

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Matrix for Success Academy
CDS code:	19647330137562
LEA contact information:	Margret Woelke, (323) 897-5971, mwoelke@matrix4success.org
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year		Amount
Total LCFF funds	\$	5,409,916
LCFF supplemental & concentration grants	\$	1,518,562
All other state funds	\$	961,141
All local funds	\$	20,000
All federal funds	\$	549,545
Total Projected Revenue	\$	6,940,602
Total Budgeted Expenditures for the 2025-26 School Year		Amount
Total Budgeted General Fund Expenditures	\$	6,594,889
Total Budgeted Expenditures in the LCAP	\$	2,344,316
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,522,226
Expenditures not in the LCAP	\$	4,250,573
Expenditures for High Needs Students in the 2024-25 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,370,091
Actual Expenditures for High Needs Students in LCAP	\$	1,383,051

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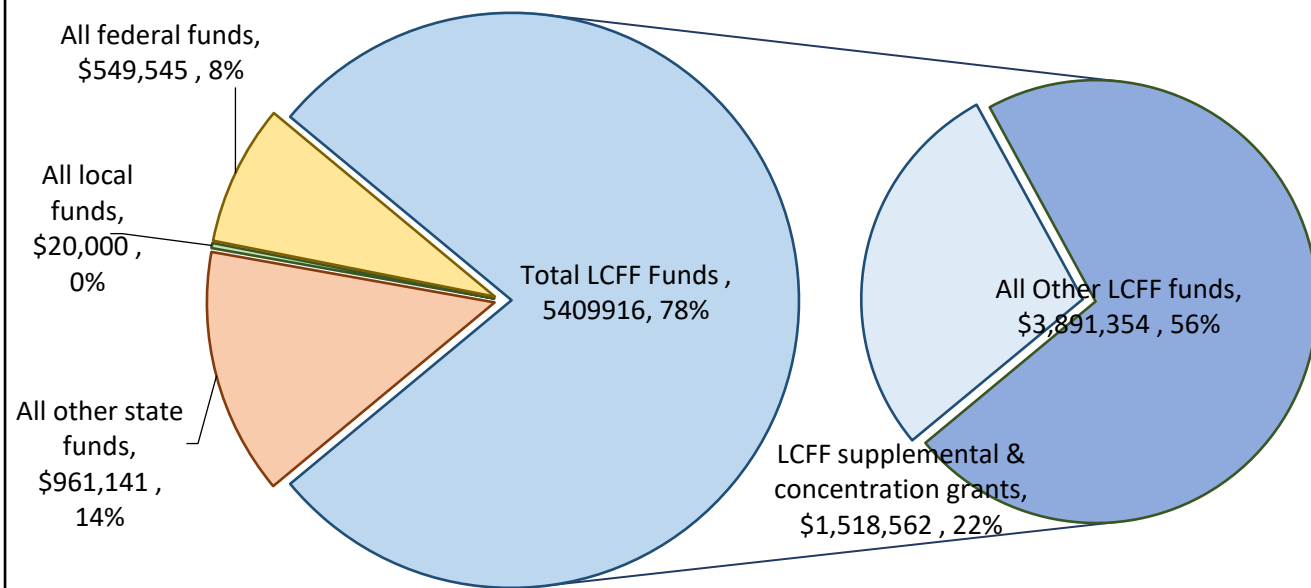
School Year: 2025-26

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

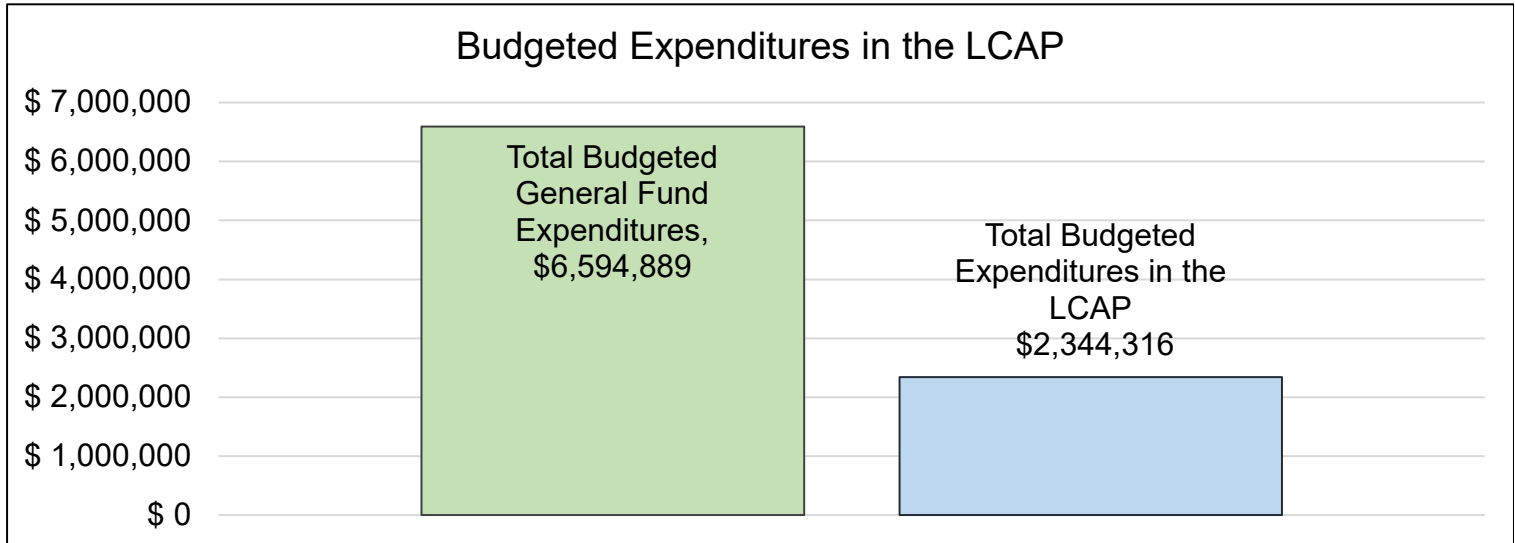


This chart shows the total general purpose revenue Matrix for Success Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Matrix for Success Academy is \$6,940,602.00, of which \$5,409,916.00 is Local Control Funding Formula (LCFF), \$961,141.00 is other state funds, \$20,000.00 is local funds, and \$549,545.00 is federal funds. Of the \$5,409,916.00 in LCFF Funds, \$1,518,562.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Matrix for Success Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Matrix for Success Academy plans to spend \$6,594,889.00 for the 2025-26 school year. Of that amount, \$2,344,315.66 is tied to actions/services in the LCAP and \$4,250,573.34 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

