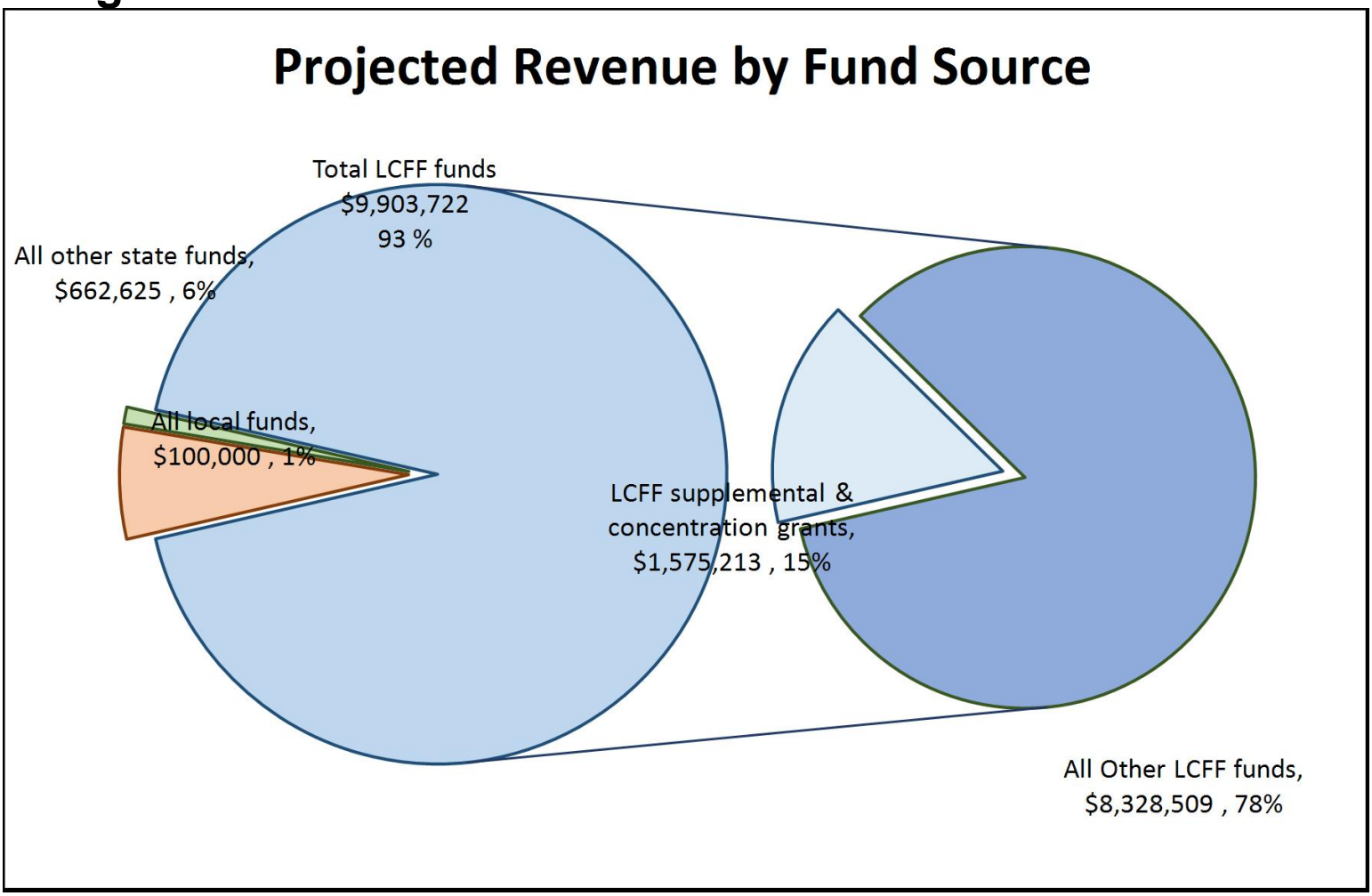
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leroy Greene Academy
CDS Code: California
School Year: 2025-26
LEA contact information:
David Rodriguez
Principal
davidrodriguez@natomasunified.org
(916) 567-5560

