. This method provides a more accurate and consistent approach to cohort tracking and is better aligned with intervention planning and long-term student progress monitoring.

As a result of these changes, the Year 3 targets for the graduation rate metric were adjusted to reflect the new cohort definition and grade-level methodology. These adjustments ensure that the targets remain realistic, aligned with current practices, and appropriately focused on continuous improvement in graduation outcomes.

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	Attendance and Student Engagement	Increase management staff to continuously review, develop and monitor the implementation of tiered re-engagement strategies and independent study requirements to increase student engagement and work completion. Classified staff will support the tiered re-engagement process.	\$124,853.00	Yes
1.2	Community Awareness and Visibility	Enhance CCPA's visibility through strategic marketing efforts to attract and engage potential students in the community to make aware of CCPA program and offerings.	\$90,673.00	Yes
1.3	Family Engagement to Close Equity Gaps	Provide students and their families with transportation assistance, resources, and opportunities to participate in parenting workshops that offer students the knowledge necessary to navigate the educational system and to advocate for their and their families' needs. Additionally, coffee with the principal events are offered to encourage participation of parents of unduplicated pupils as well as parents of students with disabilities. Continue to communicate and collaborate with agencies within	\$63,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the community including federally-funded workforce partners, parents/families, and community agencies.		
1.4	Extended Learning Opportunities	Provide all students with extended learning opportunities (college tours, career fairs, and community partner workshops, dual enrollment), including transportation options for students as needed.	\$44,181.00	Yes
1.5	Equitable access for graduation ceremony	Provide funding for graduation-related expenses (e.g., caps and gowns, venue rental) for historically underserved populations, ensuring all students can participate in the graduation ceremony to increase engagement, morale, and equitable access to celebration. Venue rental is included to secure a geographically central location that accommodates students and families from school sites across Orange County.	\$6,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GOAL 2: PUPIL OUTCOMES Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs, particularly for our lowest-performing student groups, socioeconomically disadvantaged students, and Hispanic students, to support their improved graduation rates.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CCPA has formulated Goal 2 to address attendance and academic performance challenges faced by young adult students. Identified barriers include mental health issues, family obligations, childcare, work responsibilities, and economic hardships. While the ADA capture rate is at 52%, the actual rate of students attending their scheduled weekly appointments is much higher, at 87.6%. This gap is due to independent study (IS) requirements where attendance is determined by the completion of work assignments. Given the multitude of life challenges, young adult students frequently start but do not complete their assignments. Interventions are in place to assist students with their assignments, involving a Community Resource Specialist who provides a wide range of supports, including food, shelter, mental health support, and hygiene items, as well as resources from educational and federally-funded workforce partners. This comprehensive approach is designed to remove educational barriers, focusing on students' social-emotional well-being and needs to enhance their academic achievements more effectively.

To achieve this Pupil Outcomes goal, CCPA will increase staff and services to provide individualized triaged resources that support adult student well-being and achievement. The creation of MTSS Tiered Intervention matrices with a licensed clinician will offer specialized mental health and social-emotional support. Providing instructional and behavioral interventions will address the critical needs of all students, facilitating their educational attainment and transition into the community, secondary education, and the workforce. Implementing MTSS that begins at enrollment and addresses the academic and social-emotional needs of all adult students as they progress through our program and continues after graduation will ensure comprehensive and sustained support.

The metrics used to measure progress towards this goal include attendance rates, high school dropout rates, reclassification rates, the percentage of English Learners making progress toward English proficiency as measured by ELPAC, local data showing growth on the i-

Ready Reading and Math re-assessments, Tutor.com utilization rate, CAASPP/SBAC performance data, the High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate), and the percentage of pupils completing courses that satisfy requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks. By focusing on these targeted actions and metrics, CCPA aims to improve student engagement, academic performance, and overall well-being, ensuring a clear path to educational success and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	53% (baseline 2022-23)	55% (source: current 2024-25 District data)		60%	2% increase
2.2	High School Dropout Rate	30% (baseline 2022-23)	23% (source: 2023-24 local data)		25%	7% decrease
2.3	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	3.6% (baseline 2022-2023: Source - CA Dashboard)	All students: 1.9% Socioeconomically Disadvantaged: 1.9% Homeless: 0% Hispanic: 1.4% English Learners: 0% (Source - CA Dashboard 2024)		All students: 5% Socioeconomically Disadvantaged: 5% Homeless: 4% Hispanic: 5% English Learners: 4% (Source - CA Dashboard 2024)	1.7% decrease
2.4	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline from 2022-23)	79.6% (source: 2024-25 LCAP Student Survey)		90%	0.7% decrease
2.6	Dual Enrollment Rate	21% (baseline 2023-24)	16.7% (source: 2024-25 local data)		30%	4.3% decrease
2.7	Reclassification Rate	27.6% (baseline 2022-23)	28.2% (2023-24 Source: DataQuest)		30%	0.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of English Learners who progressed at least one English Learner Progress Indicator (ELPI)	0% (baseline 2023)	28.6% (Source - CA Dashboard 2024)		5%	28.6% increase
2.9	California Science Test	not available as fewer than 11 students tested (baseline; source: Data Quest, 2022-23)	All students: 7.14% Met or Exceeded Standard for Science Socioeconomically Disadvantaged: 5% Homeless: 0% Hispanic: 5.88% English Learners: not available as fewer than 11 students tested (source: 2023-24 DataQuest)		All students: 10% Met or Exceeded Standard for Science Socioeconomically Disadvantaged: 8% Homeless: 3% Hispanic: 8% English Learners: 3%	0%
2.10	Local Data: Increase percentage of students who are re-assessed and show growth on the initial i-Ready Reading assessment	0% ; 0% (baseline 2022-23)	0% ; 0% (source: 2023-24 local data)		15% ; 40%	0%
2.11	Local Data: Increase percentage of students who are re-assessed and show growth on the initial i-Ready Math assessment	0% ; 0% (baseline 2022-23)	0% ; 0% (source: 2023-24 local data)		15% ; 40%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Local Data: Tutor.com utilization rate	7% of students have utilized tutoring services (baseline 2023-24)	0.98% (source: 2024-25 local data tutor.com usage reports)		15%	6.02% decrease
2.13	Dashboard Data: CAASPP/SBAC performance data	ELA: Standard nearly met or Met or Exceeded - 51.51% Math: Standard nearly met or Met or Exceeded - 12.9% (Source: Data Quest, 2022-2023)	not available as fewer than 11 students tested (Source: Data Quest, 2023-2024)		ELA: Standard nearly met or Met or Exceeded - 56% Math: Standard nearly met or Met or Exceeded - 17%	not available as fewer than 11 students tested
2.14	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU	0% (baseline 2022-23: Source - CA Dashboard)	0% (Source - CA Dashboard 2024)		1%	no increase
2.15	Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas	100% (baseline 2023-24)	100% (source: 2024-25 local data)		100%	0%
2.16	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%	All students: 47.5% English Learners: 37.5% Socioeconomically Disadvantaged: 47.5% Students with Disabilities: 48.7% Hispanic: 42.9%		All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89%	All Students: 39.2% decrease English Learners: 44.9% decrease Socioeconomically Disadvantaged: 37.6% decrease Students with Disabilities: 43.6% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)		Adjusted Targeted outcomes: All students: 49% English Learners: 39% Socioeconomically Disadvantaged: 49% Students with Disabilities: 49% Hispanic: 44%	Hispanic: 44.6% decrease
2.17	The percentage of pupils who have successfully completed both CTE and requirements for entrance to UC or CSU	0% (Source: CA Dashboard 2023)	0% (source: CA Dashboard 2024)		1%	No increase