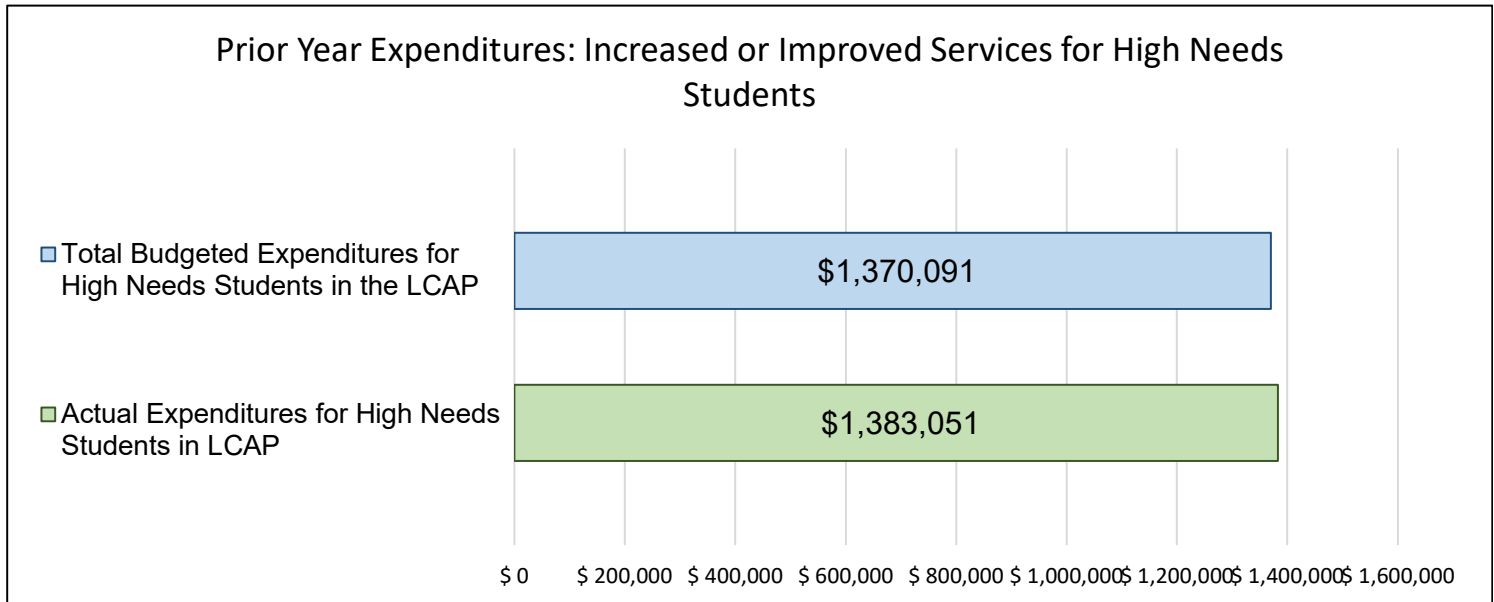
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries.

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

In 2025-26, Matrix for Success Academy is projecting it will receive \$1,518,562.00 based on the enrollment of foster youth, English learner, and low-income students. Matrix for Success Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Matrix for Success Academy plans to spend \$1,522,226.13 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Matrix for Success Academy's LCAP budgeted \$1,370,091.48 for planned actions to increase or improve services for high needs students. Matrix for Success Academy actually spent \$1,383,051.00 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
Matrix for Success Academy	Yeranuhi Aharonyan Federal Programs Administrator	yaharonyan@matrix4success.org (323)-765-7014

Plan Summary 2025-2026

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.

Matrix for Success Academy Charter is a Dashboard Alternative School Status (DASS) high school serving grades 9–12 in Los Angeles, California. Our primary campus is located in Downtown Los Angeles, with a hybrid site in South Los Angeles. Beginning in the 2025–26 school year, we plan to expand our reach to include the greater San Fernando Valley.

Matrix is specifically designed to serve Los Angeles' most vulnerable populations—particularly students who have previously dropped out or are at high risk of not completing high school. As of the 2024 Dashboard Report, 95% of our students are socioeconomically disadvantaged. Our mission is to provide these students and their families with the tools and support needed to achieve a brighter future.

Matrix operates as a non-classroom-based, independent study alternative educational model that offers robust site-based learning opportunities and comprehensive wrap-around supports. While many alternative schools offer flexibility, they often lack essential structures such as on-site guidance counseling, college and career support, credentialed instructors in all core subjects, and individualized success planning. Matrix is purposefully designed to fill these gaps.

Our student-centered instructional model is competency-based and personalized, offering flexibility without compromising access to academic resources. Matrix integrates independent study with in-person academic classes, lab sessions, enrichment activities, counseling, mental health services, and extracurricular programs. Each student is supported through a Personal Success Plan (PSP), which addresses academic goals, career pathways, and employment readiness through partnerships with community-based organizations. In addition, we provide on-site counseling, social services, and postsecondary planning from enrollment through graduation.

Our core mission is to offer a motivating, challenging, and safe educational environment for students who may not have found success in traditional settings. Many of our students choose Matrix for the flexibility it offers, especially those with family responsibilities such as work or childcare. The year-round academic calendar, structured around 10 Learning Periods, allows students to either accelerate credit completion or recover credits to stay on track.

Matrix graduates leave with a high school diploma that not only signifies academic achievement but also prepares them for the demands of college and the workforce. Our vision is to break the cycle of poverty by meeting the academic and social-emotional needs of each student and providing them with personalized, postsecondary success plans. We foster an environment in which each student's potential is cultivated and supported by a dedicated team of educators, leaders, and families.

Matrix for Success Academy operates as a Schoolwide Title I Program. The allocation and use of Title I funds, as outlined in this LCAP, align with the goals of our School Plan for Student Achievement (SPSA) and support at-risk students in meeting state academic standards and earning a high school diploma. This LCAP also fulfills the planning requirements for Comprehensive Support and Improvement (CSI).

Matrix for Success Academy is fully accredited by the Western Association of Schools and Colleges (WASC).

Reflections: Annual Performance

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

As part of our continuous improvement process, Matrix for Success Academy conducted a comprehensive review of schoolwide data, including the California School Dashboard, our School Accountability Report Card (SARC), and the LCAP Annual Data Report aligned to the eight state priorities. In addition, progress toward the goals outlined in our WASC Action Plan was closely evaluated. While Matrix is identified for Comprehensive Support and Improvement (CSI) due to the federal graduation rate indicator, we are proud to highlight several significant achievements and areas of growth.

As a Dashboard Alternative School Status (DASS) institution, Matrix does not have access to the full spectrum of data typically available to traditional schools. Nevertheless, we are committed to rigorous self-assessment and data-driven planning, and we have meaningful evidence of progress to share. One key area of focus is English Language Arts achievement, measured through the Renaissance STAR Verified Data Testing Program. Matrix tracks both intra-year growth and longitudinal progress, specifically for students classified as “long-term enrolled” (defined as enrolled for at least 90 cumulative days with no gap exceeding 30 days). Given the highly mobile nature of our student population, limiting data analysis to students with more consistent enrollment offers a more accurate reflection of our instructional program's impact.

A notable success this year was the increase in our CAASPP participation rate. Thanks to the dedicated efforts of our school leaders, teachers, and support staff, our participation rate rose to 95% in the 2024–25 school year—an increase of 9 percentage points over the previous year. This improvement reflects a schoolwide commitment to increasing student engagement and accountability.

Matrix continues to serve a predominantly at-promise student population through a non-classroom-based, independent study model. In the 2024–25 school year, our DASS graduation rate was 35%, with 92.2% of graduates identified as socioeconomically disadvantaged and 23.3% as English Learners. To build on this progress, we are expanding our efforts to support seniors through enhanced academic planning, personalized learning paths, and increased credit recovery opportunities. Many of our students attend Matrix to catch up on credits before returning to their home schools. As such, we also closely monitor a unique metric we refer to as the success rate, which combines both our graduation rate and the percentage of students who return to their district of residence on track for graduation.

