

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Shafter

CDS Code: 15 63578 0135186

School Year: 2025-26

LEA contact information:

Lacie Harris

Principal

Lharris@growpublicschools.org

661-630-7220

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

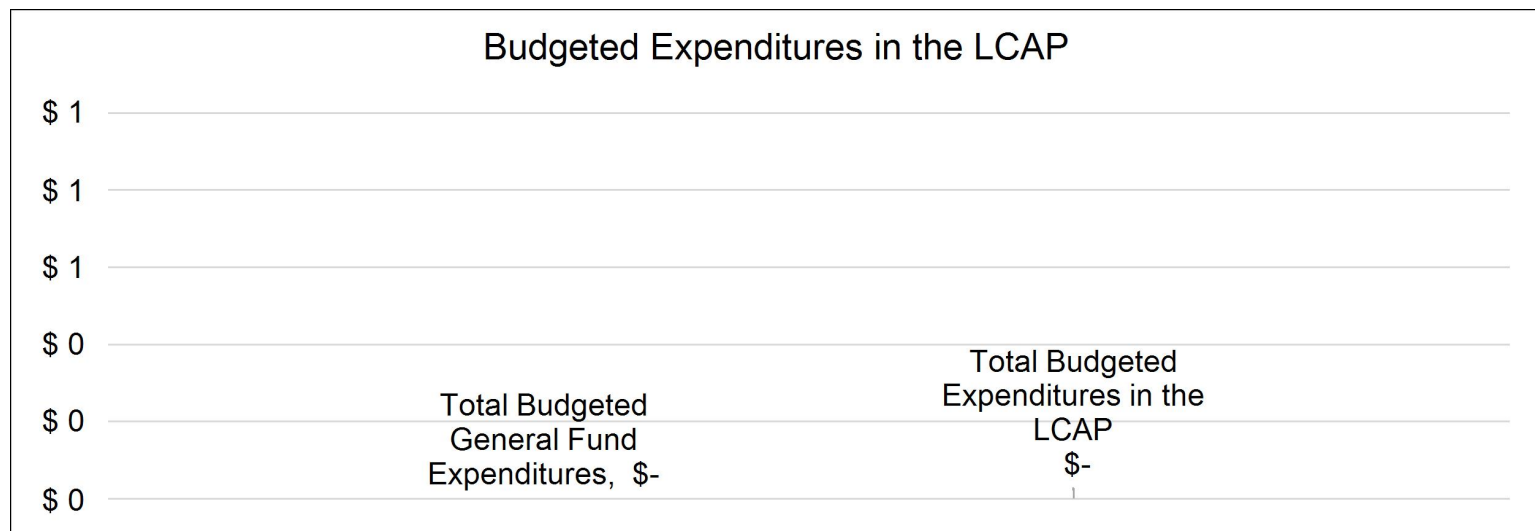
Total LCFF funds
\$0
0 %

This chart shows the total general purpose revenue Grow Academy Shafter 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 Grow Academy Shafter is \$0, of which \$0 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$0 in LCFF Funds, \$0 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 Grow Academy Shafter 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: Grow Academy Shafter plans to spend \$0 for the 2025-26 school year. Of that amount, \$0 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

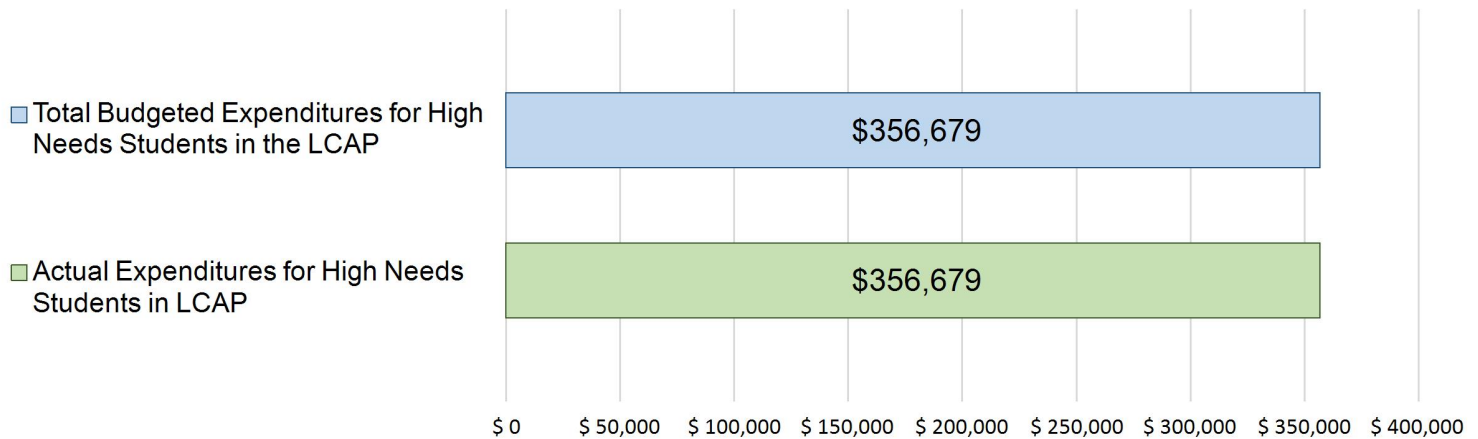
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Grow Academy Shafter is projecting it will receive \$0 based on the enrollment of foster youth, English learner, and low-income students. Grow Academy Shafter must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Academy Shafter plans to spend \$0 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



This chart compares what Grow Academy Shafter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grow Academy Shafter 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, Grow Academy Shafter's LCAP budgeted \$356,679 for planned actions to increase or improve services for high needs students. Grow Academy Shafter actually spent \$356,679 for actions to increase or improve services for high needs students in 2024-25.

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
Grow Academy Shafter	Lacie Harris Principal	lharris@growpublicschools.org 661-630-7220

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 2024–25 LCAP represents the final Local Control and Accountability Plan for Grow Academy Shafter. Following the approval of a countywide benefit charter by the Kern County Superintendent of Schools, Grow Academy Shafter will officially close on June 30, 2025.

All commitments to students, families, and educational partners will continue under the 2024-2027 Grow Public Schools LCAP.

Barbara Grimm-Marshall, the founder of Grow Public Schools, is co-owner of Grimmway Farms, the largest carrot manufacturer in the world and a significant employer in Kern County. After offering an educational grant to local students, Barbara Grimm-Marshall discovered that many students living in Kern County’s rural communities were not proficient in core subjects and lacked the skills to prepare them for college. Her vision of providing opportunities in rural communities was the impetus for the innovative Grimmway Academy (now GPS) and Edible Schoolyard, founded on the belief that children’s education and enrichment is key to their success and the strength and future of our communities. The first school, Grow Academy Arvin, opened in 2011, followed by Grow Academy Shafter in 2017. Grow Academy Shafter was authorized by the Richland School District. Since inception, GPS has been devoted to serving children in the rural communities of Kern County by providing a model of excellence and innovation, leading to college readiness and lifelong success.

From 2017 through June 2024, Grow Academy Shafter operated as a single school LEA under the authorization of the Richland School District. In February 2024, the Grow Public Schools' Countywide Benefit Petition was approved.