Goal Analysis [2024-25]

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

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

All actions under Goal 2 were implemented with the exception of Action 2. After internal review, CCPA determined that the planned purchase of wellness pages and digital apps would not effectively improve pupil outcomes. Instead, the school utilized its on-site clinician to lead wellness activities and provide direct student support.

A key success this year was the ability to provide diverse and individualized resources to students, including food, hygiene kits, and mental health services. Both the clinician and Community Resource Specialist played vital roles in supporting students through the tiered re-engagement process, ensuring access to essential services and stability. They also participated in student intervention meetings to identify and address social-emotional needs. These efforts contributed to stronger student engagement and improvements in attendance.

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

There was a material difference in expenditures for Action 2. The originally planned purchase of wellness pages and digital apps was not implemented after internal review. These online resources had a higher projected cost. Instead, CCPA utilized the on-site clinician to lead wellness activities and provide direct support to students. This shift allowed the school to implement the intended support through in-person services at a significantly lower actual cost, resulting in reduced estimated actual expenditures while still meeting the goals of the action.

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

The actions implemented under Goal 2 have contributed to some progress toward improved pupil outcomes, though data indicates declining performance in several metrics. The Increase Services to Support Student Achievement (Action 2.1) has shown effectiveness, with a slight increase in attendance rates (from 53% to 55%) and a significant reduction in dropout rates (from 30% to 23%). The individualized triaged resources, such as wellness clinicians and academic support, have been particularly beneficial for low-income, English learner, and foster youth students, helping address barriers like transportation, housing insecurity, and mental health.

Tiered Interventions to Provide Resources (Action 2.2) has also proven effective, as the MTSS tiered intervention matrices have successfully supported academic and social-emotional needs, providing equitable access to resources LEA-wide and contributing to student growth. This action has been instrumental in providing targeted support to students facing academic and personal challenges.

However, Instructional and Behavioral Support (Action 2.3) has faced challenges, particularly in terms of CTE pathway completion (from 3.6% to 1.9%) and a-g completion rates, indicating that this action may not be fully meeting the needs of unduplicated students, especially those struggling with academic milestones. This action requires further refinement to ensure it addresses the specific needs of these students, particularly in terms of completion rates and behavioral supports.

Similarly, Implementing a Multi-Tiered System of Support (MTSS) (Action 2.4) has shown limited success. Despite its intention to support adult learners, the data suggests that the MTSS framework has not fully addressed the needs of students, particularly those with credit deficiencies and enrollment gaps, leading to stagnant outcomes. This action should be reevaluated, and adjustments should be made to better support adult students balancing work, family, and education.

Moving forward, actions like Increase Services to Support Student Achievement and Tiered Interventions should continue, with improvements to expand their impact. However, Instructional and Behavioral Support and MTSS should be reconsidered or significantly revised if they do not show measurable improvement.

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.

Two key adjustments were made to Goal 2 metrics based on data review and implementation insights from the previous year.

Metric 2.8 (Percentage of English Learners making progress toward English proficiency as measured by ELPAC) will have a revised Year 3 target outcome. The original baseline was set at 0 percent in 2022–23, but updated data from 2023–24 shows that 28.6 percent of English Learners made progress. This significant increase reflects meaningful improvement and calls for a recalibrated target based on a more accurate and current baseline, which will be formally established in the 2024–25 school year.

Metric 2.9 (California Science Test performance) was also revised. Upon review, it was determined that the data previously used for reporting was state-level data, not specific to CCPA students. In fact, fewer than 11 CCPA students were tested in 2022–23, which means the results were not statistically reportable and should not have been used to set a baseline. This error has been corrected, and a new CCPA-specific baseline will be established using 2024–25 data, ensuring more accurate tracking and goal-setting for science performance.

Goal 2, Action 4 was revised to strengthen CCPA’s Multi-Tiered System of Support (MTSS) and expand access to high school completion for adult learners. Based on feedback from workforce partners, staff, and adult education consortia, CCPA added a proposed reduced-credit diploma pathway to better meet the needs of students aged 19 and older. This pathway is embedded within the MTSS framework to ensure that adult learners receive individualized academic, behavioral, and social-emotional support while pursuing their high school diploma.

The reduced-credit pathway recognizes that adult learners often face different circumstances than traditional students, including full-time employment, caregiving responsibilities, and other life obligations. Removing elective credit requirements for these students allows for a more accessible and realistic path to completion while maintaining core academic rigor. Students under the age of 18 will remain on the full diploma track, while students 19 and older will have access to a pathway that reflects their needs as adult learners. This adjustment is intended to reduce barriers, increase high school completion rates, and ensure alignment with both MTSS principles and regional workforce expectations.

These adjustments to Goal 2 ensure the LCAP reflects valid, locally relevant data and program design that is responsive to student needs, particularly for English Learners, students with disabilities, and adult learners seeking flexible diploma options.