Student engagement is fundamental to our model. Our multidisciplinary team—including our school social worker, psychologist, academic counselors, special education staff, and teachers—works collaboratively to identify and address barriers to success. Through a coordinated approach, students receive targeted academic and social-emotional interventions. For students requiring more intensive support, we implement the C3: Mental Wellness Intervention Model to provide tailored strategies for emotional wellness. This integrated support system helps ensure that students feel safe, valued, and prepared to learn.

Looking ahead, Matrix remains committed to expanding our capacity for growth and improvement. We will continue implementing the actions outlined in our LCAP, monitor progress closely, and engage in reflective practice through our professional learning communities.

Progress monitoring occurs regularly using multiple measures, including local assessments of academic achievement, student engagement indicators, and alternative metrics tailored to our DASS program. Quarterly data reviews are shared with educational partners, including staff and the governing board. Recognizing that some traditional Dashboard indicators are not applicable to our model, Matrix uses additional local indicators such as our one-year DASS graduation rate and local attendance data to provide a comprehensive picture of student progress and outcomes.

Reflections: Technical Assistance

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

Matrix for Success Academy has engaged with multiple layers of technical assistance (TA) to support our continuous improvement efforts, particularly as a school identified for Comprehensive Support and Improvement (CSI). Given our designation as a Dashboard Alternative School Status (DASS) program serving an at-risk, highly mobile student population, we have found it essential to work collaboratively with external partners to tailor strategies that address our unique challenges.

Over the past year, Matrix has worked closely with our authorizer and the Los Angeles County Office of Education (LACOE) to review our data, refine our goals, and align our LCAP actions with evidence-based practices. Technical assistance has helped strengthen our understanding of how to better leverage local metrics, particularly in areas where state indicators may not fully capture the progress of our student population.

Additionally, through CSI support, Matrix received targeted guidance on improving graduation outcomes, increasing engagement, and expanding access to social-emotional learning and mental health services. These supports were instrumental in informing our increased CAASPP participation strategies, enhanced credit recovery systems, and targeted interventions for English Learners and socioeconomically disadvantaged students.

Matrix also benefited from professional development opportunities provided through TA partnerships, focusing on best practices in personalized learning, trauma-informed instruction, and data-driven decision-making. These capacity-building efforts have contributed to a more cohesive instructional approach across our sites and a deeper alignment between our schoolwide goals and LCAP priorities.

Looking forward, Matrix intends to continue collaborating with LACOE and other support providers to refine our data analysis tools, enhance instructional equity, and ensure that all students—regardless of background or enrollment history—are equipped for success. We remain committed to using technical assistance not only as a compliance tool but as a vital resource in strengthening our systems, improving student outcomes, and accelerating our schoolwide improvement efforts.

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.

Matrix for Success Academy Charter is a single-school Local Education Agency, and is therefore the only school identified as eligible for comprehensive support and improvement.

Support for Identified Schools

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

Matrix for Success Academy is committed to developing and implementing a thoughtful, data-informed Comprehensive Support and Improvement (CSI) plan, focused on increasing our DASS graduation rate and removing barriers to student success. To guide this work, Matrix is conducting a comprehensive needs assessment that takes a multi-faceted approach to gathering input from students, families, staff, and community partners.

This needs assessment will incorporate both quantitative and qualitative data sources. Surveys will be administered to students and families to assess overall perceptions of the school, academic support needs, and social-emotional wellness. These surveys will also offer opportunities for open-ended feedback, allowing stakeholders to share concerns or needs that may not already be visible to the Matrix team. Additionally, Matrix will collect feedback from guardians and caregivers to better understand the resources and supports their students require for academic and personal success.

Alongside these self-reported data sources, Matrix will analyze academic performance data—particularly from the Renaissance STAR assessment suite—and compare this with credit and course completion data. This dual analysis will enable staff to identify specific gaps in English Language Arts and Math and design targeted interventions to support student achievement. As a DASS-designated charter school, Matrix has limited access to certain Dashboard indicators; however, we are committed to using the CDE-provided graduation rate data as a primary metric to inform our ongoing needs assessment and improvement efforts.

A core component of the needs assessment includes identifying and addressing resource inequities. Areas of focus include access to reliable internet, rigorous curriculum, food security, adequate shelter, hygiene needs, and access to mental health services. Matrix has long prioritized equity, and since our founding in 2018, we have forged partnerships with community-based organizations to expand our support network. We continue to provide every student with a laptop and Wi-Fi hotspot to ensure access to academic resources, and we work proactively to eliminate obstacles that interfere with educational engagement.

To further support equitable access to learning, Matrix is developing a more rigorous, competency-based curriculum in collaboration with our instructional staff, special education team, and curriculum consultants. These efforts aim to create meaningful, personalized learning experiences aligned to individual student needs.

Our CSI plan is also rooted in the use of evidence-based practices. These include maintaining a low student-to-counselor ratio (150:1 or better), sustaining one-to-one technology access, and expanding intervention and support services. These strategies are drawn from research, such as Using Evidence to Create Next Generation High Schools, which outlines key interventions proven to increase engagement and academic success. Matrix’s continued investment in counseling staff, curriculum development, and student engagement opportunities aligns directly with these practices and our broader goal of fostering a supportive learning environment.

Looking ahead, Matrix is focused on increasing community engagement and expanding outreach to re-engage opportunity youth, including dropouts and severely credit-deficient students. CSI funding will support the hiring of dedicated outreach staff and expand our student support team. This includes college and career counselor, an academic counselor, and a social worker—all of whom will contribute to a more robust system of personalized support and guidance for our students.

Additionally, Matrix will use CSI funds to increase non-academic engagement opportunities by expanding student clubs, leadership programs, and field trip offerings—efforts that will help foster a sense of belonging and connection to school life. We believe that when students are informed, supported, and meaningfully engaged, academic achievement and credit completion will follow—ultimately increasing our graduation rate.

Finally, Matrix will invest in ongoing professional development to build staff capacity in implementing effective student support systems. CSI funds will be allocated to training and conferences for our counselors, compliance team, and key leadership staff. These investments will ensure our team remains well-versed in graduation requirements, data-driven intervention strategies, and best practices for supporting our diverse student body.

Through these efforts, Matrix for Success Academy is taking deliberate, strategic steps to improve student outcomes, reduce barriers, and ensure that every student has a path to graduation and a promising future.

Monitoring and Evaluating Effectiveness

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

Matrix for Success Academy is committed to continuously monitoring and evaluating the implementation and impact of our CSI plan to ensure meaningful improvement in student outcomes. Our approach integrates regular data analysis, staff collaboration, and stakeholder engagement to ensure that all strategies and interventions are effective, targeted, and responsive to student needs.

Beginning in the 2025–26 school year, Matrix will increase the frequency of Renaissance STAR assessments to provide timely, consistent academic data for all students. These assessments will inform instructional decisions and provide students, families, and staff with a clearer picture of student progress in English Language Arts and Math. Dedicated professional development time will be built into the calendar to allow staff to analyze assessment results, identify trends, and collaborate on targeted supports. Results will be regularly shared with students and parents to promote transparency, encourage student ownership of learning, and strengthen home-school partnerships.

Given that many Matrix students come from backgrounds of chronic absenteeism and disengagement, frequent academic check-ins will help staff identify both strengths and gaps early on. Additional staff have been added for the 2025-26 school year, who will provide more targeted outreach to students struggling with academic engagement and attendance. More frequent assessments and intentional check-ins will increase opportunities to intervene with appropriate support services, improving the likelihood of academic success and timely credit recovery.