Grow Academy Shafter is a rural TK-8 charter school with an enrollment of 801 students. The unduplicated pupil count is 81.7% (CALPADS), 89.1% of the student population is Hispanic (DataQuest), 75.4% (2023 CA Dashboard) socioeconomically disadvantaged, 22.1% (2023 CA Dashboard) are English learners, 6.4% (DataQuest) students with disabilities, and 0.1% foster youth (2023 CA Dashboard). Grow Academy Shafter receives equity multiplier funds. Staffing at Grow Academy Shafter includes 45 teachers, 21 small group instructors and aides, the principal, assistant principal, and dean of culture, a special education coordinator, an intervention coordinator, 2 academic coaches, a counselor, and a school social worker. Total staffing is 132 employees.

Grow Academy Shafter is located in Kern County (fringe rural, 31) 18 miles northwest of Bakersfield. Shafter has a population of just over 20,000 (US Census Bureau, 2022). In the 1930s, Shafter was initially established as along a railway loading dock and became a home for migrants from the central U.S. when the Farm Security Administration built a camp in the town to house them. Shafter serves as a top logistical and agricultural hub, with produce such as almonds, pistachios, cotton, grapes, carrots, and potatoes among the major crops. Major companies like Target and Walmart have distribution centers here, contributing to the local economy and providing employment opportunities. In recent years, Manufacturing and energy make up additional industries in Shafter.

According to the California Air Resources Board, Shafter has a high cumulative air pollution exposure burden. Poor air quality affects student attendance and the ability to focus on learning. Shafter experiences a slightly higher crime rate than the national average at a total crime rate of 29 per 1,000 people. Nearly 22.2% of Shafter's population lives in poverty (U.S. Census Bureau). Only 11.7% of adults (25 or older) have a bachelor's degree. Access to healthcare and mental health services are limited in Shafter; however, there are two major providers offering services, Omni Family Health and Adventist Health Community Care.

Reflections: Annual Performance

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

2023 Dashboard Analysis

Grow Public Schools has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights student groups that received the lowest performance level (red) on one or more state indicators.

Student groups at Grow Academy Shafter receiving a red performance indicator include:

English learners (English Learner Progress Indicator)

Students with disabilities (math and suspension)

Actions to Address Areas of Concern

Grow Public Schools is addressing the suspension rate and the academic and language acquisition needs of English learners and students with disabilities through:

Conditions of Learning (Actions 1.1 - 1.6)

Student Achievement (Actions 2.1 - 2.4, 2.6 - 2.8)
Engagement (Actions 3.1, 3.6, 3.8)

2024 Dashboard Analysis

An analysis of the Grow Academy Shafter 2024 School Dashboard shows the following overall performance on state indicators -

ELA: 21.4 points below standard, improved performance 2 points (orange)

Math: 50.5 points below standard, improved performance 21.9 points (yellow)

English Learner Progress Indicator: 39.4% progressing, declined 4.6% (orange)

Science: 16 points below standard, maintained performance (+0.8 points), no performance color

Chronic Absenteeism: 14.1%, declined 3.2% (yellow)

Suspension Rate: 1.5%, declined 0.5% (green)

Student Groups in Red (2023) and Current Status (2024)

For Grow Academy Shafter -

English Learners

English Learner Progress Indicator: declined (44% progressing to 39.4%)

Students with Disabilities

Math: improved to yellow (-137 points to -93.5 points)

Suspension: remained red (9.1% to 8.9%)

Local Data Analysis

Long Term English Learners (LTELs) are English learners who have not reclassified to English language proficient status after 6 years of instruction. In May of 2024, 27% of English learners were LTELs. As of March 2025, the percent of LTELs has decreased to 23.8%, a decline of 3.2%.

When the LCAP was written, STAR Early Literacy, STAR Reading, and STAR Math were selected as local indicators and the results were analyzed by student group. The decision to transition from using both NWEA and STAR to exclusively utilizing NWEA as the universal screener was made to streamline the assessment system org-wide, reduce redundancy, and ensure consistency in data collection. NWEA provides comprehensive, adaptive assessments that offer reliable, nationally normed data aligned with state standards. This shift allows for clearer, more actionable insights to guide instruction and interventions, minimizes testing fatigue for students, and simplifies data analysis for staff. Ultimately, using a single, robust tool enhances efficiency and supports more targeted decision-making to improve student outcomes.

A comparison of NWEA reading and math data from the winter of 2023 to the winter of 2024 for Grow Public Schools (both Grow Academy Arvin and Grow Academy Shafter) indicates that English learners increased from 54% to 59% performing in the bottom band in math. In reading, the percent of English learners in the bottom band increased 4%, from 53 to 57%. Grade level data also shows fewer students keeping pace in 2024 compared with 2023.

For students with disabilities, 71% of students scored in the bottom band in the winter of 2023 compared to 69% in 2024 for math; for reading, the percent of students with disabilities in the bottom band decreased from 62 to 59%. The percent of students with disabilities keeping pace improved for one grade level from 2023 to 2024 in math and for two grade levels in reading.

Key Challenges and LCAP Alignment

Performance Trends from the 2024 California School Dashboard

Grow Academy Shafter:

CAASPP ELA and Math scores increased for all students, English learners, and socioeconomically disadvantaged students. Chronic absenteeism declined by 11.8%, showing improvement across all student groups. Students with disabilities continue to have lower CAASPP Math scores and require targeted intervention. Suspension rates remain a concern for students with disabilities.

How GPS is Addressing These Challenges in the LCAP:

Priority 1: Improving ELA & Math Achievement for English Learners and Students with Disabilities
Implementing targeted intervention programs, such as small-group instruction and structured literacy models.
Strengthening designated and integrated ELD instruction.

Priority 2: Reducing Chronic Absenteeism & Supporting Student Well-Being
Expanding mental health resources and family engagement programs.
Implementing attendance incentives and proactive interventions.

Priority 3: Reducing Suspension Rates & Strengthening Positive School Culture
Expanding restorative practices and behavioral intervention supports.
Providing professional development for staff on trauma-informed instruction.

The district currently does not have any Learning Recovery Emergency Block Grant (LREBG) funds to report.

Reflections: Technical Assistance

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

In the 2024–25 school year, Grow Academy Shafter became eligible for Differentiated Assistance (DA), as determined by student group performance across multiple state priorities over two consecutive years. Eligibility for DA occurs when one or more student groups meet the state's criteria in at least two different state priority areas.

Under State Priority 4: Student Achievement, several student groups demonstrated significant academic needs. In 2023, Students with Disabilities (SWD) performed at the orange indicator in English Language Arts (ELA) and the red indicator in mathematics. English Learners were also in the red indicator on the English Language Progress Indicator (ELPI). Although SWD performance improved in 2024—moving into the yellow indicator in both ELA and math—Long-Term English Learners (LTELs), a newly reported student group, were identified at the red indicator in both ELA and math. Additionally, LTELs remained in the red indicator on the ELPI, even as the overall English Learner group advanced to orange.

Under State Priority 6: School Climate, LTELs were also identified in the red indicator for suspension rates in 2024. Since LTELs were in the red indicator across both Priority 4 and Priority 6, Grow Academy Shafter met the eligibility threshold for Differentiated Assistance.

