LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

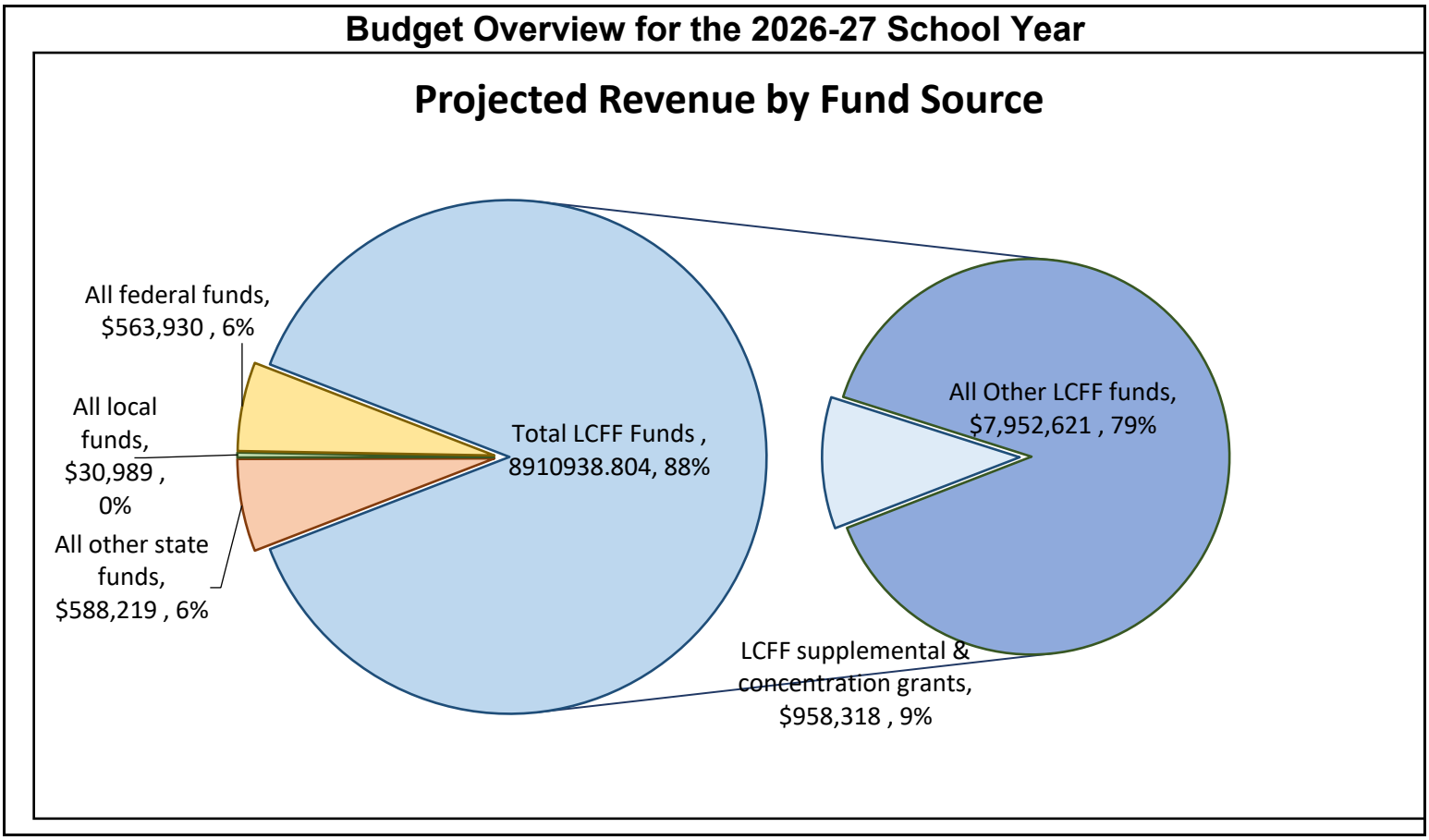
Local Educational Agency (LEA) Name: Nestle Avenue Charter Elementary

CDS Code: 19 64733 1545201

School Year: 2026-27

LEA contact information: Jennifer DiLorenzo, Principal; jxd5498@lausd.net

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).

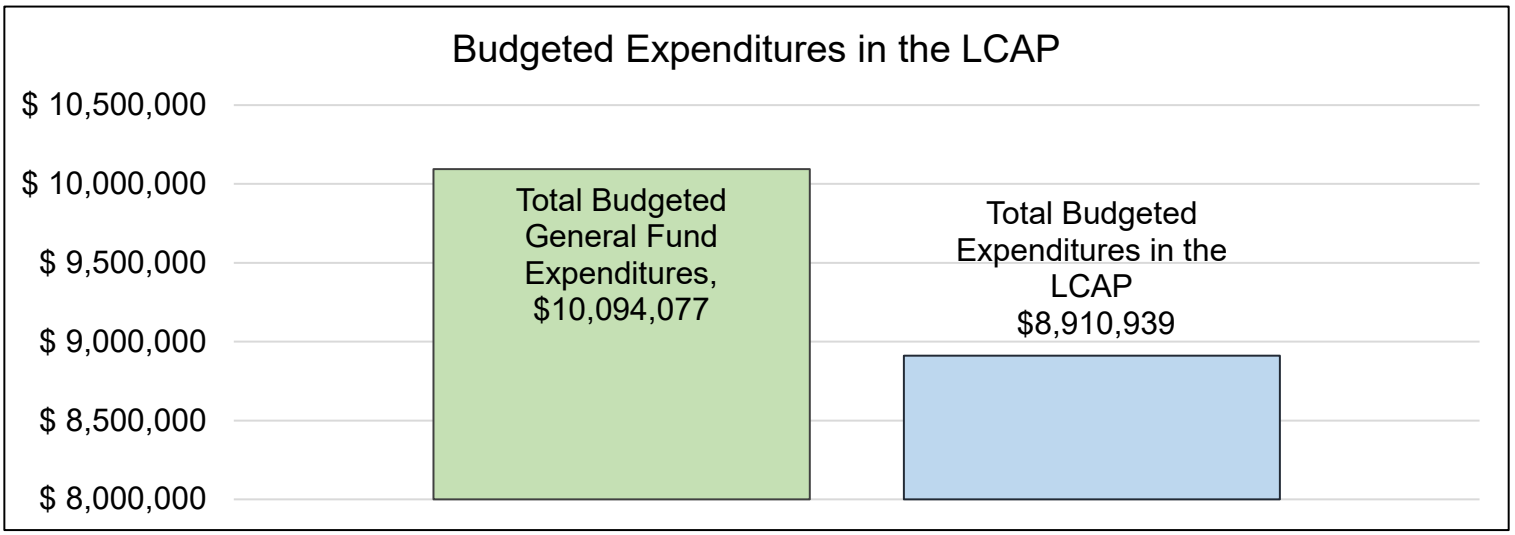


This chart shows the total general purpose revenue Nestle Avenue Charter Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nestle Avenue Charter Elementary is $10,094,076.80, of which $8,910,938.80 is Local Control Funding Formula (LCFF), $588,219.00 is other state funds, $30,989.00 is local funds, and $563,930.00 is federal funds. Of the $8,910,938.80 in LCFF Funds, $958,317.79 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 Nestle Avenue Charter Elementary plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nestle Avenue Charter Elementary plans to spend $10,094,076.80 for the 2026-27 school year. Of that amount, $8,910,938.80 is tied to actions/services in the LCAP and $1,183,138.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

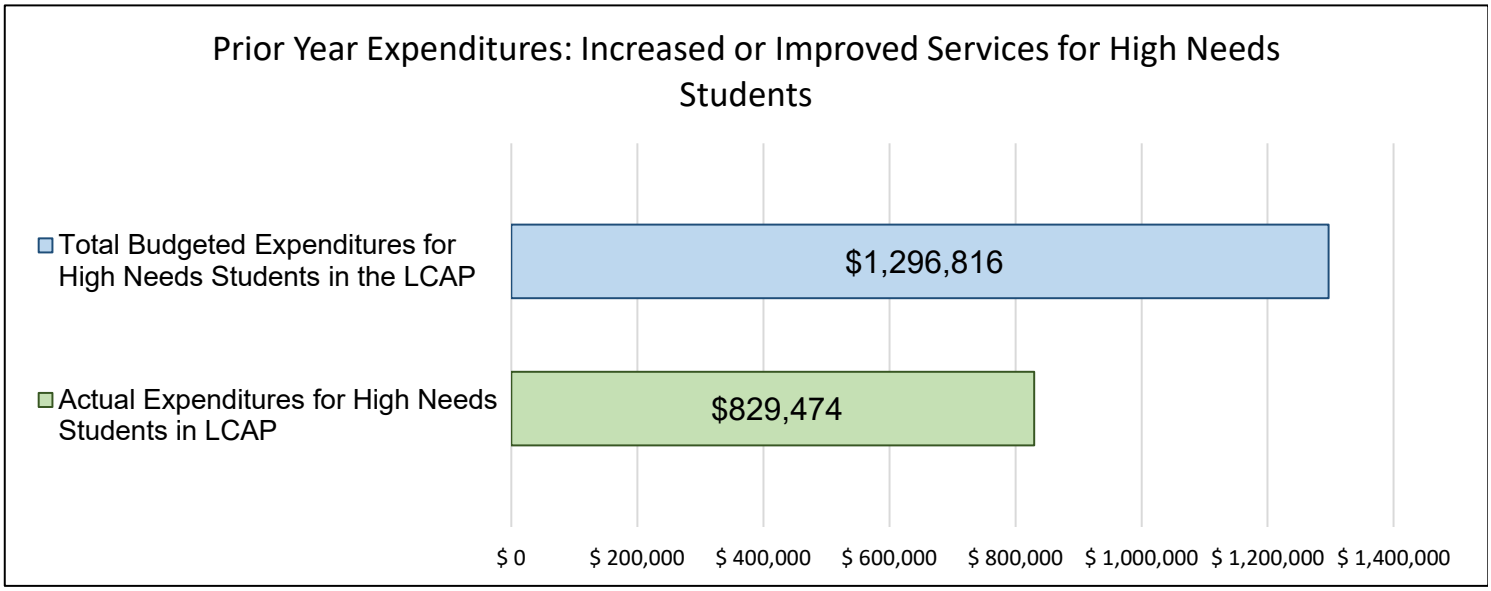
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Nestle Avenue Charter Elementary is projecting it will receive $958,317.79 based on the enrollment of foster youth, English learner, and low-income students. Nestle Avenue Charter Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Nestle Avenue Charter Elementary plans to spend $958,317.79 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Nestle Avenue Charter Elementary's LCAP budgeted $1,296,816.00 for planned actions to increase or improve services for high needs students. Nestle Avenue Charter Elementary actually spent $829,474.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $467,342.00 had the following impact on Nestle Avenue Charter Elementary's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Nestle Avenue Charter Elementary School	Jennifer DiLorenzo, Principal	jxd5498@lausd.net ; 818-342-6148