To monitor progress toward graduation, Matrix has implemented a schoolwide credit and course completion tracker, maintained by the counseling team and accessible to all staff. This tool allows students to see their real-time progress toward graduation, enhancing motivation and goal-setting. Matrix's self-paced, rolling enrollment model enables students to complete courses in shorter cycles—typically 4–6 weeks—rather than being restricted to traditional semester schedules. Coupled with real-time progress reporting, this model offers students a more flexible and encouraging pathway to graduation.

Additional counseling staff will be hired to provide more individualized academic guidance and support. Counselors will work closely with students to monitor course completion, attendance, and social-emotional well-being, while also leading interventions designed to address barriers to learning. Weekly professional development and team collaboration time will be used to evaluate the effectiveness of these interventions. Key metrics—including STAR assessment growth, credit completion rates, and attendance trends—will be regularly reviewed to measure progress and inform mid-course adjustments as necessary.

Matrix is also prioritizing outreach and community partnerships as part of our CSI strategy. We will allocate resources to strengthen partnerships with organizations such as Volunteers of America, GRYD, and the Music Center, and we will actively participate in school choice and options fairs to reach students who may benefit from our flexible, non-traditional model. The goal of these partnerships is to expand the safety net of support available to students—extending beyond academics to address social-emotional, artistic, vocational, and basic-needs support.

Throughout the school year, Matrix staff will monitor student engagement with these external programs and evaluate the impact of community partnerships on student motivation, credit completion, and overall academic progress. This holistic approach to support—combined with our data-driven monitoring and internal collaboration—will ensure that Matrix remains adaptive, effective, and fully aligned with the goal of improving graduation outcomes for our students.

Ultimately, our monitoring and evaluation process will ensure that CSI resources are strategically invested, and that all actions contribute meaningfully to our core mission: helping our students overcome barriers and successfully earn their high school diplomas.

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

Matrix for Success Academy recognizes that authentic engagement of educational partners is essential in the development, implementation, and ongoing evaluation of the Local Control and Accountability Plan (LCAP). We are committed to ensuring that students, families, educators, staff, and community members have meaningful opportunities to contribute to decision-making processes that shape our school’s programs and priorities.

As a Dashboard Alternative School Status (DASS) charter school, Matrix serves a unique student population, many of whom face significant personal and academic challenges. This reality makes it even more vital to include a wide range of voices in the planning and improvement process. To that end, Matrix engaged a variety of educational partners through multiple methods throughout the school year to guide the development of our 2025–26 LCAP.

Engagement Activities

Student Voice: Student feedback was gathered through school-wide surveys, focus groups, and informal discussions led by counselors, teachers, and site administrators. Students were asked about their academic needs, access to support services, social-emotional wellness, and opportunities for engagement. Their input helped shape goals around credit recovery, post-secondary readiness, and mental health support.

Family Engagement: Parents and guardians participated in surveys, family engagement nights, and one-on-one meetings with school counselors and administrators. Bilingual support was provided to ensure access for all families. Parents expressed priorities related to flexible learning models, college and career guidance, and additional mental health resources.

Staff Collaboration: Teachers, counselors, instructional support staff, and administrators engaged in regular professional development sessions and staff meetings where they analyzed student data and discussed instructional practices, student engagement, and resource allocation. Feedback from staff helped identify areas of need, including professional development in trauma-informed practices and curriculum enhancement.

Leadership and Governance Input: The School Leadership Team and the Matrix Board of Directors reviewed data trends, LCAP goals, and stakeholder feedback. Their input guided decisions around strategic investments in staffing, curriculum, and student support services.

Community Partnerships: Matrix collaborated with external agencies and community-based organizations to identify opportunities for students beyond the classroom. These partnerships informed our approach to wraparound services and dropout recovery initiatives.

Consultation for Equity Multiplier

As a recipient of Equity Multiplier funding, Matrix for Success Academy ensured targeted consultation with educational partners from school communities generating those funds. This included identifying barriers to success for students most affected by systemic inequities and co-developing a dedicated focus goal to address those needs.

Continuous Improvement and Transparency

Educational partner engagement is not limited to one point in time; it is a year-round process. Matrix hosts regular stakeholder update meetings to provide transparency around LCAP progress, share data, and invite feedback. We are committed to making adjustments in real time based on this input and sharing outcomes with our community.

By prioritizing authentic stakeholder engagement, Matrix for Success Academy ensures that the LCAP reflects the voices of those most impacted by our work—students and their families. Through this collaborative approach, we continue to refine our programs and expand opportunities for all learners to succeed.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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1	Matrix for Success Academy will increase Post Secondary Enrollment/Engagement for all graduates.	Focus Goal
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State priorities addressed by this goal.

2, 4, 6

An explanation of why the LEA has developed this goal.

While the last couple of years Matrix has focused on increasing literacy levels as a focus goal, we feel that it has become a maintenance goal and our next focus should be on postsecondary enrollment. As indicated on the dashboard, Matrix has not reported any postsecondary enrollment in the previous years. We have hired new postsecondary counselors, CTE counselor and a social worker, who will help our students navigate through postsecondary education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase College and Career Prepared Students	0%	49% of long-term enrolled graduates are continuing their education graduation, including 2-year and 4-year colleges, trade schools, and/or certification programs.		50% of long-term enrolled graduates are continuing their education post-graduation, including 2-year and 4-year colleges, trade schools, and/or certification programs.	Currently, we have an increase of 49% from our baseline in one year.
2	A-G Completion	20% of graduates are currently eligible to apply to UC/CSU schools, having completed all A-G course requirements.	51% of all long-term enrolled Matrix graduates are eligible to apply to UC/CSU schools, having completed all A-G course requirements.		50% of all long-term enrolled Matrix graduates will be eligible to apply to UC/CSU schools, having completed all A-G course requirements.	Currently, we have an increase of 31% from our baseline in one year.

Goal Analysis for 2024-2025

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.

Despite the challenges associated with serving a highly mobile and often credit-deficient student population, Matrix for Success Academy achieved several notable successes in advancing post-secondary enrollment and engagement among its graduates during the 2024–25 school year:

Strong Post-Secondary Enrollment Outcomes

Matrix saw 49% of its long-term enrolled graduates successfully enroll in post-secondary education or career training programs. These included two- and four-year colleges, technical and vocational schools, and state-licensed certification programs. This outcome reflects the school’s targeted counseling support, flexible academic model, and increased exposure to college and career options through one-on-one planning sessions and partnerships with local institutions.

Improved A-G Completion Rates

An encouraging 51% of Matrix's long-term graduates met all A-G requirements, qualifying them to apply to UC and CSU campuses. This milestone marks a substantial improvement from previous years and highlights the effectiveness of strategic academic counseling, transcript reviews, and a push to enroll students in college-preparatory courses as part of their Personal Success Plans (PSPs). Students were also given opportunities to remediate past grades through credit recovery and online coursework to meet A-G requirements.

Enhanced Personalization and Case Management

The school’s counseling team implemented an individualized case management approach for all seniors, integrating college and career planning into weekly progress monitoring. Counselors used a combination of data dashboards, PSPs, and one-on-one meetings to ensure each student had a post-secondary plan aligned with their interests and academic readiness. This hands-on, student-centered approach resulted in increased student ownership of their educational trajectory.

Expanded Partnerships with Post-Secondary Institutions

Matrix successfully built and strengthened relationships with local community colleges, vocational training providers, and workforce development organizations. These partnerships gave students access to dual enrollment options, career pathway information, and on-site visits that broadened their understanding of what’s possible beyond high school. These collaborations have also helped streamline transitions for students into certificate and training programs that align with their goals.