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

Budget Overview for the 2025-26 School Year

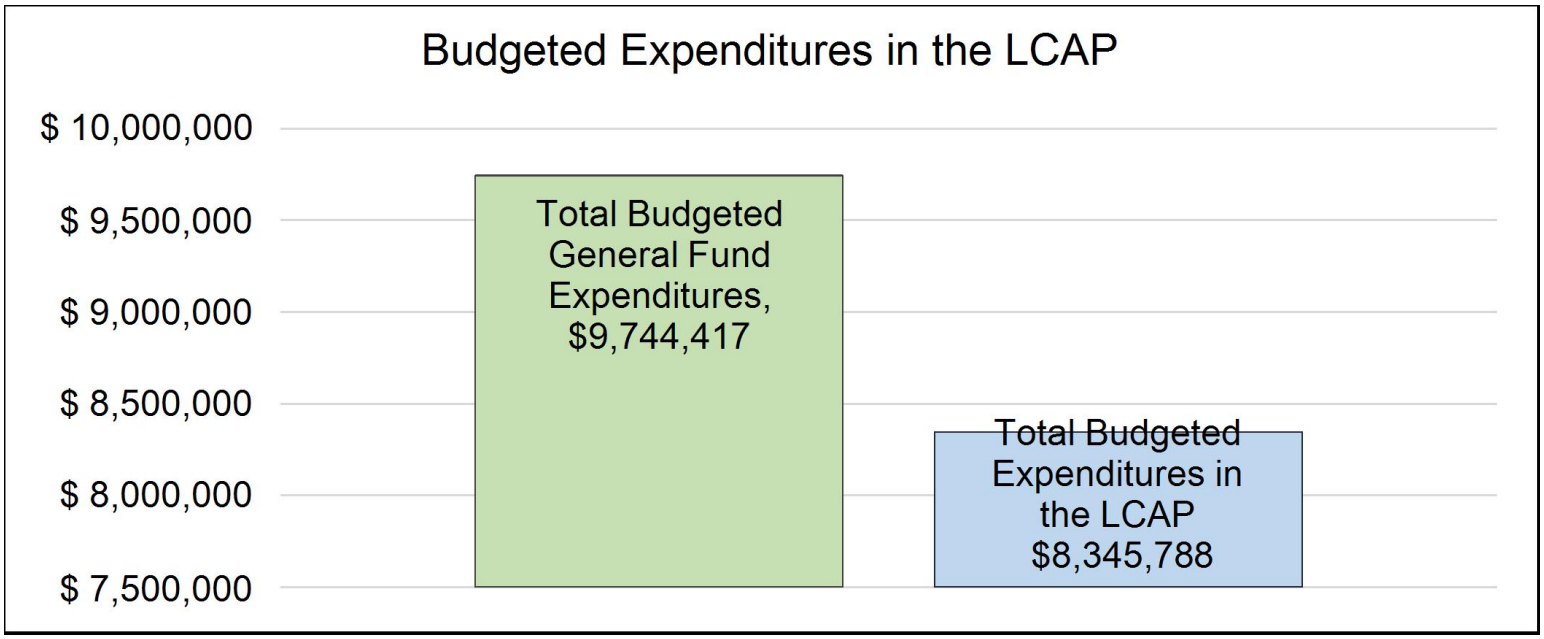


This chart shows the total general purpose revenue Leroy Greene Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leroy Greene Academy is $10,666,347, of which $9,903,722 is Local Control Funding Formula (LCFF), $662,625 is other state funds, $100,000 is local funds, and $ is federal funds. Of the $9,903,722 in LCFF Funds, $1,575,213 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 Leroy Greene Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Leroy Greene Academy plans to spend $9,744,417 for the 2025-26 school year. Of that amount, $8,345,788.28 is tied to actions/services in the LCAP and $1,398,628.7,199,999,997 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