Plan Summary [2026-27]

General Information

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

Nestle Avenue Charter is a TK-5th grade elementary school located in Tarzana. Nestle families are diverse in ethnicity, language, and socio-economic status. A third of our families are Emergent Bilinguals from countries all around the world. Our school fosters academic excellence, exposure to the arts, and character development. We believe in developing the whole child and offer a challenging academic program and extracurricular activities after school. We offer the following: Coding classes, Robotics classes, Art, Theater, Gardening Class, Psychomotor classes, Chromebooks for each child in grades 2-5, iPADS for students in grades TK -1, School for Advanced Studies, Parent Center activities, Student Council in School Governance, a full-time Coordinator, full-time Intervention Teacher, Intervention class for Newcomers, After-school and Saturday Intervention, Soaring Eagles after and before school care program, Youth Services School Program, LA's Best School Program, multiple field trips per class per year, and Enrichment classes after school.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 1 area where All Students are in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	N/A	English Learners, Hispanic, Two or More Races, and Students w/ Disabilities	N/A
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	Students with Disabilities	N/A	N/A
Mathematics	N/A	Students with Disabilities	N/A
English Learner Progress Indicator (ELPI)	All Students	All Students	N/A

Nestle Avenue Charter demonstrated strong academic performance on the 2025 CA School Dashboard.
Student achievement in English Language Arts and Mathematics increased from the previous year, and were higher than state progress. English Learner Progress reflected that English learners continued to make remarkable progress toward English proficiency, compared to the last year, and the state's rate. The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate, and science performance, as a newly reported informational indicator, showed maintenance, and were comparative to the state's.

Last year's area of growth Chronic Absenteeism indicator- noted notable progress with all student demographics identified in 2024 and a decline in chronic absenteeism by 3.3% for all students.

English Language Arts growth and Mathematics growth indicated accelerated growth rates, especially among the English learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

We are proud to celebrate that, based on Smarter Balanced Assessment (SBA) performance and demonstrated growth in English Language Arts and Mathematics from 2024 to 2025, Nestle Avenue Charter has been identified as a Tier 1: Base Instructional Support school for the 2026–27 school year. This recognition reflects the strong academic gains our students have achieved, the effectiveness of our instructional programs, and our ongoing commitment to providing high-quality, equitable education for all learners.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	At Nestle Charter, students played an active role in shaping school life through structured leadership opportunities. Annual student council elections provided students with a voice in schoolwide decision-making and campus activities. The elected student council president led monthly meetings with teacher advisors, during which members shared and planned ideas for school celebrations, spirit days, and spirit weeks. Student leaders also represented their peers by attending monthly School Site Council meetings, where they contributed student perspectives on school initiatives and programs. In addition, student council members led the daily morning announcements, supporting schoolwide communication and promoting school pride. Through these leadership experiences, students demonstrated increased ownership of their school community and served as active partners in fostering a positive campus culture. Nestle's PTA further supported school connectedness by sponsoring events such as Spirit Dining (restaurant nights), boutique days, the Fun Run, Nestle's Got Talent, STEAM Night, and other family-engagement activities that strengthened school community and pride. Students also participated in schoolwide initiatives that promoted individual wellness and positive behavior. Annual behavior fairs and monthly awards ceremonies reinforced expectations around respect, responsibility, and safety. Classes demonstrating positive behavior were recognized through "Golden Ticket" incentives, while individual students received weekly "Caught Being Good" recognition for positive conduct. In addition, Spirit Wear Fridays promoted unity and school pride, contributing to a strong sense of belonging among students and staff. Collectively, these efforts supported a positive school climate in which students felt valued, motivated, and connected.
Parents	Nestle Charter strengthened meaningful parent and community engagement through consistent communication, collaboration, and inclusive practices. The school convened monthly meetings of the School Site/Governance Council and the English Learner Advisory Council (ELAC) to share information, solicit feedback, and engage educational partners in decision-making. Monthly Coffee with the Principal

	meetings provided families with access to district updates, school budget information, and Title I requirements in a supportive and transparent setting. Increased attendance at these meetings, along with a rise in registered volunteers, reflected improved family participation and engagement. Nestle Charter also supported family transitions by hosting a schoolwide orientation prior to the start of the academic year. This event increased parent understanding of school programs and procedures while supporting incoming students' social-emotional readiness. Parents actively contributed to the refinement of the School Plan for Student Achievement (SPSA) and provided input that informed the Local Control and Accountability Plan (LCAP). During the annual budget development cycle, council members and educational partners participated in a comprehensive Needs Assessment to prioritize initiatives and allocate resources aligned to student needs and school goals. These efforts ensured that parent voice meaningfully informed school planning and decision-making processes.
Staff (Certificated and Classified)	Nestle Charter held monthly meetings with the Instructional Leadership Team (ILT), composed of all grade-level chairs. The ILT reviewed and analyzed student achievement and instructional data, identifying both strengths and areas for growth. Members then shared key insights, instructional strategies, and next steps with their grade-level teams during collaborative planning meetings. Teacher feedback was brought back to subsequent ILT sessions with the principal and instructional coordinators, creating a continuous cycle of discussion, reflection, strategy development, and data analysis focused on instructional improvement. Through this collaborative process, the ILT identified a schoolwide Problem of Practice based on findings from Instructional Rounds conducted across all classrooms. Under the guidance of ILT leadership, instructional goals were developed, communicated to the full staff, and supported through the creation of actionable charts, shared strategies, and aligned expectations. In addition, Nestle Charter maintained a Local School Leadership Council comprised of teachers, administrators, and parents that met monthly to discuss schoolwide priorities, including calendar planning, professional development, and instructional materials. During the budget development process, staff and educational partners participated in a Needs Assessment that allowed stakeholders to collaboratively prioritize purchases and allocate resources aligned to instructional goals and student needs for the upcoming year. The school also engaged staff in meaningful collaboration through structured grade-level meetings that included the principal, intervention coordinator, and instructional leads. During these meetings, teams analyzed student data, identified trends, and aligned instructional strategies to address the identified Problem of Practice. These meetings provided dedicated time for professional dialogue, shared reflection, and targeted instructional planning, ensuring that decisions were data-informed and responsive to student needs.

	This collaborative and inclusive approach fostered shared ownership of student outcomes and strengthened instructional coherence and consistency across grade levels.
Community	Nestle Charter invited community members to participate in refining the School Plan for Student Achievement (SPSA) language through open forums held during School Site Council meetings. Specific aspects of the Local Control and Accountability Plan (LCAP) were influenced by targeted input from educational partners. During the budget development process, members completed a comprehensive Needs Assessment, through which all educational partners collaboratively prioritized purchases based on the school's identified needs for the year. Nestle Charter encouraged families to provide feedback through the School Experience Survey, which was promoted through multiple communication channels including Connect-Ed messages, school bulletins, and ClassDojo. Survey participation was also emphasized during School Site Council (SSC), English Learner Advisory Council (ELAC), and Chats with the Principal meetings. Family input collected through these methods informed school programs, services, and partnerships, ensuring alignment with the needs and priorities of students and the broader school community.

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

The adopted Local Control and Accountability Plan (LCAP) was informed by feedback from educational partners collected through multiple formal and informal engagement methods. Input was gathered through the School Experience Survey and parent Needs Assessments, which provided data related to school climate, instructional programs, and student support services. This feedback informed the identification of priorities and the development of actions and services within the LCAP.

Additional input was obtained through structured discussions during parent workshops and Coffee with the Principal meetings, where educational partners shared perspectives, identified areas of need, and offered recommendations. Ongoing communication between teachers and families, including documented correspondence and meeting discussions, was also reviewed to capture classroom-level insights and recurring themes related to student learning, behavior, and overall well-being. Collectively, this feedback guided the refinement of LCAP goals, actions, and resource allocations to ensure alignment with student and community needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At Nestle Ave. Charter, we believe students are preparing for the future, and need to start strong from day one. As such, we are committed to providing a personalized, high-quality educational experience that nurtures their growth and aspirations and be “Ready for the World!”