Culturally Relevant and Trauma-Informed Counseling Support

Recognizing that many students carry personal and educational trauma, Matrix continued to embed culturally responsive, trauma-informed practices in its counseling program. This contributed to a more welcoming and trusting environment, which encouraged students to engage in long-term planning. The school also provided targeted support for specific populations, including English Learners, pregnant and parenting teens, and foster youth, ensuring equitable access to college and career planning resources.

Flexible and Responsive Systems that Match Student Needs

Matrix’s independent study model, supported by caring adults and built-in flexibility, allowed students who were previously disconnected from school to re-engage academically and begin to see viable paths after high school. The ability to complete credits at an accelerated pace gave students a sense of momentum and hope, which in turn fostered increased commitment to post-secondary goals.

Early Indicators of Cultural Shift Toward College-Going Mindset

Perhaps most importantly, Matrix observed a noticeable shift in school culture. More students are expressing interest in college, attending informational sessions, asking for help with financial aid, and applying to multiple institutions. Staff members report more student-initiated conversations around life after high school—an encouraging sign that the school's efforts to promote a college-going and career-ready mindset are beginning to take hold.

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

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

During the 2024–25 academic year, Matrix for Success Academy implemented a series of strategic actions to increase post-secondary enrollment and engagement among its graduates. These actions have shown varying levels of effectiveness, with many proving to be impactful and some highlighting areas for refinement.

Effective Actions

Personalized Success Planning and Case Management – Highly Effective

The school’s strategy of providing one-on-one counseling support for all seniors was particularly impactful. Counselors developed individualized Personal Success Plans (PSPs), which included academic progress tracking, A-G course completion monitoring, and post-secondary planning. These plans were regularly reviewed and updated, providing students with a clear pathway and strong support system. This action directly contributed to the 49% post-secondary enrollment rate and the 51% A-G eligibility rate among long-term enrolled graduates.

Credit Recovery and Flexible Learning Model – Effective

Matrix’s flexible learning model, which allows students to complete coursework at their own pace, combined with expanded access to credit recovery options, played a key role in helping students get back on track for graduation and post-secondary eligibility. Students who may have fallen behind in traditional settings benefited from this flexibility, and it enabled more timely course completion aligned with post-secondary goals.

Post-Secondary Exposure and College Partnerships – Moderately Effective

Matrix expanded partnerships with community colleges, vocational training centers, and career programs to offer information sessions, virtual college tours, and application workshops. While these efforts were valuable and appreciated by students, participation was sometimes limited by transportation, student scheduling conflicts, or engagement levels. Going forward, Matrix will explore increasing virtual access and more structured integration of these opportunities during regular school hours.

A-G Alignment and Academic Advising – Effective

Academic advising was strengthened through targeted transcript audits and an emphasis on enrolling students in A-G aligned coursework wherever possible. Staff professional development focused on increasing awareness of A-G requirements, and students were given clear guidance on how to meet them. This contributed directly to the improved A-G completion rate, making this a clear area of success.

Culturally Responsive Counseling and Student Engagement – Effective

The integration of culturally relevant and trauma-informed counseling has increased trust and engagement between students and staff. This has been especially beneficial for students navigating personal and systemic challenges. Students were more willing to discuss their future plans and barriers, which allowed staff to intervene and offer support more effectively.

Actions Needing Further Development

Outreach and Engagement for Postsecondary Planning – Mixed Effectiveness

While efforts to increase parent and guardian engagement in the college planning process were initiated, this remains an area for growth. Family participation in post-secondary events and planning was inconsistent. More proactive and accessible strategies, such as evening workshops, multilingual materials, and home visits, will be needed to better involve families as partners in this process.

Follow-Up with Alumni – Limited Implementation

A formalized system for tracking graduates after high school is still in development. While anecdotal data and short-term follow-up indicate many students are engaging in post-secondary opportunities, a structured alumni tracking system would allow Matrix to more accurately evaluate the long-term effectiveness of its supports and refine its programming accordingly.

Broader Career Pathway Development – Emerging Practice

While college-focused actions were more fully developed, career exploration and work-based learning pathways are still in the early stages. Students who are not college-bound would benefit from expanded access to internships, job shadowing, and certification-based programs. This is a priority area for growth in the upcoming year.

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

Based on our analysis of the previous year’s implementation of Goal 1, several adjustments have been made to better align our actions with student needs and improve overall post-secondary outcomes.

Changes to Metrics and Target Outcomes

Expanded Metrics for Post-Secondary Success

In addition to tracking the percentage of graduates who enroll in 2- or 4-year colleges, trade schools, or certification programs, Matrix will now include metrics that capture military enlistment, full-time employment, and participation in workforce development programs. This change acknowledges the diverse goals and pathways of our students.

Changes to Planned Actions

Strengthened Family Engagement Strategies

Family involvement in the post-secondary planning process was lower than expected. To address this, Matrix will implement new strategies such as multilingual college and career nights, virtual information sessions, and scheduled parent conferences focused on student graduation and post-secondary planning. Additionally, outreach efforts will include home visits and family workshops offered at varying times to accommodate working parents.

Creation of a Postsecondary Alumni Tracking System

To gain a clearer understanding of long-term student outcomes, Matrix will pilot an alumni tracking system. This will include periodic follow-up surveys and check-ins with graduates to collect data on college persistence, employment, and continued career development. This data will be used to refine future actions and supports.

Expanded Career and Technical Education (CTE) Exploration

Matrix is increasing its emphasis on career pathway development, particularly for students who may not be college-bound. For 2024–25, we will introduce career exploration workshops, guest speaker panels, and connections to CTE programs and industry-recognized certification opportunities. The counseling team will also provide guidance tailored to both college and career readiness.

Increased Capacity of Counseling and Support Staff

Reflections on student needs and counselor caseloads led to the decision to hire an additional college/career counselor and a social work intern. This expansion will ensure more frequent student check-ins, timely support for A-G tracking, and individualized post-secondary planning.

Integration of Postsecondary Planning into Core Advisory Curriculum

Postsecondary planning will now be embedded into weekly advisory sessions for juniors and seniors. This structured time will include activities such as college application support, FAFSA completion assistance, resume building, and mock interviews, ensuring all students receive consistent preparation regardless of counselor availability.

Overall Goal Alignment

These refinements reflect Matrix’s responsiveness to student voice, engagement data, and performance outcomes. The changes are designed to more holistically support students in preparing for life beyond high school and will be monitored throughout the year for effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enriching and increasing investment in student support service staff	Creating a designated admin-level role will ensure outreach is intentional and organized, with a go-to person to lead a team of various staff members to increase college and career readiness, as well as make and maintain connections with community and educational organizations to support students with their post-secondary goals.	\$506,286.02	Yes
2	Building out counselor staffing and capacity	Matrix will continue to partner with outside agencies, such as the Fulfillment Fund, to assist our robust counseling team in supporting students as they prepare and enter into post-graduation life.	\$372,035.35	Yes
3	Training of student support team	Additional training will take place for clerical and compliance support staff, to maintain integrity of records and ensure compliant attendance and engagement reporting	\$121,426.20	No

Goal

Goal #	Description	Type of Goal
2	Matrix for Success Academy will increase community engagement through enrollment and expansion of services to further recover dropouts and severely credit deficient youth in our communities.	Broad Goal