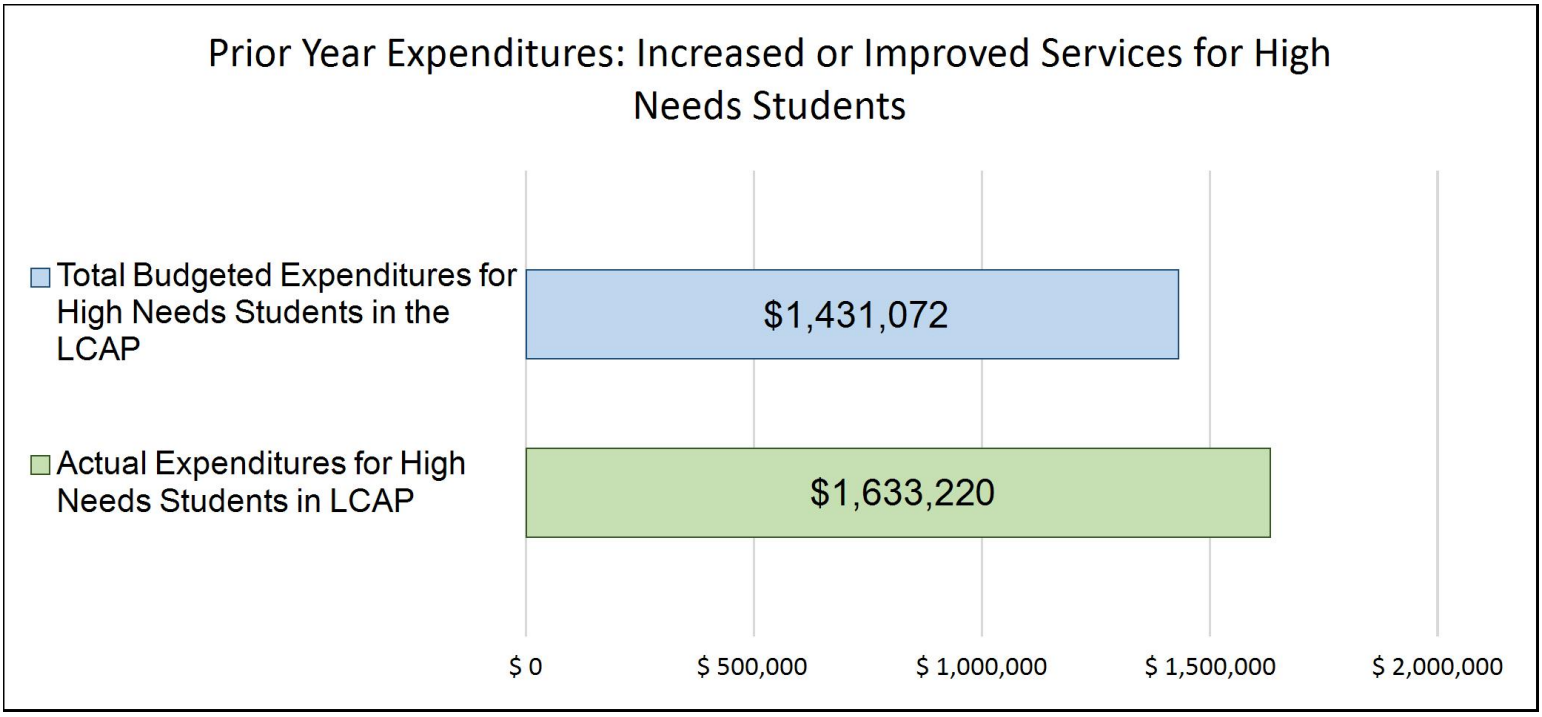
Other operating costs

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

In 2025-26, Leroy Greene Academy is projecting it will receive $1,575,213 based on the enrollment of foster youth, English learner, and low-income students. Leroy Greene Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Leroy Greene Academy plans to spend $1,575,213 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Leroy Greene Academy's LCAP budgeted $1,431,072 for planned actions to increase or improve services for high needs students. Leroy Greene Academy actually spent $$1,633,220 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leroy Greene Academy	David Rodriguez Principal	davidrodriguez@natomasunified.org (916) 567-5560

Plan Summary [2025-26]

General Information

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

Leroy Greene Academy (LGA) is an academic charter school, operated by NUSD to serve students in the 6th through 12th grades. Our Vision is that All students graduate college and career ready, productive, responsible, and engaged global citizens. To do that, LGA is committed to PRIDE: Purpose, Results, Innovation, Determination, and Empathy.

We are a public school with the ability to operate differently than a traditional school. We implement challenging academic programs and high-leverage systems that ensure all students are prepared for college. Students complete coursework in two innovative pathways -- Visual Arts & Technology, and Business Entrepreneurship. Our culture of achievement is defined by high expectations for academic performance and citizenship.

We value diversity and connectedness, and we believe that the strength of our Lion PRIDE helps to create a rich educational experience focused on ensuring that all Lion students graduate college-ready. LGA hosts a diverse group of students, with approximately 750 students representing the diversity of Sacramento including 45% Latinx (down 2%), 16% White (no change), 14% African American (up 1%), 11% Asian (up 1%), 10% Two or More Races (no change). Additionally, about 47% of LGA students are economically disadvantaged (down 6%) and 6% are English Learners (no change).

Reflections: Annual Performance

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

Overview and General Progress
Leroy Greene Academy continues to demonstrate areas of academic growth, stability in key graduation indicators, and sustained engagement in local accountability measures. Serving grades 6–12 and characterized by a diverse student population—62.2% socioeconomically disadvantaged and 4.7% English Learners—LGA remains committed to fostering equity through its “PRIDE” values: Purpose, Results, Innovation, Determination, and Empathy.