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	Increase Services to Support Student Achievement	Increase staff and services to include individualized triaged resources to support adult student well-being for student achievement. This action will be focused primarily on low income, English learner and foster youth in	\$49,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		order to provide resources including a wellness clinician and targeted academic support to close achievement gaps.		
2.2	Tiered Interventions to provide resources	Create MTSS Tiered Intervention matrices to address individualized triaged resources that only a licensed clinician could provide.	\$49,170.00	Yes
2.3	Instructional and Behavioral Support	Continue to provide instructional and behavioral interventions and support services to address the critical needs of all students in order to effectively define a clear path to educational attainment and transition into the community, secondary education, and the workforce.	\$48,034.00	Yes
2.4	Implement a Multi-Tiered System of Support (MTSS)	Implement a Multi-Tiered System of Support (MTSS) that begins at enrollment and addresses the academic and social-emotional needs of all adult students, particularly unduplicated pupils (UPs), as they progress through the program and continue after graduation. This action is designed to meet the unique challenges faced by low-income, English learner, and foster youth students who may experience barriers to educational success, such as transportation, housing insecurity, and family responsibilities. As part of this system, CCPA will develop and implement a reduced credit diploma pathway for students aged 19 and over, recognizing the unique needs of adult learners who are re-engaging with school while balancing work, family, and interrupted education histories. This pathway is an equity-focused strategy to remove barriers to graduation and is embedded within the MTSS framework to ensure targeted, tiered supports are provided based on individual student needs. The Community Resource Specialist will dedicate time to support students with disabilities, ensuring they have access to appropriate resources and services aligned with their IEP goals. This action will focus primarily on unduplicated pupils (UPs), ensuring that the supports provided address their specific challenges and foster academic growth.	\$182,143.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	GOAL 3: CONDITIONS OF LEARNING Provide all students with access to a federally funded workforce partner, fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CCPA developed Goal 3 to increase graduation rates and decrease dropout rates in Orange County, ensuring students have the opportunity to earn their high school diploma and become college and career ready. This goal aligns with CCPA's commitment to educating a diverse student population and providing resources to teachers to deliver education in a safe learning environment.

To achieve this Conditions of Learning goal, the following actions and metrics have been established. Increasing management staff will ensure continuous review, development, and monitoring of tiered re-engagement forms and strategies, guaranteeing compliance with independent study requirements. This action helps maintain consistent student engagement and work completion, directly impacting attendance and academic performance.

Partnering with Community Colleges to provide students with dual enrollment opportunities at enrollment and implementing post-career assessments upon completion of the CCPA diploma program prepares students for future college and career paths. This ensures students are ready for the next steps in their education or career, addressing metrics related to high school graduation rates and students' perceptions of preparedness.

Incorporating curriculum adoption plans focused on core academic areas, CTE, and electives with a high level of cultural relevancy ensures that students have access to a broad course of study that meets graduation, college, and career requirements. This action supports the metric of access to curriculum aligned with CA State Content Standards.

Continuing to conduct site improvements, updating furniture, providing safety training for staff, maintaining monthly safety reports, and completing timely facility repairs creates safe school environments conducive to learning. These efforts directly impact metrics related to student perceptions of school safety and facilities in “Good” repair as measured by the Facility Inspection Tool (FIT).

Providing professional learning opportunities for staff to enhance instructional practices and implement standards-based content, including behavioral interventions and support services, addresses the critical needs of adult students. This action supports metrics related to fully credentialed and appropriately assigned teachers, as well as the implementation of effective instructional practices.

The metrics used to measure progress towards this goal include attendance rates, chronic absenteeism rates, high school dropout rates, student perceptions of feeling prepared for future college and career paths, student perceptions of school safety, and connectedness to the school. Other metrics include the number of fully credentialed and appropriately assigned teachers, access to curriculum aligned with the CA State Content Standards, facilities in “Good” repair as measured by the Facility Inspection Tool (FIT), Tutor.com utilization rates, and the High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate).

By focusing on these targeted actions and metrics, CCPA aims to create optimal learning conditions that support student success across various domains, ultimately increasing graduation rates and decreasing dropout rates. This comprehensive approach ensures that students have access to the necessary resources, support, and safe environments to achieve their academic and career goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates	53% (baseline 2022-23)	55% (source: current 2024-25 District data)		60%	2% increase
3.2	Chronic Absenteeism Rate	87.6% (baseline 2022-23)	All students: 73.8% Socioeconomically Disadvantaged: 73.8% Homeless: 78.5 (source: 2023-24 DataQuest)		All students: 65% Socioeconomically Disadvantaged: 65% Homeless: 68%	13.8% decrease
3.3	High School Dropout Rate	30% (baseline 2022-23)	23% (source: 2023-24 local data)		to be determined in 2024-25	7% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Local data: Student feels prepared for future college and/or career paths	91% (baseline 2023-24)	91.8% (source: 2024-25 LCAP Student Survey)		95%	0.8% increase
3.5	Local Data: Student Perception of School Safety "I feel safe while at school"	94.4% (baseline 2023-24)	89.8% (source: 2024-25 LCAP Student Survey)		98%	4.6% decrease
3.6	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline 2023-24)	79.6% (source: 2024-25 LCAP Student Survey)		90%	0.7% decrease
3.7	Access to and enrollment in a broad course of study (CalPads Elective Course Completion: Credits Attempted)	100% (baseline 2023-24)	100% (source: 2024-25 local data)		100%	0%
3.8	Fully Credentialed and Appropriately Assigned Teachers	100%	100% (source: (2024-25 local data)		100%	0%
3.9	Access to curriculum that is aligned with the CA State Content Standards to meet graduation, college and career requirements	100%	100% (source: (2024-25 local data)		100%	0%
3.10	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Exemplary (baseline 2023-24)	Exemplary (Source: 2024-25 SARC report)		Exemplary	0%
3.11	Local Data: Tutor.com utilization rate	2.7% of students have utilized tutoring services (baseline 2023-24) Subgroups:	0.98% (source: 2024-25 local data tutor.com usage reports)		10% Subgroups: 5% low-income 5% English learner	1.72% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.4% low-income 0.91% English learner 0% foster youth pupils			0.25% foster youth pupils	
3.12	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%	All students: 47.5% English Learners: 37.5% Socioeconomically Disadvantaged: 47.5% Students with Disabilities: 48.7% Hispanic: 42.9% (source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)		All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89% Adjusted Targeted outcomes: All students: 49% English Learners: 39% Socioeconomically Disadvantaged: 49% Students with Disabilities: 49% Hispanic: 44%	All Students: 39.2% decrease English Learners: 44.9% decrease Socioeconomically Disadvantaged: 37.6% decrease Students with Disabilities: 43.6% decrease Hispanic: 44.6% decrease
3.13	Dual Enrollment Rate	21% (baseline 2023 - 24)	16.7% (source: 2024-25 local data)		30%	4.3% decrease

Goal Analysis [2024-25]

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

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

All actions under Goal 3 were fully implemented as planned. Short-term instructors and extended learning opportunities played a key role in helping students complete graduation requirements by the end of their cohort term. The percentage of English Learners who progressed by

at least one level on the English Learner Progress Indicator (ELPI) increased, indicating stronger academic support and improved access to standards-aligned instruction. These efforts contributed to a decrease in the high school dropout rate and demonstrated progress in improving the overall conditions of learning.