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 3.2 **African American/Black:** -34.5 **Hispanic/Latino:** -27.4 **English Learner:** -102.2 **RFEP:** 72.5 **Standard English Learner:** -12.8 **Students with Disabilities:** -114.2 **Low Income:** -6.6 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -5.5 **African American/Black:** -68.8 **Hispanic/Latino:** -23.7 **English Learner:** -79.9 **RFEP:** 3.1 **Standard English Learner:** -20.7 **Students with Disabilities:** -105.0 **Low Income:** -6.0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 10.3 **African American/Black:** -69.8 **Hispanic/Latino:** -11.1 **English Learner:** -71.0 **RFEP:** 66.5 **Standard English Learner:** -6.0 **Students with Disabilities:** -40.0 **Low Income:** -2.1 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 10.5 **African American/Black:** -60.0 **Hispanic/Latino:** -1.0 **English Learner:** -50.5 **RFEP:** 30.0 **Standard English Learner:** 5.0 **Students with Disabilities:** -30.0 **Low Income:** 5.0	**All Students:** +7.1 **African American/Black:** -35.3 **Hispanic/Latino:** +16.3 **English Learner:** +31.2 **RFEP:** -6.0 **Standard English Learner:** +6.8 **Students with Disabilities:** +74.2 **Low Income:** +4.5
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** -10.9 **African American/Black:** -41.9 **Hispanic/Latino:** -41.8 **English Learner:** -93.2 **RFEP:** 57.3	**2023-2024** **All Students:** -8.1 **African American/Black:** -70.8 **Hispanic/Latino:** -43.3 **English Learner:** -52.0 **RFEP:** 20.5	**2024-2025** **All Students:** -0.8 **African American/Black:** -87.5 **Hispanic/Latino:** -13.5 **English Learner:** -69.9 **RFEP:** 56.8	**2025-2026** **All Students:** 10.0 **African American/Black:** -40.8 **Hispanic/Latino:** -5.3 **English Learner:** -25.0 **RFEP:** 60.5	**All Students:** +10.1 **African American/Black:** -45.6 **Hispanic/Latino:** +28.3 **English Learner:** +23.3 **RFEP:** -0.5

		Standard English Learner: -31 **Students with Disabilities:** -87.9 **Low Income:** -18.2 *Source: Open Data Dashboard*	**Standard English Learner:** -40.6 **Students with Disabilities:** -102.2 **Low Income:** -9.3 *Source: Open Data Dashboard*	**Standard English Learner:** -16.5 **Students with Disabilities:** -62.1 **Low Income:** -7.7 *Source: Open Data Dashboard*	**Standard English Learner:** -5.0 **Students with Disabilities:** -50.5 **Low Income:** -1.5	**Standard English Learner:** +14.5 **Students with Disabilities:** +25.8 **Low Income:** +10.5
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students:** 40% **Hispanic/Latino:** 21.4% **English Learner:** 0.0% **RFEP:** 77.8% **Standard English Learners:** 37.5% **Students with Disability:** 9.1% **Low Income:** 42.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 24.7% **Hispanic/Latino:** 20.0% **English Learner:** 7.7% **RFEP:** 17.6% **Standard English Learners:** 17.6% **Students with Disability:** 0.0% **Low Income:** 28% *Source: Open Data Dashboard*	**2024-2025 All Students:** 31.7% **Hispanic/Latino:** No Data **English Learner:** 0.0% **RFEP:** 27.3% **Standard English Learner:** 30.8% **Students with Disabilities:** 7.1% **Low Income:** 32.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 35.0% **Hispanic/Latino:** 25.0% **Low Income:** 35.0% **RFEP:** 30.6% **Standard English Learners:** 35.6% **Students with Disability:** 10.0% **Low Income:** 38.0%	**All Students:** -8.3% **Hispanic/Latino:** ±0 **English Learner:** 0.0% **RFEP:** -50.5% **Standard English Learners:** -6.7% **Students with Disability:** -2.0% **Low Income:** -9.8%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 84.1% **Hispanic/Latino:** 89.5% **English Learner:** 70.0% **Standard English Learner:** 92.9% **Low Income:** 93.8%	**2023-2024 All Students:** 82.5% **Hispanic/Latino:** 76.9% **English Learner:** 78.9% **Standard English Learner:** 83.3% **Low Income:** 74.4%	**2024-2025 All Students:** 78.6% **Hispanic/Latino:** 71.4% **English Learner:** 76.5% **Standard English Learner:** 73.3% **Low Income:** 76.9%	**2025-2026 All Students:** 85.0% **Hispanic/Latino:** 82.0% **English Learner:** 82.0% **Standard English Learner:** 87.0% **Low Income:** 82.0%	**All Students:** -5.5% **Hispanic/Latino:** -18.1% **English Learner:** +6.5% **Standard English Learner:** -19.6% **Low Income:** -16.9%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 69.9% **Hispanic/Latino:** 61.9% **English Learner:** 52.4% **Standard English Learner:** 63.2% **Low Income:** 75.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 80.8% **Hispanic/Latino:** 81.0% **English Learner:** 53.8% **Standard English Learner:** 88.2% **Low Income:** 81.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 78.8% **Hispanic/Latino:** 83.3% **English Learner:** 58.8% **Standard English Learner:** No Data **Low Income:** 68.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 85.0% **Hispanic/Latino:** 85.0% **English Learner:** 65.8% **Standard English Learner:** 90.0% **Low Income:** 90.0%	**All Students:** +8.9% **Hispanic/Latino:** +21.4% **English Learner:** +6.4% **Standard English Learner:** ±0 **Low Income:** -7.1%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 75.0% **Hispanic/Latino:** 75.0% **English Learner:** 62.5% **Standard English Learners:** 70.0% **Students with Disability:** 66.7% **Low Income:** 85.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 70.8% **Hispanic/Latino:** 68.4% **English Learner:** 55.0% **Standard English Learners:** 61.1% **Students with Disability:** 50.0% **Low Income:** 67.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 86.1% **Hispanic/Latino:** 85.7% **English Learner:** 57.1% **Standard English Learner:** 93.8% **Students with Disabilities:** No Data **Low Income:** 88.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 87.0% **Hispanic/Latino:** 89.0% **English Learner:** 63.0% **Standard English Learners:** 90.1% **Students with Disability:** 58.0% **Low Income:** 88.2.0%	**All Students:** +11.1% **Hispanic/Latino:** +10.7% **English Learner:** -5.4% **Standard English Learners:** +23.8% **Students with Disability:** ±0 **Low Income:** +3.0%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 14.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 20.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 16.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 25.0%	**All Students:** +1.5%
8	**Percent of English Learners Who Progress in**	**2022-2023** **All Students:** 39.6%	**2023-2024** **All Students:** No Data	**2024-2025** **All Students:** 62.7%	**2025-2026** **All Students:** 70.0%	**All Students:** +23.1%

	English Proficiency (as measured by ELPI Levels)	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 11.2% **Hispanic/Latino:** 5.6% **Students with Disability:** 0.0% **Low Income:** 11.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 9.6% **Hispanic/Latino:** 10.0% **Students with Disability:** 8.3% **Low Income:** 9.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 16.5% **Hispanic/Latino:** No Data **Students with Disabilities:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 20.2% **Hispanic/Latino:** 15.6% **Students with Disabilities:** 11.3% **Low Income:** 15.0%	**All Students:** +5.3% **Hispanic/Latino:** ±0 **Students with Disability:** ±0 **Low Income:** ±0
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 83.3% **Hispanic/Latino:** 94.7% **English Learner:** 78.9% **RFEP:** 100.0% **Standard English Learner:** 90.5% **Low Income:** 90.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 85.5% **Hispanic/Latino:** 90.5% **English Learner:** 81.8% **RFEP:** 75.0% **Standard English Learner:** 87.5% **Low Income:** 84.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 78.8% **Hispanic/Latino:** 89.5% **English Learner:** 84.6% **RFEP:** No Data **Standard English Learner:** 89.5% **Low Income:** 76.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 88.0% **Hispanic/Latino:** 95.0% **English Learner:** 84.0% **RFEP:** 78.0% **Standard English Learner:** 91.0% **Low Income:** 90.0%	**All Students:** -4.5% **Hispanic/Latino:** -5.2% **English Learner:** +5.7% **RFEP:** ±0 **Standard English Learner:** -1.0% **Low Income:** -14.0%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 62.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 31.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 68.5%	**All Students:** ±0

12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 87.7% **Hispanic/Latino:** 100.0% **English Learner:** 80.0% **Standard English Learner:** 100.0% **Low Income:** 86.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.9% **Hispanic/Latino:** 100.0% **English Learner:** 80.0% **Standard English Learner:** 100.0% **Low Income:** 89.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 87.7% **Hispanic/Latino:** 94.1% **English Learner:** 90.9% **Standard English Learner:** 100.0% **Low Income:** 85.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 95.0% **Hispanic/Latino:** 95.0% **English Learner:** 95.0% **Standard English Learner:** 95.0% **Low Income:** 95.0%	**All Students:** 0.0% **Hispanic/Latino:** -5.9% **English Learner:** +10.9% **Standard English Learner:** -5.0% **Low Income:** -0.8%

Goal Analysis for [2025-2026]

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.