Grow Public Schools is currently engaged in the DA process in partnership with the Riverside County Office of Education, with a specific focus on improving outcomes for English Learners, particularly LTELs. To date, the Differentiated Assistance Team has completed an initial root cause analysis, made recommendations on research based practices, English learner reclassification criteria, and designated supports for English learners and dually identified English learners, and suggested professional development content. As the work continues, we will focus on implementing research-based practices, identifying and monitoring short-term measures of effectiveness, and making data-informed adjustments to improve instruction and student support systems. Working in conjunction with Differentiated Assistance providers to specifically address the needs of Long Term English Learners (LTELs), the LEA will update the reclassification criteria for dually identified English learners and provide professional development on testing accommodations and designated and intergrated ELD tied directly to the core curriculum.

Currently, Action 2.9, EL Task Force, supports Long Term English Learners.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Other School Personnel	In February 2025, feedback was provided through in-person conversations, as well as anonymously in the LCAP Staff Survey. In April 2025, the California School Staff Survey was given.
Home Office Administration and Site Administration	In February 2025, via Zoom, home office administrators and site administrators (principal and assistant principal) reviewed data and reflected on practices over the past year. Feedback was provided throughout the conversation, as well as anonymously in the LCAP Staff Survey.
Parents and Community Members	In January 2025, the Strategic Planning Steering Committee and the Parent Advisory Council provided input on academic excellence (Goal 2), college and career empowerment (Goal 2), and health & wellness (Goals 1 and 3). In March 2025, home office staff members reviewed the LCAP and associated data with parents who attended the monthly Coffee & Conversation meeting, held at Grow Academy Arvin and Grow Academy Shafter, collecting survey responses after discussing each goal together. A lunch drop-in via Zoom was held later that day. The facilitators and parents engaged in a discussion about LCAP items of interest to the participants. Input was collected both during the conversation and anonymously through the LCAP Parent Survey.

Educational Partner(s)	Process for Engagement
	In March 2025, principals discussed the LCAP School Site Council members and sought feedback via the LCAP Parent Survey and the LCAP Staff Survey. In April 2025, the California School Parent Survey was given.
Students	In March 2025, school leaders conducted empathy interviews with a group of students to gather age-appropriate feedback related to the 3 LCAP goals. In April 2025, the California Healthy Kids Survey was given to students in grades 5 and 7.

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

Updates to the Grow Public Schools LCAP were influenced by feedback provided by Shafter educational partners as described above.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure equitable access to facilities, qualified teachers, instructional materials, grade level content standards, programs, and services fostering the optimal conditions for effective and comprehensive learning.	Broad Goal

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.
Based on educational partner feedback and current state and local data, Goal 1 was developed to enhance the conditions for learning through ongoing staff professional development and adoption of high-quality instructional materials to ensure that all students have equitable access to highly-qualified educators, rigorous academic resources and materials aligned to the California standards and frameworks, and well-maintained facilities. The actions support our commitment to equity and access. Our actions will also support the effectiveness of Grow Public Schools and the well-being of each student from a holistic perspective. By providing ongoing professional development and coaching support, effective teachers will ensure access and mastery of a guaranteed and viable curriculum for each student, including research-based language acquisition instruction with effective instructional materials to support English learners as they become proficient English speakers, readers and writers. It will also provide earlier and increased access to grade level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Development Implementation Rubrics Source: Grow Public Schools'	2023-2024 Average Rubric Score: 1	2024 - 2025 Average Rubric Score: 1.5		2026-2027 Average Rubric Score: 3.5	+0.5 on average rubric score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELD Implementation Rubrics State Priority 2B English Learner Programs/Services					
1.2	Standards Implementation Source: Grow Public Schools' Teaching and Learning Framework State Priority 2A Implementation of Standards for All	2023-24 100% of teachers are implementing state standards for all	2024 - 2025 100% of teachers are implementing state standards for all		2026-27 100% of teachers are implementing state standards for all	no change
1.3	Teaching Assignments Monitoring Outcomes by Full-Time Equivalent (FTE) Source: CALPADS Staffing Report 4.1 State Priority 1A Teacher Credential and Assignment	May 2024 Total Teachers: 44 Intern: 6.8% Ineffective: 13.6% Incomplete 0%	May 2025 Total Teachers: 85 Intern: 5% Ineffective: 14% Incomplete 0%		May 2027 Intern: 5% Ineffective: 0% Incomplete: 0%	no change
1.4	Materials Source: SARC	2023-24 0% percent of students are without access to their own copies of	2024 - 2025 0% of students are without access to their own copies of		2026-27 0% percent of students are without access to	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 1B Access to Standard Materials for All	standards-aligned instructional materials for use at school and at home.	standards-aligned instructional materials for use at school and at home.		their own copies of standards-aligned instructional materials for use at school and at home.	
1.5	Facilities Source: SARC State Priority 1C Facilities in Good Repair	2023-24 0 instances where facilities do not meet the "Good Repair" standard.	2024 - 2025 0 instances where facilities do not meet the "Good Repair" standard.		2026-27 0 instances where facilities do not meet the "Good Repair" standard.	no change
1.6	Broad Course of Study Source: Master Schedule State Priority 7A Access to Broad Course of Study	2023-24 100% have access to a broad course of study.	2024 - 2025 100% have access to a broad course of study.		2026-27 100% have access to a broad course of study.	no change
1.7	Rate of students in need of interventions who receive supplementation instructional services. Source: Master Schedule State Priority 7B Unduplicated Programs/Services	2023-24 100% of students in need of interventions receive supplemental instructional services.	2024 - 2025 100% of students in need of interventions receive supplemental instructional services.		2026-27 100% of students in need of interventions receive supplemental instructional services.	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Rate of SWD served inside the regular classroom for at least 80% of the day Source: CALPADS State Priority 7C Programs/Services for SWD	2023-24 100% of SWD are served inside the regular classroom for at least 80% of the day.	2024 - 2025 100% of SWD are served inside the regular classroom for at least 80% of the day.		2026-27 100% of SWD are served inside the regular classroom for at least 80% of the day.	no change
1.9	Teaching and Learning Framework Source: Teacher Evaluations Priority 2A	2023-24 0% of teachers have yet been evaluated with the Teaching and Learning Framework, as it will be implemented in 2024-2025.	2024 - 2025 0% of teachers have yet been evaluated with the Teaching and Learning Framework, as it will be implemented in 2024-2025.		2026-27 100% of teachers are evaluated using the Teaching and Learning Framework.	no change
1.10	Alder Program Completion Rate Source: Local Data Priority 1A	2023-24 100% of Alder residents successfully complete the program.	2024 - 2025 100% of Alder residents successfully complete the program.		2026-27 100% of Alder residents successfully complete the program.	no change
1.11	CAASPP distance from standard (DFS) in ELA and math Source: CA Dashboard	2022-23 English Language Arts	2024: Grow Academy Shafter		2026-27 English Language Arts	Grow Academy Shafter English Language Arts (ELA)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 4A	All Students: -23.5 points (yellow) 12.6 point growth English Learners: -60.8 points (yellow) 4.4 points growth Low Income: -30.8 points, 17 points growth Hispanic: -27.8 points, 16 points growth White: +8.4 points Student groups at the orange indicator Students with Disabilities: -58.7 points (orange) Math, 2023 All Students: -72.4 points (yellow) 12.8 points growth Low Income: -78.5 points (yellow) 17.1 points growth Hispanic: -74.5 points (yellow) 16.6 points growth English Learners: -99.9 (orange) points, 5.6 points growth White: -60.6 points Students with	English Language Arts Student groups at the yellow indicator Low Income: -27.7 Growth, +3.1 Students with Disabilities: -47.6 Growth, +11.1 White: 4.1 pts. above Growth, -4.3 Students at the orange indicator All Students: -21.4 Growth, 2.0 English Learners: -66.7; Growth, -6 Hispanic: -25 Growth, +2.7 Students at the red indicator Long-Term English Learners: -109.1 Growth, -15.9 Grow Academy Shafter Math Students at the yellow indicator All Students: -50.5 Growth, +21.9		All Students: 21.5 above standard English learners: -15.8 Low income: 15 above standard Hispanic: 17.2 above standard White: 53.4 above standard SWD: 13.7 below standard Math All Students: 27.4 below standard English learners: 54.9 below standard Low income: 33.5 below standard Hispanic: 29.5 below standard White: 15.6 below standard SWD: 92 below standard	All Students: +2 points (Still Orange) English Learners: -6 points (Still Orange) Low Income: +3.1 points (Still Yellow) Hispanic: +2.7 points (Still Orange) White: -4.3 points (Still Yellow) Students with Disabilities: +11.1 points (Still Orange) Long-Term English Learners: -15.9 points (Red) Math All Students: +21.9 points (Moved from Orange to Yellow) English Learners: +14.8 points (Still Orange) Low Income: +21.7 points (Moved from Orange to Yellow) Hispanic: +21.4 points (Moved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disabilities: -137 points (red)	English Learners: -85.1 Growth, +14.8 Low Income: -56.8 Growth, +21.7 Students with Disabilities: -93.5 Growth, +43.5 Hispanic: -53.1 Growth, +21.4 White: -35.8 Growth, +24.8 Students at the red indicator Long-Term English Learners: -162.1 Growth, +0.8			from Orange to Yellow) Students with Disabilities: +43.5 points (Moved from Red to Yellow) White: +24.8 points (Still in Yellow) Long-Term English Learners: +0.8 points (Red)