One challenge encountered was the need to purchase more furniture and workstations across all school sites to support student learning environments. This unanticipated demand impacted site budgets but was necessary to maintain safe and functional classrooms for all students.

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.

For Action 3.4, estimated actual expenditures significantly exceeded budgeted amounts due to the unanticipated need for improved workstations and additional student furniture at all school sites. These upgrades were necessary to ensure safe, functional, and equitable learning environments for students. All other actions were implemented as planned, and expenditures for those actions aligned with budgeted amounts.

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

The actions implemented under Goal 3 have been effective in improving conditions of learning and supporting student success. Evidence of effectiveness includes an increased attendance rate, a decrease in the high school dropout rate, and growth on the i-Ready Reading assessment, indicating improved academic engagement. In addition, more students participated in the California Science Test, reflecting expanded access to standards-aligned instruction and assessment. These outcomes demonstrate that the implemented strategies are positively impacting student learning environments and academic progress.

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

Based on a review of prior practice, Metric 3.7 was updated to reflect an accurate baseline. The original baseline did not account for the fact that all CCPA students already have equitable access to a broad course of study that includes core academic content, electives, and career technical education. The baseline has been adjusted to 100%, with a revised target that maintains this level of access. This correction ensures that the metric accurately reflects current conditions and allows for consistent monitoring going forward.

Action 3.2 was revised to include the expansion of partnerships with community colleges. In alignment with this change, a new metric—the dual enrollment participation rate—was added to track growth in student access to college-level coursework and postsecondary transition opportunities.

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	Tiered reengagement strategies and forms	Increase management staff to continuously review, develop, and monitor tiered re-engagement forms and strategies regularly to ensure independent study compliance.	\$48,061.00	Yes
3.2	Partner with Community Colleges	Expand partnerships with Community Colleges to provide students with access to dual enrollment opportunities at enrollment. Implement post career assessment upon completion of CCPA diploma program.	\$55,730.00	Yes
3.3	Curriculum	Continue to incorporate curriculum adoption plans, focused on core academic areas, CTE, and electives, that integrate a high level of cultural relevancy in curricular options for English Learners (ELs) and Long-Term English Learners (LTELs). This will ensure that these students receive consistent support through ELD curriculum, with a focus on language acquisition. To support these efforts, ELs and LTELs will be ELPAC tested regularly to assess their language proficiency. The results will guide the use of ELD curriculum to track and measure growth in language acquisition, ensuring targeted and effective support for all students.	\$78,705.00	Yes
3.4	Site Improvements and School Safety	We will continue to conduct site improvements and provide safe school environments conducive to learning for all students, which include updating furniture, providing safety training for staff, maintaining monthly safety reports and completing timely facility repairs.	\$500.00	Yes
3.5	Staff Development	Provide professional learning opportunities for staff to enhance instructional practices in standards-based content and interventions for English Learners (ELs) and Long-Term English Learners (LTELs), through PLCs with the support of the ELD Lead Teacher. This will be guided by	\$13,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data and strategies to ensure effective language acquisition and academic growth for these students.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$644,394	\$77,841

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
40.395%	0.000%	\$0.00	40.395%

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: Attendance and Student Engagement Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face unique barriers that impact their school engagement. These students frequently experience credit deficiencies, resulting in delays in their academic progress and difficulty meeting	By increasing management staff dedicated to refining tiered re-engagement strategies and improving independent study attendance, this action specifically aims to boost student engagement and work completion rates. This action is primarily focused on unduplicated pupils who have historically struggled with attendance. It directly meets identified needs by enhancing overall attendance, particularly in independent study programs, while also addressing students' academic and social-emotional well-being, thereby	Attendance Rate Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	graduation requirements. Many also encounter gaps in enrollment, leading to high non-stability rates and interruptions in their education, which can affect their long-term success. The transient nature of these students, compounded by everyday life barriers such as transportation, housing insecurity, daycare issues, work schedules, and family responsibilities, creates additional challenges for consistent school attendance and participation in academic activities. Mental health and wellness needs are also significant for these students, as they often face stressors from socio-economic and family-related issues that further hinder academic engagement. Students from multi-family households may struggle with resources and support, which can negatively impact their academic progress and overall well-being. These challenges contribute to lower levels of engagement and participation, highlighting the critical need for targeted supports and interventions. Scope: LEA-wide	facilitating academic growth. Adopted on an LEA-wide basis, this strategy ensures a cohesive and uniform approach to student engagement across all schools, fostering consistent improvements in attendance, emotional support, and academic outcomes.	
1.2	Action: Community Awareness and Visibility Need:	By enhancing CCPA's visibility through strategic marketing efforts, this action aims to attract and engage potential students by raising awareness of CCPA's programs and offerings. This action is primarily focused on unduplicated pupils who	High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face barriers that limit their engagement and participation in both school and community life. These students are frequently credit deficient, impacting their ability to stay on track for graduation, and experience gaps in enrollment, leading to high non-stability rates that disrupt their academic progress. They are often part of a transient student population, further compounding their challenges. Everyday life barriers such as transportation issues, housing insecurity, daycare challenges, work schedules, and family responsibilities prevent consistent school attendance and limit participation in both academic and extracurricular activities. Mental health and wellness needs are prevalent among these students, with socio-economic challenges impacting their emotional well-being and academic success. Students from multi-family households may struggle with access to resources and support, which further impedes their academic and social development. These specific needs highlight the importance of community awareness and visibility to ensure that the broader community understands the unique challenges these students face. By increasing visibility, the action ensures that ELs, FY, and LI students receive the necessary support and resources, fostering an environment where these	would benefit from CCPA's supportive environment, particularly low-income students, foster youth, and English learners. It directly meets identified needs by increasing student academic growth and graduation rates, providing these students with the opportunity to graduate and matriculate to college or career. Implemented on an LEA-wide basis, this approach ensures that information about CCPA reaches a broad audience across the community, maximizing the potential for student engagement and success. This uniform marketing strategy promotes consistency in messaging and outreach efforts, essential for effectively increasing CCPA's student base and, subsequently, its academic and graduation outcomes. CCPA can significantly benefit low-income students, foster youth, and English learners by offering targeted support, resources, and a stable learning environment, which are crucial for their academic success and future opportunities. Since CCPA is an independent study program, this flexibility may particularly help families with full-time working parents by providing the necessary support and resources to manage their educational needs.	