Action 1: Base Instructional Supports, including General Fund School Program

This action was implemented to address the needs of all students. Base Instructional Supports, including General Fund School Program at Nestle Elementary demonstrated effectiveness in advancing academic outcomes, particularly in English Language Arts (ELA). Smarter Balanced Assessment (SBA) results showed a 19.3-point increase in Distance from Standard (DFS) across grades 3–5, with fifth grade achieving a 44-point gain. These outcomes indicate that core, standards-aligned instruction and literacy interventions supported improved pupil achievement (State Priorities 2 and 4).

Teachers consistently utilized i-Ready as a progress-monitoring tool aligned to core instruction. As a result, students performing two or more grade levels below expectations decreased from 28% to 25%. The alignment between i-Ready instructional time and SBA performance strengthened instructional focus and increased access to standards-based learning opportunities (State Priorities 2 and 7).

Mathematics outcomes reflected limited progress, with only a 1-point increase in DFS across grades 3–5. Fourth-grade math performance declined due to a staffing transition involving a new teacher requiring additional instructional support, impacting instructional consistency.

Action 2: Special Education Supports

This action was implemented to address the needs of students.Special Education Supports at Nestle Elementary promoted academic growth in both literacy and mathematics for students receiving targeted interventions. i-Ready Reading data showed an increase in students performing at or above grade level from 17% at the beginning of the year to 37% by year-end. i-Ready Math performance rose from 13% to 38%, demonstrating steady improvement in foundational skills. SBA results reflected progress in ELA, where scaffolded supports and differentiated instruction contributed to stronger outcomes.

Implementation included both pull-out and push-in service models, allowing students to receive individualized support while remaining connected to grade-level standards. Data-informed instruction, ongoing progress monitoring, and alignment with classroom instruction strengthened student skills, confidence, and participation in the general education environment.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students. The Charter School Block Grant provided funding for additional instructional aides and a class size reduction teacher, supported smaller group instruction, individualized academic support, and consistent classroom coverage. These resources allowed teachers to focus on differentiated instruction, targeted interventions, and classroom management, while also improving supervision during recess and lunch.

As a result, i-Ready data showed substantial gains: iReady ELA placement for grades K–5 increased from 29% performing at the early on to above grade level at the beginning of the year 2025-26 (BOY) to 55% at the end of the year (MOY), while Math placement rose from 22% BOY (beginning of the year) at the early on to above grade level to 50% MOY(middle of the year) during school year 2025-26

Action 4: Class Size Reduction

This action was implemented to address the needs of English Learners, low income and foster students. Class size reduction supported improved student outcomes by allowing teachers to provide more individualized instruction and targeted support. SBA results showed notable growth in ELA, with grades 3–5 increasing by 19.3 points in Distance from Standard (DFS) and fifth grade achieving a 44-point gain. Mathematics progress was limited, with only a 1-point gain in DFS across grades 3–5, and fourth grade experienced a decline, indicating a need for continued instructional support.

To address this, a math coach was assigned, to model lessons, co-teach, and provide ongoing coaching, ensuring that smaller class sizes translate into more effective instruction and higher student achievement.

Action 5: Dual Language Education

This action was implemented to address the needs of all students. The addition of a district-funded Russian-speaking teaching assistant significantly increased student and family engagement. In the classroom, the assistant provided direct language support, enabling Russian-speaking students to access instruction more effectively and participate with greater confidence. The assistant also served as a bridge between school and families, facilitating communication, clarifying expectations, and supporting parent involvement. As a result, attendance at family events and participation in conferences improved, strengthening both academic outcomes and the school community.

Action 6: Supplemental Arts Education

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Nestle Charter supported engagement and contributed to continued growth in both ELA and Math. Attendance remained strong, with over 51% of students maintaining excellent attendance and chronic absenteeism remaining below district averages.

Nestle Charter Elementary is proud to report that in SY 2025–26, all arts domains—dance, theater, music, and visual arts—are being offered to students, with expanded staffing and funding to ensure sustained access. This provides greater opportunities for engagement, learning, and family participation. Overall, Supplemental Arts Education has been effective in maintaining schoolwide arts exposure and promoting student growth, with anticipated improvements as program consistency increases

Action 7: Supplemental Afterschool Programs

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Nestle Charter to provide targeted academic support and enrichment, resulting in measurable student growth. i-Ready data showed that students participating in afterschool interventions increased their ELA scores. Formative and benchmark assessments also reflected improved outcomes for students in tutoring and enrichment programs. Additionally, 2024–25 School Experience Survey data indicated that Nestle students demonstrate a strong growth mindset, with 75% agreeing they can grow their intelligence with effort, exceeding the district average of 71%.

As a result, iReady ELA placement for grades K–5 increased from 29% performing at the early on to above grade level at the beginning of the year 2025-26(BOY) to 55% at the end of the year (MOY), while Math placement rose from 22% BOY (beginning of the year) at the early on to above grade level to 50% MOY(middle of the year) during school year 2025-26 .

Afterschool programs were effective in giving students additional time to master standards while engaging in enrichment that fosters confidence, curiosity, and academic persistence. Overall, these programs have strengthened student achievement and engagement, providing equitable opportunities for growth and enrichment

Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Nestle Charter advanced academic achievement across all grade levels through targeted investments in instructional staffing, intervention programs, social-emotional supports, and data-informed practices. These coordinated efforts addressed students' academic, behavioral, and emotional needs, supporting a comprehensive whole-child approach and promoting sustained growth for all learners.

The impact is reflected in measurable academic gains: 31% of students met or exceeded standards on the 2024–25 California Science Test (CAST), a 6% increase from the previous year. On the Smarter Balanced Assessment (SBA), 48% of students met or exceeded standards in ELA and 52% in Math, representing a 6.1-point increase in Distance from Standard (DFS) for ELA and a 1.4-point increase for Math. These outcomes demonstrate measurable improvement and the effectiveness of Nestle Charter's strategic use of SENI resources in supporting student learning and growth

Action 9: SENI Investments towards Academic Excellence

Nestle Charter used SENI resources to provide targeted, data-informed instruction and interventions, supporting academic growth for all students. The Intervention and Prevention Coordinator monitored i-Ready data and collaborated with teachers to align instruction to students' individual needs. Additionally, after-school and Saturday classes offered small-group instruction to address learning gaps and reinforce core skills, ensuring meaningful support for students most at risk.

These efforts led to measurable outcomes:K–5 i-Ready ELA placement increased 25% At or Above Grade Level from 30% at BOY to 55% MOY during the 2025-2026 school year; while Math placement increased 28% At or Above Grade Level from 22% on BOY to 50% on 2025-2026 MOY. This demonstrates the effectiveness of Nestle Charter's targeted support, purposeful data analysis, and collaborative approach in advancing academic achievement and engagement.

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.

No material differences.

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

A deep dive into Nestle Ave. Charter's data indicated that K–5 i-Ready ELA placement increased 25% At or Above Grade Level from 30% at BOY to 55% MOY during the 2025-2026 school year; while Math placement increased 28% At or Above Grade Level from 22% on BOY to 50% on 2025-2026 MOY. This demonstrated the effectiveness of Nestle Charter's targeted support, purposeful data analysis, and collaborative approach in advancing academic achievement and engagement.

Smarter Balanced Assessment: ELA - Grades 3-5 - Smarter Balanced Assessment: Math - Grades 3-5 - Met/Exceed Standard

In English Language Arts, students demonstrated growth as measured by the Smarter Balanced Assessment. The average Distance from Standard improved in grade 3 literacy from –7.5 in 2023–2024 to +5.5 in 2024–2025, reflecting progress and movement beyond the standard

over the two-year period. In Mathematics, student performance also showed gains on the Smarter Balanced Assessment. The average Distance from Standard improved from –8.3 in 2023–2024 to –0.8 in 2024–2025, indicating that students made meaningful progress toward meeting grade-level standards.

As a result, iReady ELA placement for grades K–5 increased from 29% performing at the early on to above grade level at the beginning of the year 2025-26(BOY) to 55% at the end of the year (MOY), while Math placement rose from 22% BOY (beginning of the year) at the early on to above grade level to 50% MOY(middle of the year) during school year 2025-26 Students who participated in after-school tutoring and enrichment demonstrated improved outcomes on formative and benchmark assessments in ELA. School-wide data from 2024-25 School Experience Survey indicates that Nestle Charter Elementary students demonstrate a stronger growth mindset compared to the district average. For example, 75% of our students overall agreed that they can grow their intelligence with effort and perseverance, exceeding the district average of 71%. Notably, 77% of students believe they can change their intelligence through hard work, and 75% feel capable of learning anything, showing confidence in their ability to grow academically.

Action 1: Base Instructional Supports, including General Fund School Program

Balanced Assessment data reflected growth in ELA across grades 3–5 and in Mathematics for all grades except fourth. A math coach was assigned for SY 2025–26 to model lessons, co-teach, and provide ongoing coaching to strengthen instructional practices. Smarter Balanced Assessment (SBA) demonstrated notable progress in English Language Arts (ELA), with the school increasing by 19.3 points in Distance from Standard (DFS) across grades 3–5. Fifth grade showed exceptional growth, with a 44-point increase in DFS. In Mathematics, progress was slower, with only a 1-point gain in DFS across grades 3–5, highlighting the need for continued focus on math instruction and support.

i-Ready progress indicated improvement, with a reduction in the percentage of students performing two or more grade levels below expectations. Students in the red and orange bands decreased from 28% in SY 2024–25 to 25% in SY 2025–26, demonstrating positive movement toward achieving grade-level proficiency goals. A strong correlation has been observed between students' performance on i-Ready and their SBA outcomes. As a result, teachers now view dedicated i-Ready instructional time as a valuable component of the academic program. Overall, these results suggest current actions are effectively advancing literacy outcomes and beginning to address gaps in mathematics achievement.