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.

Grow Public Schools made significant progress toward achieving Goal 1, with a combination of fully and partially implemented actions. Two actions, including the Teacher Development Initiative and the added math Instructional Materials, were fully implemented and effective, directly supporting improvements in staffing pipelines and student access to high-quality materials. Four actions, primarily focused on instructional support and leadership development, were partially implemented and achieved somewhat effective outcomes.

Substantive Differences Between Planned and Actual Implementation:

Substantive differences occurred in actions requiring deeper instructional support, coaching, and leadership development. Staffing capacity, time commitments, and emerging site needs impacted the depth and consistency of implementation for instructional coaches, instructional leadership team development, and external consultant partnerships. Although core services were delivered, the district identified a need for greater system-wide coherence and deeper professional learning tied to curriculum and equity-focused practices.

Challenges Experienced:

Key challenges included limited staffing availability, the need for deeper curriculum implementation support, and the logistical demands of sustaining robust coaching and leadership development systems. Equity initiatives and data-driven instructional planning were launched, but full system alignment has not yet been achieved, particularly in supporting English learners at deeper levels.

Successes Experienced:

Despite challenges, Grow Public Schools successfully strengthened its beginning teacher pipeline and teacher retention, improved instructional materials access, and achieved measurable gains in student outcomes, including improved math proficiency among multiple student groups. Strategic partnerships with county and regional agencies expanded access to expertise in early literacy and intervention practices. The Teaching and Learning Framework was embedded into teacher goal-setting and formative feedback systems for the first time, laying a foundation for deeper instructional improvements in the coming year.

Overall, Goal 1 actions supported important instructional advancements while highlighting areas for continued focus on depth, alignment, and systemwide capacity-building.

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.

Grow Public Schools conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures and found no material differences in the actions in Goal 1.

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

Grow Public Schools made notable progress toward achieving the expected outcomes outlined in Goal 1 through the implementation of multiple coordinated actions. Overall, the actions were largely effective in supporting teacher practice, student access to standards-aligned instruction, professional development, and the provision of supplemental instructional services.

As a result of Action 1.1 Instructional Coaches, we anticipated improvements in Metric 1.2 Standards Implementation, Metric 1.6 Broad Course of Study, Metric 1.9 Teaching and Learning Framework, and Metric 1.11 CAASPP Distance from Standard (Metric 2.1 last year).

For Metrics 1.2 and 1.6, 100% of teachers are implementing state standards for all, and 100% of students have access to a broad course of study. This year, 100% of teachers set goals within the Teaching and Learning Framework and received formative feedback from coaches and principals.

Metric 1.11 CAASPP Distance from Standard (Metric 2.1 last year)

Grow Academy Shafter showed some ELA gains on Metric 1.11 (Metric 2.1 last year), CAASPP Distance from Standard, particularly the Students with Disabilities group, which grew 11.1 points and remains in orange. All Students, Hispanic, and English Learners also remain in orange, with changes of +2, +2.7, and -6 points, respectively, while SED (+3.1 points) and White (-4.3 points) remained at yellow. In ELA, Long-Term English Learners declined 15.9 points, remaining at red.

Grow Academy Shafter made strong advancements on Metric 1.11 (Metric 2.1 last year) in the area of math. For example, Students with Disabilities moved 2 levels, from red to yellow, with a gain of 43.5 points. All Students (+21.9), SED (+21.7), and Hispanic (+21.4) all advanced a level, from orange to yellow. While English Learners and White remained at orange and yellow, they showed growth of 14.8 and 24.8 points, respectively. Long-Term English Learners gained 0.8 points, remaining at red.

Based on these outcomes for Grow Academy Shafter, Action 1.1 was moderately effective. The data indicates a need for increased attention on effective English learner instruction.

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

The 2024–25 LCAP represents the final Local Control and Accountability Plan for Grow Academy Shafter. Following the approval of a countywide benefit charter by the Kern County Superintendent of Schools, Grow Academy Shafter officially closed on June 30, 2025. All commitments to students, families, and educational partners will continue under the 2024-2027 Grow Public Schools LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a personalized and inclusive learning experience that inspires all students to achieve at high levels.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on educational partner feedback, as well as current state and local data, Goal 2 was developed to support student achievement by providing a strong instructional program rooted in a multi-tiered system of supports. The actions support our commitment to provide a strong foundation in early literacy, to increase achievement for all students, particularly our English learners and students with disabilities, and to close achievement gaps. Our actions will also include an increased effort to support language acquisition. By providing a Multi-Tiered System of Supports (MTSS) framework, self-contained K-2 classrooms, the 3-8 Learning Lab, and professional learning and individualized coaching, an Intervention Coordinator, a Math Director, and computer-based assessments and data-analysis tools, there will be an increase in the capacity of teachers to meet the needs of students in tiers 1 and 2. In addition, the Instructional Leadership Team (ILT) will review and assess the effectiveness of the current inventory of diagnostics, early literacy and other instructional assessments, and accountability tools, as well as how these tools are used to inform the work of the Coordination of Services Team (COST) so that effective interventions can be planned and implemented early when students need additional support. In readiness for high school, college, and career, the LEA will provide educational software, Project Based Learning materials, and a literacy program. As a result of these actions, unduplicated pupils and all students will achieve at higher levels, a smaller percentage of students will become long-term English learners (LTEs), and reclassification rates will improve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP distance from standard (DFS) in ELA	English Language Arts, 2023	2024:		2026-27 English Language Arts	Grow Academy Shafter