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
	students can engage fully and succeed academically. Scope: LEA-wide Schoolwide		
1.3	Action: Family Engagement to Close Equity Gaps Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face barriers such as credit deficiencies, gaps in enrollment, and high non-stability rates due to frequent school transitions. These students also encounter everyday life barriers like transportation, housing insecurity, daycare challenges, work schedules, and family responsibilities, which hinder their ability to fully engage in school. Mental health and wellness needs further affect their academic performance, while students from multi-family households may lack the necessary resources for academic success. Family engagement is essential to address these challenges by supporting families in helping their children overcome barriers and ensuring consistent academic progress. Scope:	By focusing on family engagement to close equity gaps, this action directly addresses the needs of unduplicated pupils who face barriers such as transportation issues, housing insecurity, and family responsibilities. The action provides essential support to students and their families through transportation assistance, resources, and parenting workshops, empowering them to navigate and engage effectively with the educational system. This strategic support enhances student attendance, meets academic and social-emotional needs, and promotes academic growth. Implemented LEA-wide, this strategy ensures all students and families within CCPA have equitable access to resources, fostering a consistent and inclusive approach to closing equity gaps across all schools. This uniform implementation is critical for achieving widespread impact, directly contributing to improved attendance rates and academic outcomes while supporting the overall well-being of unduplicated pupils.	Number of School Events Percentage of Student receiving resources from Community Resource Specialist LCAP Survey Local Data: "I feel connected to my school" survey question results

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		
1.4	Action: Extended Learning Opportunities Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and high non-stability rates that prevent them from staying on track for graduation. These students also encounter everyday life barriers, such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities, which limit their participation in academic activities and postsecondary planning. Mental health and wellness needs further affect their ability to engage fully in their education, while students from multi-family households may lack the resources to explore and access postsecondary options. Extended learning opportunities, including exposure to postsecondary concepts and pathways, are essential for providing these students with the support, resources, and knowledge needed to explore higher education and career pathways, helping them overcome barriers and ensuring they have the opportunities necessary for future success. Scope: LEA-wide	This action directly addresses the needs of unduplicated pupils, who are often credit deficient, face gaps in enrollment, and encounter everyday barriers such as transportation issues, housing insecurity, and family responsibilities. By providing extended learning opportunities such as college tours, career fairs, community partner workshops, and dual enrollment programs, along with necessary transportation options, this initiative broadens students' educational experiences beyond the traditional classroom. It supports their academic and social-emotional development, deepens their engagement with learning, and improves readiness for life after high school. Implementing these opportunities on an LEA-wide basis ensures equitable access, fostering holistic growth and contributing to a comprehensive and inclusive educational environment.	Number of School Events High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	Action: Equitable access for graduation ceremony Need: Unduplicated pupils—including English Learners, Foster Youth, and Low-Income students—often face financial and logistical barriers that limit their ability to fully participate in end-of-year celebrations such as graduation. These students may lack access to resources needed for participation, such as caps and gowns, or face transportation and family-related challenges that prevent them from attending. These barriers contribute to lower levels of engagement, sense of belonging, and recognition for academic achievement. Scope: LEA-wide	This action addresses those needs by eliminating financial barriers and ensuring all students—regardless of background—can participate in graduation ceremonies. Providing caps, gowns, and venue access directly supports unduplicated pupils by removing cost burdens that might otherwise prevent them from attending or being recognized. By offering this support on an LEA-wide basis, CCPA promotes equity, reinforces student engagement, and ensures a consistent and inclusive graduation experience for students across all sites in Orange County.	Percentage of graduates who participate in the graduation ceremony
2.1	Action: Increase Services to Support Student Achievement Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face barriers such as credit deficiencies, gaps in enrollment, and a transient student population, which hinder academic progress. Everyday life barriers, including transportation, housing insecurity, daycare, work schedules, and family responsibilities, further limit their engagement in school. Mental health and wellness needs	By enhancing staff and services to provide individualized and triaged resources, this action meets the critical need for student academic growth, specifically targeting unduplicated pupils who have historically faced significant challenges. It ensures adult students' well-being is prioritized, facilitating personalized support to navigate and overcome specific barriers to learning. This action is particularly relevant for credit-deficient students, providing tailored academic support to help them recover credits and stay on track for graduation. For those with gaps in enrollment resulting in high non-stability rates, individualized resources help create a stable learning environment, mitigating the effects of their transient status. Furthermore,	Attendance Rates High School Dropout Rate Course Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	also impact their academic success, while students from multi-family households may lack resources for academic and personal growth. By increasing services to support achievement, this action addresses these barriers through individualized academic support and wellness services, ensuring that unduplicated pupils can stay on track for graduation and future success. Scope: LEA-wide	by offering consistent access to triaged resources LEA-wide, this action addresses everyday life barriers faced by unduplicated pupils, including transportation, housing insecurity, daycare, work schedules, and family responsibilities, ensuring they receive the support necessary to balance their educational and personal challenges. Additionally, this strategy supports the mental health and wellness needs of students, acknowledging the critical link between well-being and academic success. Students in multi-family households, who may face unique challenges, benefit from equitable access to resources tailored to their specific situations. Implementing this strategy LEA-wide ensures consistent and equitable access to triaged resources for all students, promoting an environment conducive to academic achievement and effectively addressing the diverse needs of unduplicated pupils.	
2.2	Action: Tiered Interventions to provide resources Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and a transient student population, which disrupt their academic progress. Everyday life barriers, such as transportation, housing insecurity, daycare, work schedules, and family responsibilities, limit their ability to fully engage in school. Mental health and wellness needs further hinder their academic success, while students from multi-family households may lack the resources necessary for their	This action directly addresses the needs of unduplicated pupils, who often experience academic and social-emotional challenges such as being credit deficient, facing gaps in enrollment, and dealing with everyday barriers like transportation issues and family responsibilities. The development of MTSS Tiered Intervention matrices supports all students' academic and social-emotional needs and increases academic growth. By enabling targeted interventions at various tiers, these matrices facilitate academic success and emotional well-being. Implementing this LEA-wide ensures consistent support delivery and equitable access to resources. Standardization streamlines intervention delivery, optimizes resource allocation, and scales interventions to meet the diverse needs of	Student Perception of School Safety and Connectedness (Priority 6) Course Completion (Priority 8 - other pupil outcomes)