Action 2: Special Education Supports

Early literacy and math data indicated significant improvement among students receiving targeted interventions, with strong gains on i-Ready benchmarks. In i-Ready Reading, the percentage of students performing at or above grade level increased from 17% at the beginning of the year to 37% by the end of the year. In i-Ready Math, performance rose from 13% to 38%. SBA results also reflected progress, particularly in ELA, where scaffolded supports and differentiated instruction contributed to improved outcomes.

Consistent, data-informed support for students has been instrumental in promoting academic growth. At Nestle Charter Elementary, a combination of pull-out and push-in service models allowed students to receive individualized instruction while remaining engaged with grade-level standards. These approaches strengthened students' skills, confidence, and participation in the general education environment, contributing to their continued academic success.

Action 3: Charter School Categorical Block Grant

At Nestle Charter Elementary, the Charter School Block Grant provided critical funding for additional instructional aides and a class size reduction teacher. These resources directly supported smaller group instruction, consistent classroom coverage, and individualized academic support across all grade levels. With increased adult presence in classrooms, teachers focused on differentiated instruction and targeted interventions. Additional adult support also benefited student safety during unstructured times such as recess and lunch.

As a result, iReady ELA placement for grades K–5 increased from 25% performing at the early on to above grade level at the beginning of the year (BOY) to 55% at the middle of the year (MOY), while Math placement rose from 22% BOY (beginning of the year) at the early on to above grade level to 50% MOY(middle of the year) during school year 2025-26. These gains reflected the impact of increased instructional time and the ability to deliver personalized learning experiences. The additional aides enhanced supervision during recess and lunch, contributing to a safer and more structured learning environment, which in turn supported stronger academic focus and engagement during instructional time.

The Charter School Block Grant proved highly effective in strengthening Nestle Charter's instructional program and overall school climate. The addition of a class size reduction teacher allowed for more individualized attention, particularly in early literacy and foundational math skills. Moreover, the presence of additional aides supported transitions between activities and ensured consistent academic and behavioral support throughout the day. The reduced student-to-teacher ratio fostered higher levels of participation and confidence among students, leading to measurable academic growth and increased engagement across grade levels.

The Charter School Block Grant enabled Nestle Charter to create more personalized, responsive, and supportive learning environments. These investments not only improved student achievement in ELA and Math but also enhanced overall school culture, making learning more engaging and effective for all students.

Action 4: Class Size Reduction

Balanced Assessment data reflected growth in ELA across grades 3–5 and in Mathematics for all grades except fourth. In response to the decline in fourth-grade math performance, a math coach has been assigned for SY 2025–26 to model lessons, co-teach, and provide ongoing coaching to strengthen instructional practices.

Smarter Balanced Assessment (SBA) results further demonstrate notable progress in English Language Arts (ELA), with the school increasing by 19.3 points in Distance from Standard (DFS) across grades 3–5. Fifth grade showed exceptional growth, with a 44-point increase in DFS.

In Mathematics, progress was slower, with only a 1-point gain in DFS across grades 3–5, highlighting the need for continued focus on math instruction and support.

Action 5: Dual Language Education

The addition of a base-funded Russian-speaking teaching assistant had a significant impact on both family and student engagement at

our school. By providing direct language support in the classroom to all students, the assistant has helped Russian-speaking students access instruction
more effectively, fostering greater academic participation and confidence. Equally important, the assistant has served as a bridge between the school and families, facilitating communication, clarifying expectations, and ensuring that parents feel informed and involved in their child's learning. As a result, we have seen increased attendance at family events, more consistent participation in conferences, and stronger overall engagement from both students and their families.

This support has not only enhanced day-to-day learning but also strengthened the school community by ensuring that language barriers do not hinder meaningful involvement.

Action 6: Supplemental Arts Education

Nestle Charter ensured support through the Supplemental Arts Education to support targeted student population.

Attendance remained strong with more than half (51%) of the students at Nestle Charter maintaining excellent attendance during the 2025–26 school year and 65.7% of students maintained excellent attendance currently. Chronic absenteeism continued to stay below district averages. Academic outcomes also reflected continued student growth in both ELA and math.

With the increased staffing for SY 2025–26, we anticipate even greater impact on engagement, learning, and community participation.

Action 7: Supplemental Afterschool Programs

These efforts led to measurable outcomes: K–5 i-Ready ELA placement increased 25% At or Above Grade Level from 30% at BOY to 55% MOY during the 2025-2026 school year; while Math placement increased 28% At or Above Grade Level from 22% on BOY to 50% on 2025-2026 MOY.

This demonstrated the effectiveness of Nestle Charter's targeted support, purposeful data analysis, and collaborative approach in advancing academic achievement and engagement. iReady ELA placement for grades K–5 increased from 29% performing at the early on to above grade level at the beginning of the year 2025-26(BOY) to 55% at the end of the year (MOY), while Math placement rose from 22% BOY (beginning of the year) at the early on to above grade level to 50% MOY(middle of the year) during school year 2025-26 Students who participated in after-school tutoring and enrichment demonstrated improved outcomes on formative and benchmark assessments in ELA.

School-wide data from 2024-25 School Experience Survey indicated that Nestle Charter Elementary students demonstrated a stronger growth mindset compared to the district average. For example, 75% of our students overall agreed that they can grow their intelligence with effort and perseverance, exceeding the district average of 71%. Notably, 77% of students believe they can change their intelligence through hard work, and 75% feel capable of learning anything, showing confidence in their ability to grow academically.

Supplemental Afterschool programs were effective because they provided targeted academic support beyond the school day, giving students additional time to master standards while engaging them in enrichment activities that build confidence and curiosity.

Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

This action effectively advanced academic achievement across all grade levels through targeted investments in instructional staffing, intervention programs, social-emotional supports, and data-informed practices. These coordinated efforts supported a comprehensive whole-child approach, addressing students' academic, behavioral, and emotional needs to ensure sustained growth and success for all learners.

The impact of these actions reflected academic gains. 31% of students met or exceeded standards on the 2024–25 California Science Test (CAST), marking a 6% increase from the previous year. On the Smarter Balanced Assessment (SBA), 48% of students met or exceeded standards in English Language Arts and 52% in Mathematics. These results represented a 6.1-point increase in Distance from Standard (DFS) for ELA and a 1.4-point increase for Math, demonstrated measurable improvement and the effectiveness of this action.

Action 9: SENI Investments towards Academic Excellence

Nestle Charter demonstrated strong academic improvement through consistent, data-informed instruction. Our Intervention and Prevention Coordinator closely monitored i-Ready data and regularly reported progress in weekly bulletins and grade-level meetings. By providing grade-specific data and collaborating with teachers, the coordinator ensures that instruction and interventions are aligned to students' individual needs. In addition, the interventionist and Total School Population (TSP) coordinator organized after-school and Saturday classes, offering small-group instruction targeted to individual needs. By addressing learning gaps and reinforcing core skills, these efforts ensured that all students, particularly those most at risk, had access to meaningful support, resulting in improved academic outcomes and engagement.

As a result, i-Ready ELA placement for grades K–5 increased from 34% performing at early on to above grade level at the beginning of the year (BOY) to 60% at the end of the year (EOY). Math placement also showed significant growth, rising from 15% at BOY to 71% at EOY during the 2024–25 school year. This progress reflected the effectiveness of Nestle Charter's targeted support and its commitment to continuous improvement through purposeful data analysis and collaboration.

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.

Los Angeles Unified will continue to support Dual Language Education at Nestle Avenue Charter and will transition to being funded through the General Fund School Program.

Nestle Avenue Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Nestle Avenue Charter LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	General Fund School Program	Nestle will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,912,926 **School Discretionary Fund: $386,688**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Nestle Avenue Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,416,129	N
3	Charter School Categorical Block Grant	Charter School Block Grant funds for 2026-2027 will be used to provide CSR substitute days for professional learning and planning, maintain essential equipment, support contracts for copier and poster-making services, and staff student supervision and instruction, including two three-hour School Supervision Aides and one CSR teacher (as enrollment allows) to ensure safe, effective learning environments and appropriate class sizes	**School Discretionary Fund Cost: $220,683**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Nestle Avenue Charter.	District Cost: $402,239	Y
	Dual Language Education	Los Angeles Unified will continue to support Dual Language Education at Nestle Avenue Charter and will transition to being funded through the General Fund School Program.		
5	Supplemental Arts Education	Nestle Avenue Charter will implement Arts Education to support Academic Excellence for different learners in our school.	District Cost: $60,012	Y
	Supplemental Afterschool Programs	Nestle Avenue Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Nestle Avenue Charter LCAP.		

6	Charter Supplemental/Concentration Funds in Lieu of EIA	Charter Supplemental/Concentration Funds for school year 2026-2027 will be used to support instructional materials and supplies (IMA) and to staff key positions, including two three-hour Campus Aides and two three-hour School Supervision Aides, ensuring a safe campus environment and adequate support for student learning and supervision.	**School Discretionary Fund Cost: $102,470**	Y
7	SENI Investments towards Academic Excellence	SENI Investments toward Academic Excellence will fund one three-hour TSP Coordinator, including differential and extra time, as well as instructional materials, student supplies, and general school supplies to support targeted instruction and enhance student learning outcomes.	**School Discretionary Fund Cost: $254,143**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Nestle Charter, we recognize that students can only thrive academically, emotionally, and behaviorally when they feel safe, supported, and connected to their school community. To foster this environment, the school has prioritized investments in key personnel, including the Pupil Services and Attendance (PSA) Counselor and the Pupil Support Worker (PSW), whose roles are critical in promoting student well-being and Engagement.