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and math for all and by student group Source: CA Dashboard State Priority 4A CAASPP Student Performance	Student groups at the yellow indicator All Students: -23.5 points, 12.6 point growth English Learners: -60.8 points, 4.4 points growth Low Income: -30.8 points, 17 points growth Hispanic: -27.8 points, 16 points growth White: +8.4 points Student groups at the orange indicator Students with Disabilities: -58.7 points Math, 2023 Student groups at the yellow indicator All Students: -72.4 points, 12.8 points growth Low Income: -78.5 points, 17.1 points growth Hispanic: -74.5 points, 16.6 points growth Student groups at the orange indicator	Grow Academy Shafter English Language Arts Student groups at the yellow indicator Low Income: -27.7 Growth, +3.1 Students with Disabilities: -47.6 Growth, +11.1 White: 4.1 pts. above Growth, -4.3 Students at the orange indicator All Students: -21.4 Growth, 2.0 English Learners: -66.7; Growth, -6 Hispanic: -25 Growth, +2.7 Students at the red indicator Long-Term English Learners: -109.1 Growth, -15.9 Grow Academy Shafter Math Students at the yellow indicator		Advance to the green indicator (+10 to +44.9 points from standard) OR increase at least 15 points annually for each of 3 years. All Students Low Income Hispanic White Advance to the yellow indicator (-5.0 to +9.9 points from standard) OR increase at least 15 points annually for each of 3 years. English Learners Students with Disabilities Math Make progress within the yellow indicator. Increase at least 15 points annually for each of 3 years. All Students	English Language Arts (ELA) All Students: +2 points (Still Orange) English Learners: -6 points (Still Orange) Low Income: +3.1 points (Still Yellow) Hispanic: +2.7 points (Still Orange) White: -4.3 points (Still Yellow) Students with Disabilities: +11.1 points (Still Orange) Long-Term English Learners: -15.9 points (Red) Math All Students: +21.9 points (Moved from Orange to Yellow) English Learners: +14.8 points (Still Orange) Low Income: +21.7 points (Moved from Orange to Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: -99.9 points, 5.6 points growth White: -60.6 points Student groups at the red indicator Students with Disabilities: -137 points	All Students: -50.5 Growth, +21.9 English Learners: -85.1 Growth, +14.8 Low Income: -56.8 Growth, +21.7 Students with Disabilities: -93.5 Growth, +43.5 Hispanic: -53.1 Growth, +21.4 White: -35.8 Growth, +24.8 Students at the red indicator Long-Term English Learners: -162.1 Growth, +0.8		Low Income Hispanic Advance to the yellow indicator (-0.1 to -25 points from standard) OR increase at least 15 points annually for each of 3 years English Learners White Advance to the orange indicator (-25.1 to -95 points from standard) OR at least 15 points growth annually for each of 3 years.	Hispanic: +21.4 points (Moved from Orange to Yellow) Students with Disabilities: +43.5 points (Moved from Red to Yellow) White: +24.8 points (Still in Yellow) Long-Term English Learners: +0.8 points (Red)
2.2	CA Science Test Sources: CAASPP Assessments Tab for Science State Priority 4A CAASPP Student Performance	2023 25.79% met or exceeded standard	Grow Academy Shafter, 2024 19.5% met or exceeded standard. SED: 19.12% met or exceeded standard (0.38% gap) EL: 2.86% met or exceeded standard (16.64% gap)		2026-27 38% meet or exceed standard	Grow Academy Shafter All: -6.29 percentage points SED: -2.19 (gap closed 4.1%) EL: -6.82 (gap increased 0.53%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	NWEA MAP (Measures of Academic Progress) for reading and math Grades K-8 Source: School Profile Report State Priority 8 Pupil Outcomes (Local Data)	Winter 2023-2024 NWEA Reading Grades K-8, 773 students 28% (216 students) in top 2 quintiles Winter 2023-2024 NWEA Math Grades K-8, 770 students 26% (200 students) in top 2 quintiles	Grow Academy Shafter Winter 2025 NWEA Reading Grades K-8 All: 30% ELs: 12% (18% gap) SED: 31% Winter 2024-2025 NWEA Math Grades K-8 All: 30% ELs: 21% (9% gap) SED: 28% NWEA Data for ELs and SED is above - move it into this column as well? Here is the FY data from KiDS 2024-2025 Grow Academy Shafter NWEA Reading Grades K-8 All Students: 40.86% at or above the 50th percentile		Winter 2026-2027 NWEA Reading, Grades K-8 37% of students in top 2 quintiles NWEA Math, Grades K-8 35% of students in top 2 quintiles	Grow Academy Shafter NWEA Reading All: +2% ELs: +5% (gap closed 3%) SED: no change NWEA Math All: +4% ELs: +10% (gap closed 6%) SED: =1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 33.33% at or above the 50th percentile (7.53% gap). NWEA Math Grades K-8 All Students: 36.17% at or above the 50th percentile. Foster Youth: 20% at or above the 50th percentile (16.17% gap).			
2.4	STAR Reading Source: KiDS State Priority 8 Pupil Outcomes (Local Data)	2023-2024 Winter, STAR Reading 8th Grade, STAR Reading All students: 23rd percentile ELs 10th percentile 56.5% gap Foster Youth no data SED 22nd percentile 4% gap SWD	We did not administer STAR Early Literacy and STAR Reading in Year 1.		Spring 2027 STAR Early Literacy Annually, 100% of the unduplicated student cohorts and students with disabilities cohorts will close achievement gaps by 10 percentage points relative to the performance of the All Students group.	No available data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th percentile 74% gap Homeless Youth 34th percentile no gap				
2.5	STAR Math Grade 8 Source: Renaissance Priority 8	STAR Math Winter 2023 8th Grade Average Percentile 30.0 All Students 15th EL 28th SED no data Foster Youth 8th SWD	We did not administer STAR Math in Year 1.		2026-27 Annually, 100% of the unduplicated student cohorts and students with disabilities cohorts will close achievement gaps by 10 percentage points relative to the performance of the All Students group.	No available data
2.7	2.6 English Learner Progress Indicator Source: CA Dashboard State Priority 4E English Learner Progress	2023 44% progressing (red)	2024: Grow Academy Shafter 39.4% progressing (orange)		2026-27 At least 45% progressing annually, AND at least 2 percentage points increase annually (green)	Grow Academy Shafter Moved from red to orange -4.6%
2.8	2.7 English Learner Reclassification Rate Source: Kern Integrated Data System (KiDS) Reclassification Rate	Rate as of 4/16/2024 6.67%	Rate as of 3/13/2025 All Schools 7.86% Grow Academy Shafter 13.92%		2026-27 16% of English learners meet criteria for reclassification annually.	All Schools +0.1% Grow Academy Shafter +7.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 4F English Learner Reclassification					
2.9	2.8 Long Term English Learners (LTELs) Source: Kern Integrated Data System (KiDS) State Priority 4E English Learner Progress	As of May 24, 2024 27% Long Term English Learners	As of March 13, 2025 23.8% Long Term English Learners Grow Academy Shafter 30 LTELs 36.7% of LTELs are making progress (red)		2026-27 15% Long Term English Learners	3.2% fewer Long Term English Learners

Goal Analysis [2024-25]

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

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

Overall Implementation:

Grow Public Schools made considerable progress toward implementing Goal 2, with a mix of fully and partially implemented actions. Five actions were fully implemented, and four were partially implemented.