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
	educational growth. Tiered interventions provide targeted support to address these challenges, offering resources and strategies to help students overcome barriers and achieve academic success. Scope: LEA-wide	unduplicated pupils efficiently. Overall, this action ensures that every unduplicated pupil receives necessary support for their holistic development and success.	
2.3	Action: Instructional and Behavioral Support Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and a transient student population, all of which disrupt their academic progress. Everyday life barriers, such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities, further limit their ability to succeed academically. Mental health and wellness needs also impact their engagement and achievement, while students from multi-family households may lack the necessary support systems. Instructional and behavioral support addresses these needs by providing targeted interventions to help students overcome challenges and stay on track for success. Scope:	This action directly addresses the needs of unduplicated pupils, who often face challenges such as credit deficiencies, high non-stability rates due to gaps in enrollment, and a transient student population. The action to provide instructional and behavioral interventions and support services addresses the identified need to increase student academic growth. By offering these interventions, the LEA aims to define a clear path to educational attainment and successful transitions into the community, secondary education, and the workforce. Implementing this action LEA-wide ensures that all students receive the necessary support to overcome academic and behavioral challenges. By providing interventions and support services universally, the LEA promotes equity and ensures that every student has access to the resources they need to succeed. This approach also aligns with the LEA's goal of fostering a supportive learning environment conducive to academic achievement and successful transitions beyond high school.	a-g Completion (Priority 4) CTE Pathway Completion (Priority 4) Reclassification Rate (Priority 4) Percentage of English Learner who made progress toward English Proficiency measured by ELPAC (Priority 4)* California Science Test (Priority 4)* Local Data System: Updated results of local assessment to align with prior years' LCAP may also be considered (i-Ready ELA and Math results)

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		Tutor.com Completion (Priority 8 - other pupil outcomes)
2.4	Action: Implement a Multi-Tiered System of Support (MTSS) Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and a transient student population, which disrupt their educational continuity. Everyday life barriers like transportation, housing insecurity, daycare, work schedules, and family responsibilities further limit their academic progress. Mental health and wellness needs also hinder their engagement and success in school, while students from multi-family households may lack adequate resources and support. MTSS addresses these challenges by providing tiered, personalized support to meet the academic and social-emotional needs of students, ensuring that they have the resources necessary to stay on track and succeed. Scope: LEA-wide Schoolwide	The action to implement a Multi-Tiered System of Support (MTSS) directly addresses the needs of unduplicated pupils, who often face credit deficiencies, high non-stability rates, and everyday life barriers such as transportation and housing insecurity. By establishing MTSS from enrollment to post-graduation, the LEA provides tailored support at every stage, improving student attendance, including independent study attendance, and supporting academic and social-emotional needs. This ensures proactive addressing of barriers to attendance and academic success, fostering an equitable and supportive learning environment LEA-wide, ultimately leading to increased academic growth and graduation rates.	Metrics: Metric: a-g Completion (Priority 8) CTE Pathway Completion (Priority 4) Course Completion (Priority 8 - other pupil outcomes) High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)
3.1	Action: Tiered reengagement strategies and forms	The action of increasing management staff to continuously review, develop, and monitor tiered	Attendance Rates Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and a transient student population, which contribute to high non-stability rates and disrupt their academic progress. Everyday life barriers such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities make consistent school attendance and engagement difficult. Mental health and wellness needs further affect students' ability to fully participate in their education, while students from multi-family households may lack the necessary resources and support systems to succeed academically. Tiered reengagement strategies and forms address these challenges by offering flexible, targeted interventions to re-engage students, support their academic recovery, and ensure they stay on track to meet graduation requirements. Scope: LEA-wide	re-engagement forms and strategies addresses the need to improve student attendance/capture rate ultimately leading to an increased graduation rate. This action will focus on unduplicated pupils, specifically socioeconomically disadvantaged students and Hispanic students, to improve graduation rates. By ensuring compliance with independent study requirements, it enables the implementation of effective tiered re-engagement strategies to enhance student attendance and participation. This action is provided on an LEA-wide basis to establish consistent practices across all schools within the district, ensuring equitable support for student attendance and engagement.	High School Dropout Rate High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)
3.2	Action: Partner with Community Colleges Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and a	The action of partnering with community colleges to provide students with access to dual enrollment opportunities and implementing post-career assessments upon completion of the CCPA diploma program addresses the need to increase student academic growth, particularly for unduplicated pupils. By offering dual enrollment opportunities, low-income students, foster youth,	Local data: My school is preparing me for future college and/or career paths. Local Data: Student Perception of School Safety and Connectedness

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
	transient student population, hindering their academic progress. Everyday life barriers such as transportation, housing insecurity, daycare, work schedules, and family responsibilities make it harder for these students to succeed. Partnering with community colleges provides a pathway to dual enrollment and postsecondary education, helping to address credit deficiencies, gaps in enrollment, and provide stability. This action supports students by offering flexible learning opportunities, improving their academic outcomes, and preparing them for long-term success in higher education and the workforce. Scope: LEA-wide	and English learners can access college-level courses, enhancing their academic skills and accelerating their progress towards academic goals. This is especially beneficial for unduplicated pupils, who may face additional challenges and barriers to accessing advanced educational opportunities. Additionally, implementing post-career assessments ensures that these students receive personalized guidance and support as they transition into post-secondary education or the workforce, helping them navigate their future paths effectively. This focused support addresses the unique needs of unduplicated pupils, who often require additional resources to succeed academically and professionally. These actions are provided on an LEA-wide basis to ensure equitable access to opportunities for all students across the district, supporting their academic advancement and addressing the specific needs of unduplicated pupils.	Access to and enrollment in a broad course of study
3.3	Action: Curriculum Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and a transient student population, which disrupt their academic continuity. Everyday life barriers such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities hinder their ability to	The action of continuing to incorporate curriculum adoption plans focused on core academic areas, CTE, and electives that incorporate a high level of cultural relevancy addresses the need to support all students' academic and social-emotional needs and increase student academic growth, particularly for unduplicated pupils. By ensuring curriculum alignment with state standards and cultural relevancy, low-income students, foster youth, and English learners receive instruction that meets their diverse needs, fostering both academic and social-emotional growth. This is especially important for unduplicated pupils, who benefit from	Fully Credentialed and Appropriately Assigned Teachers Access to Standards–Aligned Instructional Materials Implementation of State Standards Access to and enrollment in a broad course of study