Academic Performance
English Language Arts (ELA): LGA achieved a Yellow performance level with students averaging 10.1 points below standard, improving significantly by 11.7 points from the prior year. Performance gains were particularly strong among African American (+27.9 points), Hispanic (+19.7), and socioeconomically disadvantaged students (+14.9). However, English Learners and Students with Disabilities remain far below standard (-60.5 and -101.9 points, respectively), indicating ongoing instructional support needs for these subgroups.

Mathematics: The school remained in the Orange performance level, with overall scores 73.9 points below standard—a minor 1-point improvement. Subgroups like African American (-111.3), English Learners (-105.5), and Students with Disabilities (-180.2) were in the Red performance level, showing persistent challenges. In contrast, White students improved to the Green level, affirming that focused subgroup support is still urgently needed.

Science (Informational): Overall, LGA students scored 10.2 points below standard, showing a modest gain of 2.2 points. The subgroup analysis reveals improvement among English Learners, Hispanic, and Students with Disabilities, yet overall performance gaps persist.

Growth Data: While ELA growth was on par with typical progress, mathematics growth across nearly all subgroups was below typical, especially among Students with Disabilities (-23) and English Learners (-30), suggesting a need for more rigorous, differentiated math support.

College and Career Readiness
LGA reported a 68.7% “Prepared” rate on the College/Career Indicator, placing it in the Yellow performance band with a decline of 6.1%. Subgroup analysis showed particularly steep declines for Hispanic students (-24.9%) and Socioeconomically Disadvantaged students (-8.5%), highlighting the need to deepen access to rigorous coursework, CTE pathways, and postsecondary planning.

Graduation Rate
LGA sustained a 100% graduation rate, earning a Blue performance level for all students, with no significant subgroup discrepancies. This reflects strong academic systems and student support, especially valuable for historically underperforming groups.

Academic Engagement
Chronic Absenteeism: At 11.1%, LGA is in the Yellow band, yet improved by 6.4 percentage points. Notable improvements occurred for African American (-11.7%) and Socioeconomically Disadvantaged (-10.8%) students, although English Learners (+1.1%) and Long-Term English Learners (+1.3%) saw increases, requiring targeted attendance support.

School Climate and Conditions
Suspension Rate: Declined to 7.4% overall, maintaining the Yellow level. However, English Learners moved into the Red band (18.9%), and other subgroups like Students with Disabilities, African American, and Two or More Races remained in Orange. These trends point to equity concerns in disciplinary practices and the need for restorative supports.

Implementation of State Standards
LGA met the standard across all local indicators. Implementation ratings reflect full sustainability in ELA, ELD, Science, and History-Social Science, with "Initial Implementation" for Career Technical Education, signaling room for growth in pathway alignment and CTE program expansion.

Local Climate and Family Engagement
Survey responses indicate high levels of perceived safety and connectedness (e.g., 98% of students reported feeling safe). While 94% of families feel welcomed, staff identified the need for more dynamic, equity-centered family engagement, particularly among underrepresented groups. Improvements are underway through advisory programs and expanded staff capacity-building in relationship-building and decision-making.

Key Takeaways and Forward-Looking Priorities - Strengths:
Strong graduation rates (100%)
Gains in ELA proficiency, particularly for underserved groups
Effective implementation of state standards
Strong perceptions of safety and school connectedness

Key Takeaways and Forward-Looking Priorities - Areas for Growth:
Addressing persistent math underperformance, especially for Students with Disabilities and English Learners
Expanding access and readiness in College/Career pathways for Hispanic and socioeconomically disadvantaged students
Reducing suspension rates for vulnerable subgroups
Enhancing math instruction quality through professional development and instructional redesign
Deepening engagement with underrepresented families in planning and implementation

Actionable Responses:
Develop intensive, targeted supports in math and CTE
Continue attendance incentives with culturally relevant outreach for EL and LTEL families
Expand advisory programs and culturally affirming family engagement practices

Student Groups with Lowest Performance Levels on the 2023 CA School Dashboard:
Students with Disabilities: ELA
Socioeconomically Disadvantaged: Chronic Absenteeism
Hispanic Students: Chronic Absenteeism

African American Students: Chronic Absenteeism
Students with Disabilities: Suspension Rate
Students with Multiple Races: Suspension Rate
All Students: Suspension Rate
African American Students: Suspension Rate
Implement restorative practices and disaggregated behavior monitoring