All actions, regardless of implementation status, were rated as somewhat effective due to implementation challenges affecting depth, consistency, and systemwide alignment.

Substantive Differences Between Planned and Actual Implementation:

Substantive differences occurred particularly in actions requiring coordination across leadership teams and intervention systems. While foundational structures were established in several areas, challenges such as leadership transitions, incomplete MTSS structure development, and gaps in intervention protocols limited full fidelity to original plans. Fully implemented actions often required mid-course adaptations, including shifting assessment systems and modifying intervention supports.

Challenges Experienced:

Key challenges included difficulties in staffing specialized roles like Reading Specialists, and the need for clearer entry and exit criteria for interventions. Leadership turnover also delayed the consistent rollout of systemwide structures intended to support students across academic and social-emotional domains.

Successes Experienced:

Despite these challenges, Grow Public Schools successfully implemented foundational elements across multiple areas. Intervention and enrichment programs were delivered with coaching and reflection components; educational software systems were established to support data-driven instruction; and professional learning structures, including project-based learning development and planning cycles, were embedded into instructional routines. Strategic planning was initiated for future English Learner support structures and MTSS frameworks, setting a foundation for more cohesive system development in subsequent years.

Overall, Goal 2 actions advanced key intervention, enrichment, and instructional support priorities while identifying targeted areas for refinement, leadership stabilization, and system coherence.

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.

Grow Public Schools conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures and found no material differences in the actions in Goal 2.

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

Grow Public Schools advanced toward achieving the outcomes in Goal 2 by carrying out a series of coordinated actions centered on intervention, enrichment, assessment systems, and academic support structures.

As a result of Actions 2.1 K-2 Intervention and Enrichment, we expected to see improvements in Metric 2.3 (NWEA MAP), Metric 2.4 (STAR Early Literacy and STAR Reading - discontinued), Metric 2.5 (STAR Math - discontinued), as well as advances for English learners as measured by Metric 2.6 (ELPI), Metric 2.7 (Reclassification Rate), and Metric 2.8 (LTELs).

In literacy and mathematics interventions, NWEA MAP results from Winter 2024–25 showed stable or slightly improved performance compared to Winter 2023–24. Among all students, the percentage performing in the top two quintiles remained consistent in reading and improved slightly in math. English learners showed measurable gains in both subjects, particularly in math, and socioeconomically disadvantaged students largely maintained their performance levels. However, overall proficiency rates remain low, especially for English learners, indicating a continued need for differentiated instructional strategies.

In English learner outcomes, the English Learner Progress Indicator (ELPI) for Grow Academy Shafter, ELPI declined 4.6%, and the overall reclassification rate was 7.86%. The proportion of English learners classified as long-term ELs remains high at 23.8%, underscoring the need for deeper, systemwide improvements in both designated and integrated English Language Development (ELD) instruction.

Based on these outcomes, Action 2.1 was somewhat effective.

For Action 2.2, 3-8 Intervention and Enrichment we utilized the same metrics as Action 2.1, with the addition of Metric 2.2 CAST, which is administered in grades 5 and 7.

Science outcomes, as measured by the CAST, Grow Academy Shafter demonstrated mixed results, with small gains for some subgroups but overall declines for English learners and All Students.

Overall, Action 2.2 was somewhat effective.

As a result of Action 2.3 Educational Software, Assessment, and Data Analysis Tools, Action 2.5 High School, College, and Career Readiness, and 2.6 Intervention Coordinator, we looked for gains in Metric 2.1 CAASPP DFS.

Grow Academy Shafter showed some ELA gains on Metric 2.1, CAASPP Distance from Standard, particularly the Students with Disabilities group, which grew 11.1 points and remains in orange. All Students, Hispanic, and English Learners also remain in orange, with changes of +2, +2.7, and -6 points, respectively, while SED (+3.1 points) and White (-4.3 points) remained at yellow. In ELA, Long-Term English Learners declined 15.9 points, remaining at red.

Grow Academy Shafter made strong advancements on Metric 2.1 in the area of math. For example, Students with Disabilities moved 2 levels, from red to yellow, with a gain of 43.5 points. All Students (+21.9), SED (+21.7), and Hispanic (+21.4) all advanced a level, from orange to yellow. While English Learners and White remained at orange and yellow, they showed growth of 14.8 and 24.8 points, respectively. Long-Term English Learners gained 0.8 points, remaining at red.

Based on these outcomes for Grow Academy Shafter, Actions 2.3, 2.5, and 2.6 were moderately effective. The data indicates a need for increased attention on effective English learner instruction.

As a result of Action 2.4 Multi-Tiered System of Supports Team, we anticipated growth in Metric 2.3 NWEA Reading and Math, which measures how effectively we are closing achievement gaps.

In Winter 2024-2025 on the reading assessment, 30% of all students at Grow Academy Shafter scored in the top 2 quintiles. Compared to All Students, 31% of SED scored in the top 2 quintiles (no gap), while 12% of English learners did so (18% gap between ELs and All Students). In 2023-2024, the gap between ELs and All Students was 21%, demonstrating a raw percentage gap closure of 3%, as the All Students group improved by 2% and ELs improved by 5%.

In math, 30% of all students scored in the top 2 quintiles. Compared to All Students, 28% of SED and 21% of ELs scored in the top 2 quintiles (2% and 9% gaps, respectively). In 2023-2024, the SED group outperformed the All Students group by 1%, while ELs were 15% behind the All Students group, demonstrating a raw percent gap closure of 6% for English learners, even as the All Students group improved from 26-30% in the top 2 quintiles.

For Grow Academy Shafter, Action 2.4 was effective at closing gaps in both reading and math.

Overall, the actions were moderately effective in promoting student achievement across ELA, math, and science under Goal 2. Continued focus on instructional quality, targeted literacy strategies, and English learner support will be essential to accelerate progress and close achievement gaps.

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

The 2024–25 LCAP represents the final Local Control and Accountability Plan for Grow Academy Shafter. Following the approval of a countywide benefit charter by the Kern County Superintendent of Schools, Grow Academy Shafter officially closed on June 30, 2025. All commitments to students, families, and educational partners will continue under the 2024-2027 Grow Public Schools LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an environment that fosters parent input and participation while supporting high levels of student engagement.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- 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.

Based on educational partner feedback and current state and local data, Goal 3 was developed to provide an environment that fosters parent input and participation while supporting high levels of student engagement. The actions support our commitment to address the health and wellness, safety, and social-emotional well-being of all students, particularly unduplicated pupils. while providing meaningful parent involvement. Our actions will also support the increased efforts at school sites to provide a positive school climate and to earn the Bronze Implementation Award for Positive Behavioral Intervention and Supports (PBIS).