The PSW supports students experiencing social-emotional challenges by conducting RARDs and Threat Assessments, providing both individual and group counseling, and connecting families with external counseling or community resources when needed. The PSW also provides professional development for staff on topics such as social-emotional learning, wellness, and trauma-informed practices, ensuring that teachers are equipped to support students effectively in the classroom.

The PSA Counselor works to improve student attendance and engagement by identifying barriers to regular school attendance, conducting home visits, and connecting families with necessary resources and supports. By collaborating with staff to implement targeted attendance interventions and restorative approaches, the PSA helps students feel motivated, connected, and supported in attending school consistently. Together, the PSW and PSA play a central role in creating a positive, safe, and nurturing school climate at Nestle Charter. Their efforts ensure that students' mental health, social-emotional needs, and sense of belonging are prioritized, which in turn supports academic growth, consistent engagement, and overall well-being. Investing in these positions is essential for sustaining equity, safety, and a thriving school community where every student can succeed.

In addition, our PBIS advisor regularly visits Nestle to lead community-building activities in classrooms, facilitate restorative circles with students, and provide professional learning sessions for our aides, teachers, and parents. Teachers continue to engage students through daily check-ins that strengthen relationships and set a positive tone for the day. Our morning announcements also highlight and reinforce positive behaviors, helping to create a supportive and connected school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 37.5% **African American/Black:** 38.9% **Hispanic/Latino:** 30.6% **English Learner:** 35.1% **RFEP:** 56.4% **Standard English Learner:** 32.3% **Students with Disabilities:** 45.5% **Low Income:** 37.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 47.5% **African American/Black:** 41.7% **Hispanic/Latino:** 45.5% **English Learner:** 46.7% **RFEP:** 54.0% **Standard English Learner:** 39.1% **Students with Disabilities:** 49.3% **Low Income:** 45.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 49.5% **African American/Black:** 42.9% **Hispanic/Latino:** 49.1% **English Learner:** 46.2% **RFEP:** 53.2% **Standard English Learner:** 49.0% **Students with Disabilities:** 47.1% **Low Income:** 49.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 47.5% **African American/Black:** 43.9% **Hispanic/Latino:** 35.6% **English Learner:** 38.1% **RFEP:** 61.0% **Standard English Learner:** 38.3% **Students with Disabilities:** 48.5% **Low Income:** 42.1%	**All Students:** +12.0% **African American/Black:** +4.0% **Hispanic/Latino:** +18.5% **English Learner:** +11.1% **RFEP:** -3.2% **Standard English Learner:** +16.7% **Students with Disabilities:** +1.6% **Low Income:** +12.7%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 22.0% **African American/Black:** 33.3% **Hispanic/Latino:** 24.7% **English Learner:** 21.4% **RFEP:** 5.0%	**2023-2024** **All Students:** 21.0% **African American/Black:** 40.0% **Hispanic/Latino:** 25.0% **English Learner:** 21.0% **RFEP:** 11.0%	**2024-2025** **All Students:** 18.0% **African American/Black:** 21.1% **Hispanic/Latino:** 26.7% **English Learner:** 17.3% **RFEP:** 6.1%	**2025-2026** **All Students:** 19.0% **African American/Black:** 25.0% **Hispanic/Latino:** 22.0% **English Learner:** 20.0% **RFEP:** 3.0%	**All Students:** -4.0% **African American/Black:** -12.2% **Hispanic/Latino:** +2.0% **English Learner:** -4.1% **RFEP:** +1.1%

		Standard English Learner: 28.9% **Students with Disabilities**: 22.7% **Low Income:** 23.6% *Source: Open Data Dashboard*	**Standard English Learner:** 30.0% **Students with Disabilities**: 25.0% **Low Income:** 21.0% *Source: Open Data Dashboard*	**Standard English Learner:** 25.0% **Students with Disabilities:** 21.2% **Low Income:** 18.8% *Source: Open Data Dashboard*	**Standard English Learner:** 25.0% **Students with Disabilities:** 20.0% **Low Income:** 20.0%	**Standard English Learner:** -3.9% **Students with Disabilities:** -1.5% **Low Income:** -4.8%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 27.7% **African American/Black:** 33.3% **Hispanic/Latino:** 30.6% **English Learner:** 26.3% **RFEP:** 10.3% **Standard English Learner:** 34.4% **Students with Disabilities**: 27.3% **Low Income:** 30.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 29.4% **African American/Black:** 54.2% **Hispanic/Latino:** 33.0% **English Learner:** 29.2% **RFEP:** 18.0% **Standard English Learner:** 40.9% **Students with Disabilities**: 31.9% **Low Income:** 29.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 25.3% **African American/Black:** 23.8% **Hispanic/Latino:** 35.1% **English Learner:** 27.9% **RFEP:** 6.4% **Standard English Learner:** 32.7% **Students with Disabilities:** 30.9% **Low Income:** 27.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 25.0% **African American/Black:** 44.0% **Hispanic/Latino:** 30.0% **English Learner:** 25.0% **RFEP:** 14.0% **Standard English Learner:** 35.0% **Students with Disabilities:** 27.0% **Low Income:** 26.0%	**All Students:** -2.4% **African American/Black:** -9.5% **Hispanic/Latino:** +4.5% **English Learner:** +1.6% **RFEP:** -3.9% **Standard English Learner:** -1.7% **Students with Disabilities:** +3.6% **Low Income:** -2.7%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 64.2% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 72.5% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 70.6% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 76.0%	**All Staff:** +6.4%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.41% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** +0.4%

6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** N/A *Source: Open Data Dashboard*	**2023-2024** **All Students:** N/A *Source: Open Data Dashboard*	**2024-2025** **All Students:** N/A *Source: Open Data Dashboard*	**2025-2026** **All Students:** N/A	**All Students:** N/A
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 76.7% **Hispanic/Latino:** 80.0% **English Learner:** 76.5% **RFEP:** 83.3% **Standard English Learner:** 73.3% **Students with Disabilities:** 66.7% **Low Income:** 73.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 83.3% **Hispanic/Latino:** 72.0% **English Learner:** 82.6% **RFEP:** 89.3% **Standard English Learner:** 79.3% **Students with Disabilities:** 92.0% **Low Income:** 82.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 66.7% **Hispanic/Latino:** 88.5% **English Learner:** 60.0% **RFEP:** 77.8% **Standard English Learner:** 75.0% **Students with Disabilities:** 60.9% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 86.0% **Hispanic/Latino:** 83.0% **English Learner:** 83.5% **RFEP:** 90.3% **Standard English Learner:** 80.3% **Students with Disabilities:** 93.0% **Low Income:** 84.0%	**All Students:** -10.0% **Hispanic/Latino:** +8.5% **English Learner:** -16.5% **RFEP:** -5.5% **Standard English Learner:** +1.7% **Students with Disabilities:** -5.8% **Low Income:** -6.4%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 91.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 88.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 91.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +0.4%
10	**Percent of Staff who Feel Safe at School (per School**	**2022-2023** **All Staff:** 98.0% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 98.1% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 93.3% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** -4.7%

	Experience Survey)					
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 70.6% **Hispanic/Latino:** 73.1% **English Learner:** 66.7% **RFEP:** 66.7% **Standard English Learner:** 73.3% **Students with Disabilities:** 62.5% **Low Income:** 62.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 80.2% **Hispanic/Latino:** 79.2% **English Learner:** 83.3% **RFEP:** 85.7% **Standard English Learner:** 78.6% **Students with Disabilities:** 92.0% **Low Income:** 83.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 64.0% **Hispanic/Latino:** 72.0% **English Learner:** 41.9% **RFEP:** 77.8% **Standard English Learner:** 74.1% **Students with Disabilities:** 58.3% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **Hispanic/Latino:** 80.0% **English Learner:** 85.0% **RFEP:** 86.0% **Standard English Learner:** 80.0% **Students with Disabilities:** 93.0% **Low Income:** 85.0%	**All Students:** -6.6% **Hispanic/Latino:** -1.1% **English Learner:** -24.8% **RFEP:** +11.1% **Standard English Learner:** +0.8% **Students with Disabilities:** -4.2% **Low Income:** +4.0%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 93.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.9% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 93.0%	**All Parents:** -2.7%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 72.5% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 75.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 85.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 78.0%	**All Staff:** +12.6%

Goal Analysis for [2025-2026]

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.

Action 1: Base-Funded Health Supports

During the 2025–26 school year, Nestle Charter effectively implemented Base-Funded Health Supports to promote student wellness, engagement, and attendance. More than half of our students maintained excellent attendance, with 50.6% achieving the benchmark of 96% or higher in 2024–25. This improvement reflected the consistent impact of health and wellness services, including the full-time presence of a school nurse, who addresses students' medical needs promptly, manages chronic conditions, and monitors overall well-being.

The full-time nurse allowed for immediate responses to health concerns, reducing instructional time lost to absences and strengthening communication between families and the school. By proactively supporting students' health and safety, these services have contributed to increased engagement, focus, and academic participation.

While implementation largely aligned with planned actions, challenges included managing the increasing demand for health and wellness support as student needs grew throughout the year. A success of the program has been the ability to leverage consistent staffing and proactive care to create a safe and supportive environment, which directly supports our goal of joy, wellness, and a positive school climate.