Reflections: Technical Assistance

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

Through an analysis of student data and stakeholder engagement, a number of areas of need have emerged for LGA moving forward, including areas such as: expanding supports to prepare students for college/career, adding advanced coursework to provide rigorous challenging college-level classes, improving math performance, expanding course taking and intervention opportunities for students, increasing the A-G completion/pass rates, improving campus climate/culture and increasing authentic communication with families.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Student surveys
Parents	School Site Council Meetings 12/10/24 1/14/25 4/15/25 5/6/25"
Teachers and Staff	Staff meetings and surveys
PTSA	PTSA Meeting Dates: 9/9/2024 GENERAL MEETING 7:00 PM 10/7/2024 Board Meeting 6:30 PM 11/11/2024 BOARD MEETING 7:00 PM 11/11/2024 GENERAL MEETING 7:00 PM 12/9/2024 BOARD MEETING 7:00 PM 1/13/2025 BOARD MEETING 7:00 PM 1/13/2025 GENERAL MEETING 7:00 PM 2/10/2025 BOARD MEETING 7:00 PM 3/10/2025 GENERAL MEETING 7:00 PM 3/10/2025 BOARD MEETING 7:00 PM 4/7/2025 ELECTION MEETING 4/7/2025 BOARD MEETING 7:00 PM 5/5/2025 GENERAL MEETING 7:00 PM 5/5/2025 BOARD MEETING 7:00 PM

Educational Partner(s)	Process for Engagement
Administrators	Weekly leadership meetings
Executive Council	"Executive Council Meetings: Thursday, August 22, 2024, at 4:00 pm Thursday, October 24, 2024, at 4:00 pm Thursday, December 5, 2024, at 4:00 pm Thursday, February 20, 2025, at 4:00 pm Thursday, April 10, 2025, at 4:00 pm Thursday, May 15, 2025, at 4:00 pm Tuesday, June 10, 2025, at 4:00 pm
Survey Feedback from 2025 Survey	Leroy Greene Academy conducted a comprehensive educational partner survey as part of the development of its 2025 Local Control and Accountability Plan (LCAP). The survey collected input from students, family members, teachers, and staff members to assess the school's effectiveness across key academic, social-emotional, and engagement domains. Survey participants represented a diverse cross-section of the school community, with responses spanning all grade levels from 6 through 12. Respondents identified across multiple racial and ethnic backgrounds, including African American, Hispanic/Latinx, Asian, White, Filipino, and multiracial identities. A significant number of respondents indicated that their students or children participate in specialized support programs such as Special Education, English Learner services, counseling services, 504 plans, and school-based activities like athletics, clubs, and leadership. Most families were aware of LGA's consistently high graduation rate (100% over the past three years), and a majority acknowledged that over 80% of graduates meet UC/CSU eligibility criteria and nearly 70% demonstrate college/career readiness according to state standards. Survey results show that educational partners believe LGA is preparing students well for life after high school. Respondents expressed strong agreement that students are developing critical

Educational Partner(s)	Process for Engagement
	skills such as reading comprehension, writing, problem solving, collaborative teamwork, and communication. There was also strong recognition of LGA's efforts to prepare students for standardized assessments such as the CAASPP, AP, and SAT. LGA was highly rated for its support programs, particularly in serving students who are struggling academically, English Learners, high-achieving or GATE students, and those in need of mental health services. Respondents acknowledged that the school provides ample opportunities for students to engage in extracurricular activities and prepare for college and career pathways. However, there was a noted gap in awareness or confidence about student access to community-based mentoring, service-learning, and career exposure opportunities. The counseling team received high marks for their support with academic planning, personal wellbeing, and postsecondary advising. Families and staff generally agreed that communication between home and school is strong, and that families find it easy to connect with teachers when needed. Nevertheless, some parents and guardians suggested that LGA could do more to proactively seek input from families and provide meaningful roles for them in school governance and decision-making processes. Regarding school climate, most participants reported feeling safe at school and welcomed by the school community. Families and students described LGA as a respectful and inclusive environment, citing its advisory program, school psychologist, and emphasis on student voice as assets. Still, several respondents emphasized the need for broader cultural representation, including increased visibility and support for African American students and staff. Safety remains a priority, with feedback highlighting the need for increased supervision and intervention in specific areas like locker rooms and bathrooms. Additionally, some respondents advocated for clearer academic accountability for student-athletes and called for greater equity in extracurricular recognition and resources.

Educational Partner(s)	Process for Engagement
	Open-ended responses consistently pointed to LGA's strengths in emotional support services, academic recovery opportunities (e.g., office hours), and counselor availability. Stakeholders expressed a desire for LGA to expand student motivation strategies, address digital distractions more assertively, and deepen partnerships with mentors and professionals aligned to student career interests.

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

In summary, the 2025 LCAP survey reflects a school community that values the strong academic and emotional support structures in place at LGA. It also reveals a collective aspiration to enhance inclusion, transparency, and family engagement. These insights will guide the school's continuous improvement efforts over the next LCAP cycle.