By providing PBIS, the Edible Schoolyard Program, Art and Music, Literacy, Physical Education, and academic field trips, students will be motivated to attend school because of our supportive and engaging programs. leading to higher attendance rates, fewer chronically absent students, and minimal suspension and expulsion rates. In addition, we will support families with parent workshops of interest, training to increase their understanding of the educational system, and information about the role they play in decision-making, resulting in greater parent and family engagement and participation.

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 Priority 5A Attendance Rates Source: KiDS	2023-24: Grow Public Schools YTD Attendance 94.15% All students, 94%	2024-25: Grow Public Schools YTD Attendance (as of 5/26/25) 94.65%		2026-27 All Students, 95.5% English learners, 95% Foster Youth, 95%	YTD Attendance 0.5% Improvement All Students, +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	May 21, 2024	English learners, 94% Foster Youth, 98% Homeless, 95% SED, 94% SWD, 93%	All students, 94.7% English learners, 94.9% Foster Youth, 96.2% Homeless, 92.7% SED, 94.6% SWD, 94.3%		Homeless, 95% SED, 95% SWD, 95%	English learners, +0.9% Foster Youth, -1.8% Homeless, -2.3% SED, +0.6% SWD, +1.3%
3.2	Kelvin Survey Priority 6C Source: Local Data Survey of Safety and Climate	Spring 2024 Baseline Data Kelvin Survey, Percent Favorable Average 78.35%	Spring 2025 Kelvin Survey, Percent Favorable Grow Academy Arin 79% Grow Academy Shafter 80%		Spring 2027 Kelvin Survey Average 81.52%	Grow Academy Shafter +1.65%
3.3	Aerobic Capacity Percent of 8th graders who improve on the One Mile Run/Walk Source: Local Data Priority 8	2023-24 92%	2024-25 100% participation on the CA Physical Fitness Test 92.5% of students in grades 5 and 7 showed at least 10% improvement in the mile walk/run or the 20 meter pacer.		2026-27 100%	No change in CA PFT participation rates. 0.5% more students showed at least 10% improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Cal-SCHLS Survey Source: Local Data Priority 3A	Spring 2024 Cal-SCHLS Survey Completion Rate 0% CA School Parent Survey (CSPS) (to be implemented starting in 2024-2025)	California School Parent Survey (CSPS) Grow Academy Shafter 19 respondents Grow Academy Shafter Grade 5 55 respondents (64% of target sample size of 86) Grade 7 85 respondent (100% of target sample size of 85) Grow Academy Shafter 57 respondents		2026-27 350 completion rate on CA School Parent Survey	CSPS Shafter +19 respondents
3.5	Suspension Rates Priority 6A Pupil Suspension Rates Source: CA Dashboard/ Local Data	2023 All Students (orange, 2%) English Learners (orange, 2.8%) Students with Disabilities (red, 9.1%) Hispanic (orange, 2.1%) SED (orange, 2.6%) White (blue, 0%)	Shafter All (green, 1.5%) ELs (green, 1.9%) SWD (red, 8.9%) Hispanic (green, 1.4%) SED (green, 1.7%) White (orange, 2.9%) LTEL (red, 9.4%)		2026-27 Maintain blue indicator for the white student group. Achieve green indicator for all students and all other student	Grow Academy Shafter The following student groups increased from orange to green, meaning that suspensions decreased: All Students, -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-Term English Learners (LTELs), a newly state identified student group, have an initial indicator or red.		groups by reducing suspension rate to 0.6 to 1% AND showing declines in the rate annually.	ELs, -0.9% Hispanic, -.07% SED, - 0.9% SWD remained red, but the suspension rate decreased slightly, 0.2%. White students moved from blue to orange, meaning that suspensions increased (2.9%)
3.6	Percent of families completing volunteer hours (Engagement Hours) Source: Local Data Priority 3B	2023 28%	2024 - 2025 Shafter 12.7%		2026-27 36% of families complete volunteer hours	Shafter +0.7%
3.7	Chronic absenteeism rate Priority 5B Chronic Absenteeism Source: CA Dashboard	2022-23 All Students: 17.2% (yellow) English learner: 21.3% (yellow) Students with Disabilities: 21.8% (orange) Hispanic: 17.3% (yellow) SED: 20.4% (yellow) White: 17.8% (yellow)	2024 Shafter Yellow Indicator 17.9% SWD (-4%) 14.1% All (-3.1%) 14.5% White (-3.3%) 14.1% Hispanic (-3.2%) 13.3% ELs (-8%) 14.7% SED (-5.7%)		2026-27 All Students: 5% English learners: 5% Students with Disabilities: 5% Hispanic: 5% SED: 5% White: 5% Green Indicator	Grow Academy Shafter The SWD chronic absenteeism rate decreased by 4%, moving this student group from orange to yellow. The following student groups remained at the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEs, a new state designated student group, have a baseline of 15.6% chronic absenteeism (yellow). Source: 2024 CA Dashboard		All students and all student groups maintain chronic absenteeism rates below 5% OR chronic absenteeism rates are between 5.1% and 10%, with annual declines of at least 1/2 percentage point.	yellow indicator, but showed reductions in chronic absenteeism: All Students (-3.1%) White (-3.3%) Hispanic (-3.2%) ELs (-8%) SED (-5.7%)
3.8	Middle School Dropout Rate Priority 5C MS Dropout Rate Source: Aeries SIS	2023-24 0%	2024-25 0%		2026-27 0%	no change
3.9	Percent of families completing volunteer hours (Engagement Hours) Source: Local Data Priority 3C	2023-24 21%	2024-25 Shafter 12.28%		2026-27 27.3% of families complete volunteer hours (30% more)	Shafter +0.28%
3.10	Pupil Expulsion Rates Priority 6B Source: Aeries SIS	2023-24 0%	Grow Academy Shafter 0% Grow Public Schools 0.067%		2026-27 0%	Grow Academy Shafter no change Grow Public Schools -0.067%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	CA Science Test Grades 5 & 8 Sources: CAASPP Assessments Tab for Science State Priority 4A CAASPP Student Performance	Grow Academy Shafter, 2022-2023 25.79% met or exceeded standard SED: 21.31% met or exceeded standard (4.48% gap) EL: 9.68% met or exceeded standard (16.11% gap)	Grow Academy Shafter, 2024 19.5% met or exceeded standard. SED: 19.12% met or exceeded standard (0.38% gap) EL: 2.86% met or exceeded standard (16.64% gap)		Grow Academy Shafter All: 38% meet or exceed standard SED: 38% (no gap) EL: 29.68% (8.32% gap)	Grow Academy Shafter All: -6.29 percentage points SED: -2.19 (gap closed 4.1%) EL: -6.82 (gap increased 0.53%)

Goal Analysis [2024-25]

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

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

Overall Implementation:

Grow Public Schools made strong progress in implementing Goal 3 actions designed to support student and family engagement. Most actions were fully implemented, with only two actions partially implemented. Fully implemented actions were generally effective, while partially implemented actions were somewhat effective due to staffing and system development challenges.