Action 2: Base-Funded School Climate Support Staff

Nestle Charter Elementary implemented school climate support through dedicated staff focused on creating a safe, welcoming, and inclusive environment. The school purchased additional PSW time, provided students with increased opportunities for targeted social-emotional support and guidance throughout the day. These efforts strengthened students' sense of safety, connectedness, and belonging, contributing to overall engagement and a positive school climate.

Successes included enhanced student engagement, improved access to social-emotional support, and strengthened relationships between students and staff, demonstrating the effectiveness of ongoing climate initiatives and the school's commitment to fostering a supportive and nurturing learning environment.

Action 3: Supplemental School Climate Support Staff

Nestle Charter Elementary continued to implement supplemental school climate support through dedicated staff focused on promoting student safety, belonging, and positive relationships. Initiatives included Positive Behavior Support systems, active supervision, schoolwide assemblies emphasizing respect and kindness, restorative practices, and consistent, care-driven communication. These actions reinforced a welcoming and inclusive school environment and strengthened students' sense of connection to the school community.

Successes included stronger classroom and schoolwide routines, increased student engagement, and deeper connections between students and adults. Moving forward, the school plans to expand classroom community-building, student leadership opportunities, and social-emotional learning practices to ensure every student feels safe, supported, and valued.

Action 4: SENI Investments towards Joy and Wellness

During the 2025–26 school year, Nestle Charter Elementary effectively utilized SENI funds to support schoolwide engagement, collaboration, and targeted student support. This action allowed the school to fund a Total School Population Coordinator and provide essential instructional materials, which were critical in implementing and monitoring academic and family engagement initiatives aligned with LCAP goals. The coordinator supported consistent monitoring of student progress, particularly for English Learners, by analyzing data, coordinating targeted interventions, and assisting teachers in implementing strategies that promote language development and reclassification.

Successes included improved coordination of interventions, strengthened teacher support, and increased alignment between academic and family engagement efforts. These outcomes demonstrated the positive impact of SENI investments on student engagement and overall school climate.

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.

No material differences.

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

Action 1: Base-Funded Health Supports

Percent of All Students with Excellent Attendance (96% or Higher)

Percent of all students with excellent attendance 2024-2025: 50.6%

Percent of all students with excellent attendance 2025-2026: 65.7%

More than half of the students at Nestle Charter maintained excellent attendance during the 2025–26 school year, with 50.6% of all students achieving this benchmark. Currently, 65.7% of students maintain excellent attendance.
This improvement reflected the impact of consistent health and wellness support services provided by the school, including a full-time nurse who addresses students' medical and wellness needs promptly and effectively throughout the day. Having a nurse on campus full-time allowed for immediate response to health concerns, management of chronic conditions, and proactive monitoring of student well-being. This consistent presence reduced instructional time lost to health-related absences, improves attendance, and strengthens communication with families. By supporting students' health and safety, these services directly contributed to greater engagement, focus, and overall academic success at Nestle Charter.

Action 2: Base-Funded School Climate Support Staff

Percent of Students Reporting on the School Experience Survey: "I feel safe in this school": 67%
Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school": 55%

Schoolwide data from the School Experience Survey reflected a positive upward trend in student satisfaction throughout a five-year span. The percentage of students who reported "I am happy to be at this school" decreased from 87% in 2024 to 77% in 2025, while those who agreed with the statement "I feel there is at least one adult at school who supports me" rose significantly from 70% to 78% during the same period.

These improvements highlighted the school's ongoing commitment to fostering a welcoming, inclusive, and supportive environment for all students.

Action 3: Supplemental School Climate Support Staff

Percent of Students Who Feel Safe at School (per School Experience Survey) 67%
Percent of Students Who Feel They are a Part of their School (per School Experience Survey) 55%
According to the 2024–2025 School Experience Survey, 67% of students reported feeling safe at school, demonstrating the continued impact of our Positive Behavior Support systems, active supervision, and schoolwide assemblies that promote respect and kindness. Additionally, 55% of students indicated they feel a sense of belonging at Nestle, showing that over half of our students recognize positive connections within our school community.

Our school community remained committed to supporting students through consistent routines, restorative practices, and care-driven communication. These results provide a strong foundation to build upon as we continue to strengthen inclusion, student voice, and connectedness. Moving forward, we will deepen our focus on classroom community-building, expand student leadership opportunities, and enhance social-emotional learning practices to ensure every student feels both safe and valued at school.

Action 4: SENI Investments towards Joy and Wellness

Nestle Charter Elementary effectively utilized SENI funds to support schoolwide engagement and collaboration through the purchase of a Total School Population Coordinator, and essential instructional materials (IMA). These positions and resources play a critical role in implementing and school climate.

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.

No significantly planned changes.

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	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Nestle Avenue Charter will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Nestle Avenue Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Nestle Avenue Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	SENI Investments toward Joy and Wellness will fund one day each for a Psychologist and a PSW to provide targeted social-emotional support, counseling, and interventions that promote student well-being and a positive school climate.	**School Discretionary Fund Cost: $69,048**	Y

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our six-hour Community Representative continues to play an essential role in connecting families, staff, and the school. This year 2025-26 there are over 135 parents who have registered to volunteer to help in classrooms, chaperone field trips, and support special PTA events—thanks to her dedicated outreach. She also hosts monthly workshops to help families access the Parent Portal and complete the District's volunteer application process, ensuring that all parents feel informed, welcomed, and empowered to take part in our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 84.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 76.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 79.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** -5.3%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 85.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 85.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** -0.2%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 85.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 76.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** -9.1%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 95.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** -1.9%

Goal Analysis for [2025-2026]

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.

Action 1: SENI Investments towards Engagement and Collaboration

Nestle Charter Elementary leveraged SENI resources to strengthen family engagement and collaboration. This action supported the Community Representative, who facilitated ongoing outreach, organized workshops, and maintained consistent communication with families. This work ensured that families were informed, empowered, and able to actively participate in their child's education. The school also provided accessible instructional resources and clear, understandable communication, creating stronger home-school connections and promoting meaningful involvement in decision-making and school activities.

Implementation was largely consistent with planned actions, though challenges included varying levels of parent participation, particularly in attending workshops or school events with their children. Despite these challenges, successes included strengthened relationships between families and staff, increased trust in school processes, and measurable improvements in family engagement. Families reported feeling included in important decisions, able to access resources, and supported in helping their children succeed, demonstrating the effectiveness of targeted, coordinated engagement efforts.

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.

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

Parents Reporting on the School Experience Survey(SES): "This school includes me in important decisions about my child's education." 79%
Parents reporting on the SES: "I can easily find information about parent workshops or other programs offered at this school" 86%
Parents reporting on the SES: "This school provides instructional resources to help me support my child's education." 77%
Parents Reporting on the SES: "This school provides me with information (verbal and written) I can understand."
93%

Nestle Avenue Charter's investments in family engagement and communication proved to be highly effective, as reflected in the 2024–2025 School Experience Survey. Our Community Representative's ongoing outreach, workshops, and consistent communication have played a key role in strengthening the partnership between families and the school.

Survey data showed steady growth across multiple indicators of parent involvement and satisfaction. The percentage of parents who feel the school includes them in important decisions about their child's education increased from 77% to 79%, while those who agreed that the

school recruits and organizes parents to help and support school activities rose from 92% to 95%, a 3% gain. Additionally, there was a 4% increase in parents who reported visiting the school website to access information and resources from 85% to 89%.

Overall, Nestle also saw upward trends in key areas of parent involvement (89% to 90%), parent engagement (88% to 89%), and parent safety (83% to 84%). These results reflect the strong relationships and trust being built between home and school. The data clearly demonstrated that our Community Representative's efforts to connect, inform, and empower families have had a measurable and meaningful impact on our school community.

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.

No significantly planned changes.

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	SENI Investments towards Engagement and Collaboration	SENI Investments toward Engagement and Collaboration for 2025–26 will fund staffing and resources to strengthen family and community partnerships, enhance communication, and support collaborative school initiatives that increase parent and community engagement in student learning.	**School Discretionary Fund Cost: $62,466**	Y

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Nestle Avenue Charter Elementary, affiliated with the Los Angeles Unified School District, will maintain a safe and clean environment, ensure all teachers are properly credentialed, provide students with standards-based instructional materials, and comply with all operational requirements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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.

Action 1: LAUSD Support for Affiliated Charter Operations

Our plant manager continues to play a vital role in maintaining a clean, safe, and well-functioning campus. Through daily inspections and proactive reporting, he ensures that facility needs are addressed promptly and collaborates closely with district personnel to complete repairs and improvements in a timely manner. His diligence and attention to detail contribute directly to the overall sense of safety and pride our staff and students feel on campus. Additionally, we continue to monitor and repair any tears or rips in our privacy fencing, recognizing that it provides a controlled, secure environment that protects our students and staff.

This year, our implementation also focused on strengthening professional collaboration. Teachers participated in peer observations, grade-level planning, and ongoing conversations about instructional practices, which have fostered deeper connections and shared accountability for student success. The continued improvement in staff perception data reflects these collective efforts to build a supportive culture.

Nestle Charter remains committed to ensuring that both physical safety and emotional well-being are prioritized. By combining strong leadership, dedicated maintenance and safety practices, and a collaborative professional culture, we continue to create a school environment where everyone feels valued, respected, and supported.
The 2024–2025 School Experience Survey results demonstrate that the staff at Nestle Charter feel strongly positive about the school's overall climate. With 79% of staff responding favorably, the data reflects a culture of collaboration, respect, and shared commitment to student success.