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
	fully engage in education. Mental health and wellness needs also affect their academic success, while students from multi-family households may lack adequate resources and support. Culturally relevant and accessible ELD curriculum addresses these challenges by providing flexible, engaging content that reflects students' cultural backgrounds, supports language acquisition, and fosters emotional well-being. This curriculum prepares students for future success, helping to close equity gaps and ensure that all students have the tools to succeed. Scope: LEA-wide	culturally relevant curriculum that reflects their backgrounds and experiences, making learning more engaging and accessible. Additionally, providing standards-aligned instructional materials ensures that these students have the resources needed to succeed academically. The action also guarantees access to fully credentialed and appropriately assigned teachers, which is crucial for the academic success of unduplicated pupils, who may face additional barriers to accessing high-quality education. By offering a broad course of study, including core academics, CTE, and electives, the curriculum adoption plans provide unduplicated pupils with opportunities to explore their interests and develop skills relevant to their future careers. Implementing this action on an LEA-wide basis ensures equitable educational opportunities across the district, addressing the specific needs of unduplicated pupils and promoting their academic advancement and social-emotional well-being.	
3.4	Action: Site Improvements and School Safety Need: Unduplicated pupils—including English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students—often face credit deficiencies, gaps in enrollment, and a transient student population, which disrupt their academic continuity. Everyday life barriers such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities create additional challenges to consistent school attendance. Mental health and wellness needs further	The action of conducting site improvements and providing safe school environments, including updating furniture, providing safety training for staff, maintaining monthly safety reports, and completing timely facility repairs, directly addresses the need to support all students' academic and social-emotional needs within the LEA. This is particularly crucial for unduplicated pupils—low-income students, foster youth, and English learners—who often face additional challenges outside of school that can impact their sense of security and ability to focus on academics. By ensuring a safe and well-maintained school environment, these students are provided with a stable and secure space	Metric: Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)

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
	affect academic performance, while students from multi-family households may lack adequate resources and support. Site improvements and enhanced school safety directly address these needs by creating a stable, secure, and welcoming environment that promotes consistent attendance, engagement, and academic success. These improvements help remove barriers to student achievement and foster a positive learning environment for all students, ensuring they feel safe, supported, and prepared for academic growth. Scope: LEA-wide	where they can feel physically and emotionally safe. Updated furniture and timely facility repairs contribute to a conducive learning environment, allowing students to focus on their studies without distractions from inadequate facilities. Safety training for staff and monthly safety reports ensure that the school remains a secure place, addressing the concerns of unduplicated pupils who may have experienced instability or unsafe conditions in other aspects of their lives. For foster youth, a consistent and safe school environment can provide a much-needed sense of stability and routine. For low-income students, having a well-maintained school with up-to-date resources ensures that their educational experience is not compromised by financial limitations. For English learners, a safe and supportive environment is essential for them to confidently engage in their studies and language acquisition without fear of harassment or bullying. Implementing these site improvements and safety measures on an LEA-wide basis ensures that all students, especially unduplicated pupils, have equitable access to a learning environment that supports their overall well-being and academic success. This action is essential for addressing the diverse needs of all CCPA students across the county and fostering an environment that promotes their overall well-being and academic success.	
3.5	Action: Staff Development Need: English Learners (ELs) and Long-Term English Learners (LTELs) often face credit deficiencies, gaps in enrollment, and a	The action of providing professional learning opportunities for staff directly addresses the identified needs within the LEA, particularly for unduplicated pupils—low-income students, foster youth, and English learners. By enhancing instructional practices and implementing standards-based content, including behavioral	Student Achievement Data: Measure improvements in English Learner reclassification rates and overall academic progress of ELs and LTELs through

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
	transient student population, disrupting their academic progress. Everyday life barriers such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities limit their ability to fully engage in school. Mental health and wellness needs also impact their academic success. Staff development addresses these challenges by providing ongoing professional learning opportunities, including monthly PLCs, to equip teachers with the skills and strategies needed to support ELs and LTELs. This ensures educators are prepared to meet the unique needs of these students, offering the academic, behavioral, and emotional support necessary for success. Scope: LEA-wide	interventions and support services, staff can better address the critical needs of these students. For low-income students, professional development equips staff with strategies to address the unique challenges these students face, such as lack of resources or support at home. For foster youth, who often experience instability and trauma, staff trained in behavioral interventions and support services can provide the necessary emotional and academic support to help them thrive. English learners benefit from staff who are trained in effective instructional practices and support services that cater to their language acquisition and integration needs. This action also supports improving student attendance and capture rates by equipping staff with the tools to engage students more effectively and address barriers to consistent attendance, which is a common issue among unduplicated pupils. By providing professional development opportunities LEA-wide, all staff members across CCPA can access training that enables them to meet the diverse needs of unduplicated pupils, ensuring these students receive a high-quality and supportive educational experience. Equipping staff with enhanced instructional practices and behavioral interventions promotes a consistent and high-quality educational experience for all students, thereby fostering academic success and well-being on a comprehensive scale throughout the LEA. This focused approach ensures that unduplicated pupils receive the targeted support they need to overcome their unique challenges and achieve academic growth.	standardized assessments (e.g., ELPAC, CAASPP, and local assessments).