State priorities addressed by this goal.
5

An explanation of why the LEA has developed this goal.
<p>There is an immense need for the flexibility and support Matrix has always provided for students and families. The after effects of the pandemic have hindered our outreach and recruitment activities. We are taking a broader, multi-faceted approach to reaching out to the community and strengthening our relationships with neighboring schools and community-based organizations serving the Historic South Central LA community we are a part of. Increased outreach has enabled us to launch our second site for the 2024-25 school year, serving the Historic Downtown community in the 90017 zip code. Our third hybrid site is set to open in the greater San Fernando Valley Area, as initially stated in our charter petition. By the end of the 2024-25 school year, Matrix plans to have service centers in each of the three areas identified in our initial charter petition.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase Enrollment	187 enrolled on Census day 2023, with 433 unique enrollments throughout the 2023-24 school year.	279 enrolled on Census day 2024, with 393 unique enrollments throughout the 2024-25 school year. '		600 enrollment for 2026-27 school year, across 3 Matrix service sites	In the first year of the LCAP cycle, Matrix had an increase of 92 students from the baseline year.
2	Increase ADA rate	88.12% ADA for 2023-24 school year	89.28 ADA for 2024-25 school year.		95% ADA rate for the 2026-27 school year.	There was a 1.16% increase in ADA from baseline to year 1.

Goal Analysis for 2024-2025

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 Summary:

In the first year of the LCAP cycle, Matrix for Success Academy made substantial progress toward increasing both enrollment and outreach services aimed at re-engaging disconnected and at-promise youth. As of Census Day 2024, Matrix had 279 students enrolled, and by the end of the 2024–25 school year, had served a total of 393 unique students. This marks an increase of 92 students over the baseline year, demonstrating significant improvement in outreach and community engagement efforts.

Additionally, Matrix achieved an Average Daily Attendance (ADA) of 89.28, reflecting a 1.16% increase in ADA from the baseline year. This is particularly notable given the challenges associated with serving a highly mobile and historically disengaged student population.

Differences Between Planned and Actual Implementation:

While the overall direction of planned actions was carried out, several adjustments were made to respond to real-time needs:

Enrollment Strategies Adapted: Originally, Matrix planned to increase outreach through partnerships and events. While some events were successfully held, others were adapted to virtual formats due to community scheduling conflicts and logistical issues. As a result, additional staff were tasked with targeted one-on-one outreach and follow-up, which helped maintain and increase enrollments.

Expanded Services: Planned expansion of services was partially achieved. Mental health and academic support services were enhanced through the hiring of additional counseling staff and a social work intern. However, some planned community workshops and non-academic engagement events were scaled down due to staffing shortages and lower-than-expected participation.

Challenges Experienced:

Staffing and Capacity: As outreach efforts grew, the need for additional counseling and support services increased. Hiring delays temporarily limited capacity to serve students with intensive academic and emotional needs.

Student Mobility: A challenge in tracking consistent engagement and progress remains due to the highly transient nature of the student population, which impacts long-term planning and consistency in intervention.

Successes:

Growth in Enrollment: The increase in both Census Day and cumulative enrollment is a clear indicator of the effectiveness of revised outreach strategies and Matrix’s growing reputation within the community.

Improved ADA: Despite serving a high-needs student population, ADA increased year-over-year—a reflection of enhanced student support systems and ongoing efforts to reduce barriers to consistent attendance.

Community Trust and Visibility: Through targeted outreach and strong relationships with local community organizations, Matrix strengthened its role as a re-engagement hub for disconnected youth and their families.

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

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

Effectiveness of Actions Implemented:

The specific actions taken to support Goal 2 have proven to be largely effective in making progress toward the intended outcomes. Key actions and their impacts are outlined below:

Targeted Outreach and Enrollment Efforts:

Matrix staff employed a range of strategies to increase enrollment, including community canvassing, partnerships with local organizations, digital outreach, and word-of-mouth referrals. These efforts led to a significant enrollment increase of 92 students compared to the baseline year, showing clear success in identifying and engaging at-promise youth.

Hiring Additional Support Staff:

The addition of new counseling staff and a social work intern has had a positive effect. These staff members provided both academic and social-emotional support to students, which contributed to improved student attendance, retention, and re-engagement. Their presence also helped in building stronger relationships with students and families, aligning with the goal of fostering community engagement.

Personalized Credit Recovery Plans and Flexible Enrollment:

Matrix's unique, student-paced instructional model continued to be a major strength. By offering flexible scheduling and personalized learning plans, Matrix enabled students—particularly those severely credit-deficient—to regain academic momentum. This was a highly effective strategy in meeting the needs of our unique student population.

Challenges in Execution:

While the overall trajectory was positive, certain limitations affected full implementation. Some planned workshops and community engagement events had to be scaled back or postponed due to staffing shortages and limited student availability. Additionally, high student transiency continued to pose a challenge in sustaining long-term engagement and consistent academic tracking.

Engagement Beyond Academics:

Efforts to increase student connection through clubs, field trips, and wellness supports were partially implemented and well-received. However, full expansion of these programs will require additional staffing and sustained student interest, which Matrix is planning to address in the upcoming year.

Conclusion:

Overall, the actions taken have been effective in moving Matrix toward its goal of increasing enrollment and deepening community engagement. The school has successfully re-engaged a growing number of students and improved attendance, which reflects the success of both outreach and support systems. However, Matrix will continue refining and expanding these efforts to ensure all students are supported from enrollment through graduation.

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.

As a result of reflecting on the implementation and outcomes of Goal 2—to increase community engagement through enrollment and expansion of services to recover dropouts and support severely credit-deficient youth—Matrix for Success Academy has identified key adjustments to strengthen efforts and increase overall effectiveness for the coming year.

Changes to Planned Actions:

Expanded Outreach Staffing:

While previous outreach efforts led to growth in enrollment, staffing limitations created gaps in sustained engagement. For the upcoming year, Matrix plans to hire additional dedicated outreach staff to build and maintain stronger relationships with families and community partners, with the goal of increasing retention alongside enrollment.

Enhanced Student Re-engagement Pathways:

Based on feedback and student participation trends, Matrix will revise its intake and onboarding process to better assess students’ academic standing, social-emotional needs, and career goals. This data will be used to create individualized support plans from the moment of enrollment.

Increased Access to Non-Academic Supports:

Recognizing that community engagement extends beyond academics, Matrix will expand student-led clubs, mentoring opportunities, and wellness initiatives to foster greater school connection and peer engagement.

Changes to Metrics and Targets:

Refined Enrollment Metrics:

In addition to measuring Census Day enrollment and total unique student enrollments, Matrix will now track monthly re-engagement rates and referral source effectiveness to identify which strategies most effectively lead to long-term student connection.

Adjusted ADA Targets:

ADA will continue to be a key metric, but targets will be recalibrated to reflect seasonal enrollment trends and improved intervention strategies, particularly for high-transiency students.