When asked if the school is a supportive and inviting place to work, 85% of Nestle staff agreed, compared to 80% districtwide, showing that employees feel valued and connected to their work environment. Even more notably, 87% of staff reported feeling comfortable talking with school leadership about issues or concerns, far exceeding the district average of 76%.
These results affirm that Nestle Charter fosters a positive, open, and professional climate where teachers and staff feel heard, supported, and engaged. The consistent improvement from prior years also illustrates the school's ongoing efforts to strengthen trust, communication, and shared purpose across all levels of the organization.

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.

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

Nestle Charter Elementary continued to demonstrate strong effectiveness in creating a safe, supportive, and academically rigorous school environment. The school earned an overall “exemplary” rating on the SARC inspection of facilities, reflecting our proactive maintenance and attention to campus safety. This high-quality facility directly benefited students and staff by providing a clean, functional, and secure environment that is conducive to learning and teaching. Our plant manager contributed significantly to this success through daily inspections, timely reporting, and collaboration with district personnel to address any facility concerns. We also continued to monitor and repair our privacy fencing, which ensures students are protected and staff can focus on instruction without safety distractions.

100% of our teachers are appropriately credentialed ensures that all students receive instruction from highly qualified professionals. This positively impacted student learning by guaranteeing that teachers have the knowledge, training, and expertise to deliver effective, standards-aligned instruction, support individual student needs, and maintain high expectations in the classroom.

Additionally, all students have access to standards-based instructional materials in accordance with the Williams Act, which ensured equity across grade levels and classrooms. By providing every student with the necessary materials, we supported consistent, high-quality instruction and removed barriers to learning, enabling students to fully engage with the curriculum.

Together, these results show that Nestle Charter’s actions are highly effective: students learn in a safe, well-maintained environment, are taught by qualified educators, and have access to the resources they need to succeed.

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.

No significantly planned changes.

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	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Nestle Avenue Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $1,815,499	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$488,127.00 (School Discretionary Funds- new S/C revenues) $958,317.79 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

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
80.37%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	80.37%

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 4	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Nestle Ave. Charter. Scope: School-wide	Los Angeles Unified School District, including Nestle Ave. Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English	Los Angeles Unified School District, including Nestle Ave. Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5

	Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Nestle Ave. Charter. Scope: School-wide	elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Nestle Ave. Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● Smarter Balanced Assessment: Math- Grades 3-5 ● Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Nestle Ave. Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Two three-hour Campus Aides and two three-hour School Supervision Aides, including bilingual staff, provide supervision and targeted support that help foster youth, English learners, and low-income students access instruction, participate fully in school activities, and succeed academically in a safe, structured environment.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy

			Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 7	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Nestle Ave. Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Nestle Ave Charter will implement targeted ELA interventions in grades K–5 to support at-risk students, including English Learners, Students with Disabilities, and identified subgroups performing below or well below standards on i-Ready and SBAC. The strategy includes professional development to strengthen foundational literacy instruction, dedicated time for data analysis and small group planning with integrated iELD, Tier 2 interventions targeting specific skill gaps, and ongoing progress monitoring using pre- and post-assessment data to guide instruction. Student data from i-Ready, and other relevant assessments is used to continuously monitor student progress. Timely progress monitoring and assessment results allow staff to quickly determine student performance and the effectiveness of instructional lessons or strategies. During weekly grade-level meetings, teams review this data and respond promptly by adjusting instruction as needed.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing,	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students

	English Learners, students in foster care, and low-income students feel safe and welcome on campus, Nestle Ave. Charter will also provide supplemental school climate support staffing. Scope: School-wide	Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Nestle Ave. Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	Action: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	The Psychiatric Social Worker (PSW) and Pupil Services Assistant (PSA) will provide direct emotional and behavioral support to students, as well as professional development and ongoing training for staff and workshops for parents. In addition, daily Social-Emotional Learning (SEL) instruction will be implemented through PBIS and the Second Step program. These district-recommended programs provide a structured, user-friendly framework that supports consistent SEL instruction for both teachers and students while promoting positive behavior, emotional regulation, and a safe, supportive school climate. Nestle serves a large immigrant population, making mental health support a critical need for our school community. The increase in cases	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a

		involving suicidal ideation, negative thinking, and the enrollment of students and families from war-torn countries such as Ukraine, RUSSIA and Iran underscores the importance of providing comprehensive mental health services to maintain a safe and supportive school culture. Our students arrive with varying levels of emotional need stemming from home circumstances, family situations, and unexpected emergencies. It is essential that the school is prepared to respond immediately with appropriate supports for students and families and connect them to necessary resources.	Part of their School (per School Experience Survey)
Goal 3 Action 1	Action: SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Scope: School-wide	Our strategy is to build strong ties to our community and forge even stronger ties between parents, teachers, staff and students through community events, education and continual exemplary achievements. The school will implement a research-based family engagement strategy that builds parent capacity to actively support student learning through targeted parent professional development. Grounded in evidence demonstrating that family engagement improves academic achievement, the school will provide workshops focused on curriculum-aligned academic strategies, instructional resources, and practical tools families can use to reinforce learning at home. Intentional outreach and participation incentives will be used to increase access and engagement for families of English Learners, Low-Income students, and Foster Youth, addressing common barriers to participation. Workshop content will be differentiated based on student needs and	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school” ● Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me

		may be implemented in multiple formats to ensure accessibility across school sites. Participation and attendance data will be monitored on an ongoing basis to assess engagement levels and inform continuous improvement. Adjustments will be made as needed to ensure the strategy effectively supports families and contributes to improved student achievement for targeted student groups. Funding the Community Representative is an effective use of funds to support the school's goals for English Learners, Low-Income students, and Foster Youth by strengthening family engagement, which research identifies as a critical factor in improving student achievement and closing equity gaps. ESSA-aligned research demonstrates that intentional, ongoing family engagement practices are associated with improved attendance, academic outcomes, and student engagement, particularly for historically underserved student groups. School Experience Survey data indicate that parents report positive relationships with the school, demonstrating increased trust and connection. Increased survey response rates, higher Parent Portal registration, growth in PTA membership, and increased donations provide additional evidence that the school's outreach efforts are effective. These indicators align with research showing that when families are informed, connected, and engaged, they are better able to support student learning and monitor academic progress. For English Learners, research shows that increased family understanding of instructional programs and access to school communication platforms supports language development and	support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		academic achievement. For Low-Income students and Foster Youth, strong school-family partnerships help address barriers to engagement and provide increased stability and access to supports. The Community Representative supports these outcomes by providing targeted outreach, parent training, and coordination of resources. By maintaining funding for this position, the school ensures consistent implementation of an evidence-based family engagement strategy that directly supports improved outcomes and equity for English Learners, Low-Income students, and Foster Youth. Citing feedback from the School Experience Survey, parents feedback suggests a positive relationship with the school. The percentage of surveys returned, parent portal registration, PTA membership, increase in donations all point to the success of our community outreach and the effectiveness of our Community Reps efforts.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

Nestle Charter has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Nestle Charter will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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	*Not applicable*	18.85 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 416 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	28.61 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 416 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Nestle Avenue Charter Elementary School 2026-2027 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 %)
Nestle Avenue Charter Elementary School 2026-2027	$ 607,371	$ 488,127	80.37%	0.000%	80.37%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,095,498	$ -	$ -	$ -	$ 1,095,498.00	$ 979,513	$ 115,985

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	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 369,734	$ 16,954	$ 386,688	$ -	$ -	$ -	$ 386,688	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 166,679	$ 54,004	$ 220,683	$ -	$ -	$ -	$ 220,683	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 82,157	$ 20,313	$ 102,470	$ -	$ -	$ -	$ 102,470	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 234,860	$ 19,283	$ 254,143	$ -	$ -	$ -	$ 254,143	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 69,048	$ -	$ 69,048	$ -	$ -	$ -	$ 69,048	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 57,035	$ 5,431	$ 62,466	$ -	$ -	$ -	$ 62,466	0.000%

Nestle Avenue Charter Elementary School 2026-2027 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
$ 607,371	$ 488,127	80.37%	0.000%	80.37%	$ 488,127	0.000%	80.37%	**Total:**	$ 488,127
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 488,127

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	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 102,470	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 254,143	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 69,048	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 62,466	0.000%

Nestle Avenue Charter Elementary School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,296,816.00	$ 829,474.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Base Instructional Supports, including General Fund School Program	No	$ 384,866	$ 239,174
1	3	Charter School Categorical Block Grant	No	$ 348,845	$ 103,774
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 119,518	$ 92,138
1	9	SENI Investments towards Academic Excellence	Yes	$ 293,755	$ 265,677
2	4	SENI Investments towards Joy and Wellness	Yes	$ 67,190	$ 67,168
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 82,642	$ 61,543

Nestle Avenue Charter Elementary School 2025-2026 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)
$ 563,105	$ 563,105	$ 486,526	$ 76,579	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 119,518	$ 92,138	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 293,755	$ 265,677	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 67,190	$ 67,168	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 82,642	$ 61,543	0.000%	0.000%

Nestle Avenue Charter Elementary School 2025-2026 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)
$ 733,711	$ 563,105	0.000%	76.748%	$ 486,526	0.000%	66.310%	$0.00 - No Carryover	0.00% - No Carryover

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, Statues 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.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o 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).

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