Substantive Differences Between Planned and Actual Implementation:

Substantive differences emerged primarily in the implementation of the PBIS framework and the arts and music program. The PBIS framework was partially implemented due to leadership capacity and the need for a more cohesive systemwide structure. In the arts and music program, while art teacher staffing was fully achieved, challenges remained in securing qualified music instructors. Other actions, including physical education, family engagement, field trips, and home visits, were implemented largely as planned, supporting student well-being and connection.

Challenges Experienced:

Key challenges included building a cohesive PBIS framework across sites, addressing leadership continuity, navigating music instructor shortages, and adapting home visit practices to meet diverse family preferences. In some cases, logistical complexities, such as multiple home visits for families with several students, required flexible scheduling solutions.

Successes Experienced:

Grow Public Schools successfully built upon foundational structures to support student and family engagement. Home visits were conducted both at the beginning of the year and for attendance purposes, field trips enriched student experiences, and physical education programming was provided consistently. Family and community engagement events, including literacy and math nights featured take-home instructional materials. The Director of Student Support Services role, even as a part-time consultant, significantly advanced student-centered support systems across sites.

Overall, Goal 3 actions reflected Grow Public Schools' commitment to student wellness, expanded learning opportunities, and strong family-school partnerships, while identifying targeted areas for system coherence and staffing refinements.

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.

Grow Public Schools conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures and found no material differences in the actions in Goal 3.

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

Grow Public Schools made notable progress toward achieving the expected outcomes outlined in Goal 3 through the implementation of multiple coordinated actions supporting student engagement, wellness, attendance, and positive behavioral support.

As a result of Action 3.1 PBIS, we anticipated improvements in Metric 3.1 Attendance, Metric 3.2 Kelvin Survey, Metric 3.5 Suspension Rates, Metric 3.8 Middle-School Dropout Rate, Metric 3.10 Pupil Expulsion Rate

Attendance outcomes improved overall, with Grow Public Schools achieving 94.65% attendance, representing a 0.5% increase since baseline. All Students, English learners, SED, and SWD groups showed improvements in attendance, while homeless and foster youth declined at least one percent each. Grow Public Schools also recorded four months at or above 95% attendance, compared to only one month the prior year, demonstrating important movement toward the 95% annual goal and signaling the growing effectiveness of student engagement strategies.

The Kelvin Survey (Metric 3.2) showed notable gains in student perceptions of safety and climate. Grow Academy Shafter increased from 78.35% in Spring 2024 to 80% in Spring 2025—a gain of +1.65 percentage points.

Overall, suspension outcomes reflected a mixed picture, demonstrating meaningful gains alongside areas requiring continued system refinement. Grow Academy Shafter showed strong improvements, moving multiple student groups from orange to green on the Dashboard. Suspension rates for students with disabilities and long-term English learners remained elevated across sites. These outcomes reinforce the importance of sustaining positive behavior supports while ensuring that equity-focused disciplinary practices are consistently embedded across all campuses.

The Middle School Dropout Rate remained consistently low at 0% across all reported years (2023–24 through 2025–26).

Pupil Expulsion Rates remained low across Grow Public Schools. Grow Academy Shafter maintained a 0% expulsion rate.

Action 3.1 was partially effective, demonstrating clear progress in attendance and school climate, while highlighting ongoing challenges in achieving consistent reductions in exclusionary discipline across all student groups.

As a result of Action 3.2 Edible Schoolyard, we expected growth in Metric 3.1 Attendance, Metric 3.2 Kelvin Survey and Metric 3.11 CAST

Science performance, as measured through the CA Science Test (CAST), showed smaller subgroup gains and overall declines among English learners and all students. These results suggest that while initial instructional shifts have yielded positive impacts at some sites, additional emphasis on cross-site consistency in science instruction will further strengthen academic achievement.

Action 3.2 was moderately effective, reinforcing student engagement and wellness, as evidenced by positive attendance and climate data. However, inconsistent gains in CAST performance at Grow Academy Shafter—particularly among English learners—signal a need for strengthened cross-site alignment in science instruction to fully realize the intended academic benefits.

As a result of Action 3.3 Art & Music, we looked for growth in Metric 3.2 Kelvin Survey, Metric 3.7 Chronic Absenteeism

Chronic absenteeism rates showed encouraging downward trends. Shafter reduced chronic absenteeism across nearly all student groups, including a 5–8 percentage point decrease for socioeconomically disadvantaged, Hispanic, and English learner students. These gains reflect the positive impact of proactive attendance initiatives, such as home visits and enhanced family engagement efforts. Continued monitoring and refinement of attendance supports will ensure that these early improvements are sustained and expanded in future years.

Action 3.3 was effective, supporting measurable reductions in chronic absenteeism among key student groups and contributing to improved school climate, as reflected in Kelvin Survey gains at both sites.

Overall, Goal 3 actions were moderately effectively strengthened student engagement and attendance, contributing to a measurable reduction in chronic absenteeism across Grow Public Schools. Gains in school climate and wellness metrics, alongside consistent physical fitness participation and improved attendance rates, reflect meaningful progress. However, family engagement outcomes—particularly among unduplicated pupils and students with disabilities—show only modest improvement, highlighting the need for more targeted outreach and system refinements to ensure all families are fully supported and included.

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

The 2024–25 LCAP represents the final Local Control and Accountability Plan for Grow Academy Shafter. Following the approval of a countywide benefit charter by the Kern County Superintendent of Schools, Grow Academy Shafter officially closed on June 30, 2025. All commitments to students, families, and educational partners will continue under the 2024-2027 Grow Public Schools LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$0	\$0.00

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
0	0.000%	\$0.00	

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
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	0	0	0	0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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
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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
0	0	0	0.000%		\$0.00	0.000%	0.000 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00
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 (%)	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$356,679.00	\$356,679.00

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	Instructional Materials	Yes	\$1,000.00	\$1,000.00
2	2.1	Educational Software, Assessment, & Data Analysis Tools	Yes	\$6,426.00	\$6,426.00
2	2.2	Coordination of Services Team and Multi-Tiered System of Supports	Yes	\$114,169.00	\$114,169.00
2	2.3	Literacy Program	Yes	\$17,211.00	\$17,211.00
2	2.4	English Learner Task Force	Yes	\$76.00	\$76.00
3	3.1	Edible Schoolyard Program	Yes	\$79,791.00	\$79,791.00
3	3.2	Art and Music Programs	Yes	\$53,083.00	\$53,083.00
3	3.3	Physical Education	Yes	\$84,923.00	\$84,923.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$255,574.00	\$356,679.00	\$356,679.00	\$0.00	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	Instructional Materials	Yes	\$1,000.00	\$1,000.00		
2	2.1	Educational Software, Assessment, & Data Analysis Tools	Yes	\$6,426.00	\$6,426.00		
2	2.2	Coordination of Services Team and Multi-Tiered System of Supports	Yes	\$114,169.00	\$114,169.00		
2	2.3	Literacy Program	Yes	\$17,211.00	\$17,211.00		
2	2.4	English Learner Task Force	Yes	\$76.00	\$76.00		
3	3.1	Edible Schoolyard Program	Yes	\$79,791.00	\$79,791.00		
3	3.2	Art and Music Programs	Yes	\$53,083.00	\$53,083.00		
3	3.3	Physical Education	Yes	\$84,923.00	\$84,923.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$809,111.00	\$255,574.00	0.000%	31.587%	\$356,679.00	0.000%	44.083%	\$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).

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