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

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
3.5	Action: Staff Development Need: English Learners (ELs) and Long-Term English Learners (LTELs) often face credit deficiencies, gaps in enrollment, and a transient student population, disrupting their academic progress. Everyday life barriers such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities limit their ability to fully engage in school. Mental health and wellness needs also impact their academic success. Staff development addresses these challenges by providing ongoing professional learning opportunities, including monthly PLCs, to equip teachers with the skills and strategies needed to support ELs and LTELs. This ensures educators are prepared to meet the unique needs of these students, offering the academic, behavioral, and emotional support necessary for success. Scope:	The action of providing professional learning opportunities for staff directly addresses the unique needs of English Learners (ELs) and Long-Term English Learners (LTELs), who often face credit deficiencies, gaps in enrollment, and a transient student population, disrupting their academic progress. These students also encounter barriers such as transportation, housing insecurity, daycare needs, work schedules, and family responsibilities, limiting their engagement in school. Mental health and wellness needs further impact their academic success. Staff development equips teachers with strategies to support ELs and LTELs, with monthly PLCs to reinforce ELD strategies and support the newly adopted ELD curriculum. This ensures educators are prepared to meet the academic, behavioral, and emotional needs of ELs and LTELs, helping them overcome barriers and achieve success. This action also helps improve attendance and capture rates, supporting student engagement and academic growth.	Student Achievement Data: Measure improvements in English Learner reclassification rates and overall academic progress of ELs and LTELs through standardized assessments (e.g., ELPAC, CAASPP, and local assessments).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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.

Additional concentration grant add-on funding will be used to increase direct services to students by providing classified staff with overtime opportunities, as outlined in LCAP Goals 1.1, 1.4, and 2.3. These actions support extended learning time, academic interventions, and student engagement for foster youth, English learners, and low-income students.

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		25 to 1
Staff-to-student ratio of certificated staff providing direct services to students		15.6 to 1

2025-26 Total 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	1,595,250	644,394	40.395%	0.000%	40.395%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$731,882.00	\$123,399.00	\$0.00	\$0.00	\$855,281.00	\$649,889.00	\$205,392.00

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	Attendance and Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$124,853.00	\$0.00	\$110,274.00	\$14,579.00			\$124,853.00	
1	1.2	Community Awareness and Visibility	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$48,256.00	\$42,417.00	\$90,673.00				\$90,673.00	
1	1.3	Family Engagement to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$58,288.00	\$5,123.00	\$47,357.00	\$16,054.00			\$63,411.00	
1	1.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$25,381.00	\$18,800.00	\$44,181.00				\$44,181.00	
1	1.5	Equitable access for graduation ceremony	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$6,500.00	\$6,500.00				\$6,500.00	
2	2.1	Increase Services to Support Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$45,670.00	\$4,000.00	\$35,091.00	\$14,579.00			\$49,670.00	
2	2.2	Tiered Interventions to provide resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$45,670.00	\$3,500.00	\$31,791.00	\$17,379.00			\$49,170.00	
2	2.3	Instructional and Behavioral Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$15,579.00	\$32,455.00	\$17,155.00	\$30,879.00			\$48,034.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$139,871.00	\$42,272.00	\$154,574.00	\$27,569.00			\$182,143.00	
3	3.1	Tiered reengagement strategies and forms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$48,061.00	\$0.00	\$48,061.00				\$48,061.00	
3	3.2	Partner with Community Colleges	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$49,130.00	\$6,600.00	\$55,730.00				\$55,730.00	
3	3.3	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$49,130.00	\$29,575.00	\$76,345.00	\$2,360.00			\$78,705.00	
3	3.4	Site Improvements and School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.5	Staff Development	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$13,650.00	\$13,650.00				\$13,650.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,595,250	644,394	40.395%	0.000%	40.395%	\$731,882.00	0.000%	45.879 %	Total:	\$731,882.00
								LEA-wide Total:	\$731,882.00
								Limited Total:	\$13,650.00
								Schoolwide Total:	\$262,402.00

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	Attendance and Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,274.00	
1	1.2	Community Awareness and Visibility	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$90,673.00	
1	1.3	Family Engagement to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,357.00	
1	1.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,181.00	
1	1.5	Equitable access for graduation ceremony	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,500.00	
2	2.1	Increase Services to Support Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,091.00	
2	2.2	Tiered Interventions to provide resources	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$31,791.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Instructional and Behavioral Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,155.00	
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$154,574.00	
3	3.1	Tiered reengagement strategies and forms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,061.00	
3	3.2	Partner with Community Colleges	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,730.00	
3	3.3	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,345.00	
3	3.4	Site Improvements and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.5	Staff Development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,650.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,107,732.00	\$1,048,712.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attendance and Student Engagement	Yes	\$117,489.00	\$45,119
1	1.2	Community Awareness and Visibility	Yes	\$110,480.00	\$81,319
1	1.3	Family Engagement to Close Equity Gaps	Yes	\$66,209.00	\$60,393
1	1.4	Extended Learning Opportunities	Yes	\$97,270.00	\$76,866
2	2.1	Increase Services to Support Student Achievement	Yes	\$60,884.00	\$62,713
2	2.2	Tiered Interventions to provide resources	Yes	\$72,384.00	\$43,093
2	2.3	Instructional and Behavioral Support	Yes	\$41,881.00	\$66,212
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	Yes	\$200,277.00	\$184,227
3	3.1	Tiered reengagement strategies and forms	Yes	\$40,490.00	\$521
3	3.2	Partner with Community Colleges	Yes	\$104,665.00	\$47,241
3	3.3	Curriculum	Yes	\$72,278.00	\$57,114

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)
3	3.4	Site Improvements and School Safety	Yes	\$80,500.00	\$289,027
3	3.5	Staff Development	Yes	\$42,925.00	\$34,867

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$578,965	\$884,623.00	\$819,202.00	\$65,421.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Attendance and Student Engagement	Yes	\$103,823.00	\$30,897		
1	1.2	Community Awareness and Visibility	Yes	\$110,480.00	\$81,319		
1	1.3	Family Engagement to Close Equity Gaps	Yes	\$49,402.00	\$44,396		
1	1.4	Extended Learning Opportunities	Yes	\$92,270.00	\$72,955		
2	2.1	Increase Services to Support Student Achievement	Yes	\$47,218.00	\$48,491		
2	2.2	Tiered Interventions to provide resources	Yes	\$49,718.00	\$25,805		
2	2.3	Instructional and Behavioral Support	Yes	\$9,147.00	\$21,482		
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	Yes	\$171,194.00	\$137,954		
3	3.1	Tiered reengagement strategies and forms	Yes	\$40,490.00	\$521		
3	3.2	Partner with Community Colleges	Yes	\$47,103.00	\$15,352		
3	3.3	Curriculum	Yes	\$48,278.00	\$27,989		
3	3.4	Site Improvements and School Safety	Yes	\$80,500.00	\$289,027		
3	3.5	Staff Development	Yes	\$35,000.00	\$23,014		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,434,769	\$578,965	0.00%	40.352%	\$819,202.00	0.000%	57.096%	\$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **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 32526(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).

California Department of Education
November 2024