Strongly supported:
Academic struggles
Mental health needs
English Learners
High-achieving students (GATE)
School activities & athletics participation
College/career preparation

Lower awareness or varied responses:
Community partnerships
Volunteering
Mentoring programs

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Academic Growth, Responsibility, and Achievement for Each Student	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students meeting or exceeding ELA standards (CAASPP)	42% in 2023	45%		45%	+3%
1.2	% of students meeting or exceeding Math standards (CAASPP)	22% in 2023	24%		25%	+2%
1.3	% of 11th graders college ready ELA (CAASPP level 4)	24% in 2023	25%		30%	+1%
1.4	% of 11th graders conditionally college ready ELA (CAASPP level 3)	22% in 2023	29%		30%	+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of 11th graders college ready Math (CAASPP level 4)	6% in 2023	4%		10%	-2%
1.6	% of 11th graders conditionally college ready Math (CAASPP level 3)	13% in 2023	15%		15%	+2%
1.7	% of students meeting or exceeding Science standards (CAASPP)	30% in 2023	31%		35%	+1%
1.8	% of 10th and 11th graders taking PSAT (local)	34% (60/179) in 2024	(38/182) 21%		35%	-12%
1.9	% of 11th graders taking the SAT (local)	53% (47/89) in 2024	(41/78) 53%		Maintain 50% or higher	no change
1.10	% of students graduating from high school (CA School Dashboard)	100% (91/91) in 2023	100% (83/83) in 2024		100%	no change
1.11	% of graduates completing a-g requirements Requirements	87% (79 of 91) in 2024	86%		90%	-1%
1.12	% of graduates completing CTE Course Requirements (CA School Dashboard)	0% (0 of 91) in 2024	0%		TBD	no change
1.13	% of graduates completing a-g requirements AND CTE Course Requirements (CA School Dashboard)	0% (0 of 91) in 2023	0%		TBD	no change
1.14	% of seniors applying to CSUS	84% (70 of 83) in 2024	90%		85%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	% of students in AP classes who took an exam	89% (178/200) in 2023	214/218 98%		90%	+9%
1.16	% of AP test takers passing at least one exam (local)	40% (72/178) in 2023	TBD		45%	TBD
1.17	4 year College going rate	46% in 2024	53%		50%	+7%
1.18	2 year College going rate	42% in 2024	42%		50%	no change
1.19	% of students have access to instructional materials (local)	100% in 2024	100%		100%	no change
1.23	% of ELs with access to ELD Standards (local)	100% in 2024	100%		100%	no change
1.24	% of ELs with access to CA Content Standards (local)	100% in 2024	100%		100%	no change
1.25	% of ELs making progress toward English language proficiency (CA School Dashboard)	70% (7 of 10) in 2023	66.7% (14 of 21)		75%	-3.3%
1.26	% - Reclassification Rate (Dataquest)	15.2% in 2022	Not available after 2022		20%	NA
1.27	Chromebooks per student	100% (1:1) in 2024	100%		100%	no change

Goal Analysis [2024-25]

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

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

Actons were implemented as planned.

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.

Some differences occurred because costs were lower than anticipated due to reduced expenses for AVID and software.
Additional costs were incurred for college going activities including AP exam fees and college applications as the college going culture has led to increased numbers of students seeking out AP opportunities and applications to college.

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

Most actions under Goal 1 show evidence of being partially to highly effective, particularly in English Language Arts (ELA) and graduation rates. However, significant challenges persist in mathematics and college/career readiness, particularly for English Learners (ELs), Students with Disabilities (SWDs), and socioeconomically disadvantaged students.

1. ELA Growth Support
Actions: AVID expansion (1.1), intervention courses (1.5), use of curriculum software (1.2), and ELD supports (1.13). Outcome: ELA performance improved by 11.7 points, with gains among African American (+27.9), Hispanic (+19.7), and low-income students (+14.9). These interventions have narrowed achievement gaps and pushed overall ELA into the Yellow band from prior lower levels.

2. Graduation and A-G Readiness
Actions: Advisory program, paid SAT/college apps (1.10, 1.15), counseling supports, pathway expansions (1.4), dual enrollment (1.12).
Outcome: Maintained 100% graduation rate, with A-G completion at 87% and high survey-reported college readiness awareness. Very effective in maintaining graduation outcomes, especially given demographic diversity and high participation in pathway and college prep programs.

3. Access and Equity
Actions: Chromebooks for all students (1.3), instructional materials (1.11), and Pre-AP support (1.7).
Outcome: 100% of students report access to learning tools; AP participation is high (89% took at least one test). Effective in terms of access and exposure to rigorous academic opportunities.