New Retention and Completion Benchmarks:

Matrix will now track retention over 90 days and semester-over-semester credit completion as indicators of program impact on student success, beyond initial enrollment numbers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Investment in online learning platform and curriculum development	Matrix will continue to invest in our proprietary student learning platform, DPNG. This platform allows students to access curriculum and course work wherever they have an internet connection. Combined with our school-provided 1:1 Chromebook program, as well as hotspots for any student without internet connectivity, a student's ability to complete courses will not be hindered	\$278,986.39	Yes

		by accessibility constraints of a traditional school.		
2	Investment in Student and Community Outreach	In order to expand our reach and increase enrollment and engagement, Matrix will invest into community outreach efforts. The development of the MyFlexSchool app is a part of Matrix's efforts to reach more of the community. This app will eventually support students and families with locating various resources (medical, financial, food/basic necessities, etc) in the communities we serve, as well as linking students to schools that may help them achieve their educational goals, whether that be Matrix, another area high school, occupational center, trade school, college, etc.	\$438,741.66	Yes
3	Hiring of full-time school psychologist	Matrix is hiring a full-time school psychologist to support our Counseling and Special Education departments, as well as our overall student population. Having a full-time psychologist on staff will enable our team to maintain timely assessment schedules, identify any new or developing concerns with students, and support the social, emotional and mental wellbeing of our students and families. Having such a valuable resource will assist our students in becoming and staying engaged with school, thereby increasing attendance and engagement in courses.	\$112,500.00	No

Goal

Goal #	Description	Type of Goal
3	Matrix for Success Academy will maintain increased literacy and credit completion of English Learners (DASS Long-Term Enrollments applies)	Maintenance of Progress Goal

State priorities addressed by this goal.

2, 4

An explanation of why the LEA has developed this goal.

With approximately 25% of our students being English Learners, and nearly all those students being Long-Term ELs, Matrix continues to offer more support to this population. Reclassification is more difficult to achieve for 12th grade students who have academic gaps and missing test scores. Matrix is choosing to focus on literacy levels based on Lexile scale scores, as that will support EL students in all academic areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase the Reading/Literacy levels of EnglishLanguage Learners, DASS-identified students (as measured by Lexile ReadingLevels Improvement)	33% of EL students tested are within 3 years or less of average grade level Lexile scale score on the Renaissance STAR Assessment.	33% of EL students tested are within 3 years or less of average grade level Lexile scale score on the Renaissance STAR Assessment.		65% of EL students tested are within 3 years or less of average grade level Lexile scale score on the Renaissance STAR Assessment.	There was no change from the baseline.

2	Increase the Credit Completion of English Language Learners and DASS-identified students (Local Indicator)	35% of ELs and DASS identified Students earned 5 or more credits for the 2023-24 school year.	28% of ELs and DASS identified Students earned 5 or more credits for the 2024-25 school year.		70% of EL Students will earn 5 or more credits for the 2026-27 school year	Between the baseline year and the first year, there was a decrease of 7% in credit completion in DASS identified ELs.
3	Maintain and/or increase Reclassification Rate of English Learners	In 2023-24 School year 68.93% Completed all sections of the Summative ELPAC and 4.22% reclassified.	In 2024-25 School year 79.17% Completed all sections of the Summative ELPAC and there are potential reclassifications.		For 2026-27 School Year, 85% Completion of Summative ELPAC and 10% reclassification.	For year 1 outcome from the baseline, there was an increase of 10.24% for the Completion of Summative ELPAC.

Goal Analysis for 2024-2025

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.

Implementation and Analysis:

In the 2024–25 school year, Matrix for Success Academy continued to prioritize the academic progress of English Learners (ELs), particularly in the areas of literacy growth and credit completion. The implementation of this goal involved targeted instructional supports, ongoing assessments, and interventions aligned with EL student needs.

Lexile Growth:

Based on the Renaissance STAR Assessment, 33% of EL students tested were within three years or less of the average grade-level Lexile score. This represents no change from the baseline, indicating a need to further evaluate the effectiveness of literacy strategies and interventions currently in place. While planned actions included individualized reading support and instructional scaffolds, the data suggest these approaches did not yield measurable improvements in overall Lexile growth among ELs.

Credit Completion:

A more notable challenge emerged in the area of credit completion. Only 28% of English Learners and DASS-identified students earned five or more credits, representing a 7% decrease from the baseline year. This decline may be attributed to several factors, including inconsistent attendance, competing life responsibilities outside of school, and lingering learning loss from prior disruptions. Although credit recovery options and academic counseling were part of the planned implementation, barriers to engagement limited their impact.

Summative ELPAC Completion and Reclassification Potential:

A key area of progress was seen in the completion of the Summative ELPAC. In 2024–25, 79.17% of EL students completed all sections of the assessment—an increase of 10.24% from the baseline year. This growth indicates improved systems for test participation and monitoring, as well as increased student access to language development resources. The increase in assessment completion has also resulted in a potential for higher reclassification rates in the upcoming academic year.

Successes and Challenges:

Successes this year include improved ELPAC administration and tracking, reflecting better internal systems and student participation. However, challenges remain in achieving measurable literacy gains and increasing credit accumulation. The disconnect between planned supports and actual outcomes suggests the need for more targeted instructional strategies, ongoing professional development for staff in EL instructional practices, and enhanced student engagement interventions.

Conclusion:

While progress was made in ELPAC completion, the static Lexile data and decline in credit completion highlight areas where implementation strategies must be refined. For the upcoming year, Matrix for Success Academy will re-evaluate literacy interventions, increase focus on differentiated instruction, and explore additional support structures to better meet the academic needs of English Learners.

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

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

The specific actions implemented to increase literacy and credit completion among English Learners (ELs) yielded mixed results, indicating limited overall effectiveness to date.

Literacy Supports:

Despite the provision of targeted literacy interventions, including small-group instruction, individualized reading plans, and use of the STAR Renaissance platform to track progress, there was no improvement in the percentage of EL students reaching within three years of grade-level Lexile scores (remaining at 33%). This suggests that the current literacy strategies were ineffective in accelerating reading growth for most EL students. Contributing factors may include inconsistent implementation, insufficient differentiation, or a lack of alignment between instructional practices and students' language development needs.

Credit Recovery and Academic Support:

The goal to improve credit completion among EL and DASS-identified students was supported through credit recovery opportunities, academic counseling, and flexible course scheduling. However, only 28% of ELs earned five or more credits—a 7% decrease from the baseline. This decline highlights the ineffectiveness of the current credit support structures in engaging and sustaining academic progress for this population. Factors such as chronic absenteeism, external responsibilities, and limited academic readiness likely hindered the impact of these supports.

ELPAC Participation and Reclassification Readiness:

One of the most effective actions was the improved monitoring and support around ELPAC participation. The academy increased the completion rate of the Summative ELPAC to 79.17%, a 10.24% gain from the baseline year. This indicates that systems put in place—such as structured testing schedules, EL case management, and clearer communication with students—were successful. Increased completion rates also improved the potential for student reclassification.

Conclusion:

Overall, while the increased ELPAC completion demonstrates effectiveness in that area, the lack of improvement in literacy outcomes and the decline in credit completion signal that other strategies have not yet yielded the desired impact. Revisions to instructional delivery, engagement practices, and targeted student supports will be essential moving forward.

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.

Following a review of implementation outcomes and challenges during the 2024–25 school year, Matrix for Success Academy will maintain the intent of Goal 3—to increase literacy and credit completion among English Learners (ELs)—while enhancing the strategies, metrics, and supports used to reach this goal more effectively.

Strengthening Literacy Interventions:
To build on the existing goal of increasing EL literacy, Matrix will enhance current efforts by adopting a more rigorous and structured English Language Development (ELD) curriculum, which will be implemented schoolwide. This curriculum will be complemented by increased access to leveled reading resources, targeted reading intervention blocks, and more frequent formative assessments to track Lexile growth throughout the year. Teacher training will also be expanded to include deeper professional development on integrated and designated ELD instructional practices, with a focus on engaging Long-Term English Learners and students below basic reading levels.