Partially Effective or Ineffective Actions
1. Mathematics Supports
Actions: Yearlong math classes with intervention teacher (1.6), credit recovery (1.5), summer school (1.8).
Outcome: Math scores only improved by 1 point; 73.9 points below standard; ELs, SWDs, and African American students remain in the Red band. While services were implemented, the intensity or instructional quality of interventions may not be sufficient for the depth of need.

2. College/Career Indicator (CCI) Supports
Actions: Dual enrollment, pathways, SAT/PSAT supports, paid AP exams (1.9), capstone projects.
Outcome: "Prepared" percentage declined by 6.1% overall, with a steep drop for Hispanic (-24.9%) and low-income (-8.5%) students. Structures are in place, but participation, quality of experience, or support systems (especially in AP/CTE readiness) may require strengthening.

3. Support for English Learners
Actions: Dedicated ELD course and supports (1.13), bilingual outreach, PSAT/SAT access (1.14–1.15).
Outcome: ELs remained substantially behind in both ELA (-60.5 points) and Math (-105.5 points), with only 66.7% making adequate progress in language acquisition. Partially effective. Services are in place, but more intensive, differentiated, and culturally responsive instruction appears needed to accelerate growth.

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 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
1.1	Continue AVID	Continue AVID for 9th and 10th grade, and expand into middle school.	$40,000.00	Yes
1.2	Continue curriculum software	Renew software licenses and purchase curriculum to support student learning	$75,380.00	No
1.3	Continue student technology	Provide Chromebook per student with refresh and maintenance to ensure all students, especially low income students, have access to technology for their academic program.	$150,000.00	No
1.4	Expand pathways and pathways courses	Implement a variety of new pathway courses: addition of three new art courses and one business course to align to post secondary college and career goals for students, including but not limited to updates in digital media (Wacom tablets), AP course alignment (AP and Pre-AP training) and adoption of CTE and dual enrollment expectations. Capstone projects for senior classes will reflect pathway coursework and require community engagement and interaction on a yearly basis (contract	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for off site locations for senior events). Additional courses will also require art Pre-AP and AP training for staff, and INCubator ACCelorator course training (conference attendance-3 attendees 9230 and ACCelorator licensing).		
1.5	Implement interventions and credit recovery systems	In 2021-2024, intervention and credit recovery systems will be put into place to assist students in meeting grade level standards and graduation requirements, These could include yearlong math and english courses to provide students more time and APEX courses.	$115,971.00	Yes
1.6	Implement math supports	Continue having one additional teacher to provide yearlong math courses to students who are struggling with math to provide extra time and support for math content	$115,971.00	Yes
1.7	Implement pre-AP supports	Support systems such as Pre-AP courses and AP Support will be offered to better prepare and support advanced education coursework.	$15,000.00	No
1.8	Implement summer school	Provide summer school learning and credit recovery opportunities for students	$30,000.00	Yes
1.9	Pay AP exam fees for students	Pay for AP exams for all students through 2024 to ensure that financial burdens for low income student do not impede their ability to sit for the AP exams	$27,572.00	No
1.10	Pay for college applications for seniors to Sac State	Pay for college application for every senior or all students through 2024 to Sacramento State University and to one UC campus to ensure that every student, regardless of family income, can apply to attend a 4-year college.	$4,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Provide course supplies and equipment	With the adoption of new pathway outcomes and course development, on-going increase of course supplies to meet the needs of digital advances within the Adobe Creative Cloud, connections and access to community resources, after school events, pitching events and art shows/museum visits. Course supplies would also include visits from community professionals within careers that are linked to pathway outcomes.	$48,558.28	No
1.12	Provide dual enrollment for students	LGA will continue its relationship with American River College and will expand its dual enrollment course offerings to 6 courses by 2024	$0.00	No
1.13	Provide English Language Development supports	ELD course for EL students has no additional cost, included in teacher salaries above. Other funds to be used to provide academic and social-emotional supports for EL students.	$35,000.00	Yes
1.14	Provide PSAT during the school day	Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups	$1,000.00	Yes
1.15	Provide SAT during the school day	Continue to provide 11th graders with access to SAT exam during the school day to increase SAT access for low income students and underrepresented subgroups	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate the Social-Emotional Well-Being of Each Student	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Attendance Rate (local data)	95% in 2024	95%		Maintain 95% or higher	no change
2.2	Chronic Absentee Rate (Ca School Dashboard)	17.6% in 2023	11.1%		Below 15%	-6.4%
2.3	Suspension Rate (Ca School Dashboard)	16% in 2023	7.4%		Below 10%	-8.6%
2.4	Expulsion Rate (Dataquest)	0% in 2023	0%		Maintain 0%	No change
2.9	Middle School dropout rate (local data)	0% in 2024	0%		0%	No change
2.10	High School dropout rate (Dataquest)	0% in 2023	0%		0%	No change
2.11	Graduation rate (CA School Dashboard)	100% in 2023	100%		100%	No change

Goal Analysis [2024-25]

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

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

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Based on the LCAP descriptions and funding allocations, several actions were likely instrumental in these results:

Social-emotional programs:
Improve Your Tomorrow (for male students) and All Things Pretty (for female students) focused on mentoring, life skills, and mental health support.