Expanding and Embedding Credit Recovery Opportunities:
To more effectively support credit attainment, Matrix will enhance existing credit recovery structures by embedding them within the daily schedule for at-risk EL students. This will be paired with proactive academic counseling, progress monitoring checkpoints after every learning period.

Refining Metrics and Progress Monitoring:
While the STAR Lexile assessment and credit completion benchmarks will remain in place, Matrix will introduce interim literacy benchmarks to allow for more responsive instruction and early identification of students needing additional support. Credit completion metrics will be disaggregated by EL subgroups (e.g., by proficiency level and reclassification status) to target interventions more precisely and equitably.

Enhancing Reclassification Supports:
Building on the success of improved ELPAC completion, Matrix will implement additional supports to guide students toward reclassification. This includes dedicated reclassification readiness tracking tools, parent informational workshops, and tailored academic support for students close to meeting reclassification criteria. By clarifying the pathway and providing individualized assistance, the school anticipates continued gains in this area.

Conclusion:
Matrix for Success Academy is committed to the original intent of Goal 3, while enhancing its implementation to drive more measurable outcomes in literacy and credit completion for English Learners. These strategic adjustments, rooted in data and reflection, aim to ensure that EL students are not only supported but truly empowered to meet their academic goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hiring of additional ELA staff	Matrix will be adding an additional ELA teacher to the team. This teacher will support with increasing literacy of grade 9 and 10 students, as we look to increase literacy growth over time for all students, and specifically long-term ELL students.	\$451,881.80	Yes
2	Verified Assessments, including Renaissance STAR and others	Matrix will expand the use of Renaissance STAR assessments to further identify areas of support needed for students who are not at or near grade-level literacy. By expanding assessments to occur monthly instead of 3 times per year, student progress can be tracked more accurately, and	\$62,458.25	Yes

	our highly transient student population will be more likely to have any concerns brought to light in a more timely manner. Matrix will also invest in assessments used in IEPs and other student supports. By adding a full-time school psychologist to staff and investing in assessments, needs of students will be met more quickly through more timely assessments that are proctored by a member of the school staff rather than contracted out.	
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,518,562.00	\$180,714.00

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
39.02%	0.00%	\$0.00	39.02%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2 Goal 2, Actions 1 and 2 Goal 3, Actions 1 and 2	Increased academic supports, increased social emotional supports, increased opportunity for engagement	By increasing staffing to support with outreach, students in need of re-engagement support will receive the help they and their family/caregiver need to find academic success.	

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 #(s)	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		

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	\$3,891,354.00	\$1,518,562.00	39.02%	0.00%	39.02%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$1,756,152.34	\$95,325.00	\$0.00	\$492,838.33	\$2,344,315.67	\$2,205,577.86	\$138,737.81

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Enriching and increasing investment in student support service staff	Homeless, Hispanic or Latino, Foster Youth, English learner (EL), Student with Disabilities (SWD), Long-term English learner, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$506,286	\$0	\$506,286	\$0	\$0	\$0	\$506,286	0.00%
1	2	Building out counselor staffing and capacity	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$372,035	\$0	\$193,400	\$0	\$0	\$178,635	\$372,035	0.00%
1	3	Training of student support team	All	No				Ongoing	\$121,426	\$0	\$121,426	\$0	\$0	\$0	\$121,426	0.00%
2	1	Investment in online learning platform and curriculum development	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$263,986	\$15,000	\$278,986	\$0	\$0	\$0	\$278,986	0.00%
2	2	Investment in Student and Community Outreach	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$425,271	\$13,471	\$228,539	\$0	\$0	\$210,203	\$438,742	0.00%
2	3	Hiring of full-time school psychologist	All	No				Ongoing	\$112,500	\$0	\$112,500	\$0	\$0	\$0	\$112,500	0.00%
3	1	Hiring of additional ELA staff	All, Low Income, Student with Disabilities (SWD), Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$349,615	\$102,267	\$252,557	\$95,325	\$0	\$104,000	\$451,882	0.00%
3	2	Verified Assessments, including Renaissance STAR and others	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$54,458	\$8,000	\$62,458	\$0	\$0	\$0	\$62,458	0.00%

2025-2026 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
\$3,891,354.00	\$1,518,562.00	39.02%	0.00% - No Carryover	39.02%	\$1,522,226.14	0.00%	39.12%	Total:	\$1,522,226.14
								LEA-wide Total:	\$1,015,940.12
								Limited Total:	
								Schoolwide Total:	\$506,286.02

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Enriching and increasing investment in student support service staff	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$506,286.02	0.00%
1	2	Building out counselor staffing and capacity	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$193,400.10	0.00%
2	1	Investment in online learning platform and curriculum development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$278,986.39	0.00%
2	2	Investment in Student and Community Outreach	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$228,538.58	0.00%
3	1	Hiring of additional ELA staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$252,556.80	0.00%
3	2	Verified Assessments, including Renaissance STAR and others	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$62,458.25	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,951,518.91	\$2,051,664.75

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	Enriching and increasing investment in student support service staff	Yes	\$276,675.00	\$326,765.20
1	2	Building out counselor staffing and capacity	Yes	\$270,360.51	\$277,613.70
1	3	Training of student support team	No	\$152,917.80	\$157,952.50

2	1	Investment in online learning platform and curriculum development	Yes	\$398,374.00	\$404,549.25
2	2	Investment in Student and Community Outreach	Yes	\$370,799.10	\$391,594.75
2	3	Hiring of full-time school psychologist	No	\$112,500.00	\$70,162.50
3	1	Hiring of additional ELA staff	Yes	\$361,892.50	\$366,953.85
3	2	Verified Assessments, including Renaissance STAR and others	Yes	\$8,000.00	\$56,073.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,226,693.00	\$1,370,091.48	\$1,383,050.75	(\$12,959.27)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Enriching and increasing investment in student support service staff	Yes	\$276,675.00	\$326,765.20	0.00%	0.00%
1	2	Building out counselor staffing and capacity	Yes	\$214,955.63	\$214,963.95	0.00%	0.00%
2	1	Investment in online learning platform and curriculum development	Yes	\$373,374.00	\$364,549.25	0.00%	0.00%
2	2	Investment in Student and Community Outreach	Yes	\$238,621.85	\$177,284.50	0.00%	0.00%
3	1	Hiring of additional ELA staff	Yes	\$258,465.00	\$243,414.85	0.00%	0.00%
3	2	Verified Assessments, including Renaissance STAR and others	Yes	\$8,000.00	\$56,073.00	0.00%	0.00%

2024-2025 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)
\$3,132,195.00	\$1,226,693.00	0.00%	39.16%	\$1,383,050.75	0.00%	44.16%	\$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds			
Totals:	\$104,000.00	\$13,471.00	\$0.00	\$12,171.88	\$363,195.45	\$0.00			

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Enriching and increasing investment in student support service staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$506,286.02
1	2	Building out counselor staffing and capacity	\$0.00	\$0.00	\$0.00	\$0.00	\$178,635.25	\$0.00	\$372,035.35
1	3	Training of student support team	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$121,426.20
2	1	Investment in online learning platform and curriculum development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$278,986.39
2	2	Investment in Student and Community	\$0.00	\$13,471.00	\$0.00	\$12,171.88	\$184,560.20	\$0.00	\$438,741.66

		Outreach							
2	3	Hiring of full-time school psychologist	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$112,500.00
3	1	Hiring of additional ELA staff	\$104,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$451,881.80
3	2	Verified Assessments, including Renaissance STAR and others	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$62,458.25

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

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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