CoVitality Survey:
Provided actionable data for counseling staff to tailor support interventions.

Advisory and Counseling Systems:
Advisory four days/week and expanded counseling (Goal 5) ensured regular check-ins with students.

Restorative practices:
Reduced reliance on exclusionary discipline.

Lunchtime engagement (Little Heroes):
Helped build community and reduce behavioral incidents during unstructured time.

Ongoing Considerations
While metrics are trending strongly, disaggregated subgroup data (especially for English Learners and Students with Disabilities) would provide more insight.

The maintenance of attendance at 95% is positive, but further improvements may be limited without targeted supports for high-risk subgroups.

Conclusion
Goal 2 has been highly effective in meeting or exceeding its intended outcomes. Chronic absenteeism and suspension—two major equity indicators—showed strong reductions. The continuation of zero expulsions and dropouts, along with a 100% graduation rate, highlights a safe, supportive, and engaging environment. The implemented actions appear well-aligned and impactful.

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 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
2.1	Implement CoVitality survey to students	All LGA students will be provided the opportunity to take the CoVitality survey which provides individual feedback around the social emotional state of our students. Counseling staff uses the data from this survey to better support the mental health of LGA students	$0.00	No
2.2	Implement social-emotional well-being program for male students	Implement Improve Your Tomorrow	$80,000.00	Yes
2.3	Implement social-emotional well-being program for female students	All Things Pretty Inc., mission is to empower young and adolescent girls from underrepresented communities of all backgrounds and cultures. We aim to help build character, confidence and charisma while coaching them to gain the endless possibilities of who they can become. We provide a secure, judgement-free environment while providing mentorship and academic support as well as life skills that will enable independence.	$80,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a Safe, Engaging Environment Where Students Connect to School	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students who feel safe at school (local data)	95% in 2024	TBD		100%	TBD
3.2	% of families who feel students are safe at school (local data)	95% in 2024	100%		100%	+5%
3.3	% of teachers and staff who report feeling safe at school (local data)	100% in 2024	100%		100%	no change
3.4	% of students who feel welcome at school (local data)	82% in 2024	78%		100%	-5%
3.5	% of families who feel welcome at school (local data)	94% in 2024	83%		100%	-11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	% of facilities are in good or exemplary condition (local data)	100% in 2024	100%		100%	no change
3.8	% of students participating in arts and athletics (local data)	TBD	28%		TBD	28%
3.9	% of seniors who have been on a college tour (local data)	TBD	84%		100%	84%

Goal Analysis [2024-25]

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

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

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

Additional program costs were incurred for music programs, campus culture, and safety supports in 2024-2025 due to expanded program offerings and needs and rising costs for staffing and vendors.

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

From the LCAP document, the following actions supported Goal 3:

Advisory program (3.1): Emphasized peer and staff relationships.
Athletics and music program (3.2, 3.4): Promoted student engagement.
Campus culture and safety supports (3.3): Focused on connectedness and school climate with 3.0 FTE dedicated staff.
Diversity, Equity & Inclusion training (3.5, 3.6): Dr. Sharroky Hollie training for staff; student-centered events.
Restorative justice (3.8): Designed to reduce exclusionary discipline and strengthen the community.
College field trips (3.9): Ensure every senior has a college exposure experience.

Areas for Improvement
Family connection and welcome (3.5): Declined by 11 percentage points. This drop suggests the need for:

Better communication strategies with underrepresented families.
More inclusive events or feedback loops (e.g., parent dinners, advisory committees).

Strengths
Families and staff feel safe (100% for 3.2 and 3.3)
Facilities continue to be in excellent condition (3.6)
Strong advisory, athletics, and DEI supports implemented

Areas to Address
Decline in families feeling welcome (3.5)
Need better tracking of student welcome and connection metrics

Goal 3 has shown strong effectiveness in maintaining safety and facility quality, and in promoting community-building initiatives. However, the decline in family welcome metrics and missing student perception data indicate the need for strengthened tracking and deeper, equity-focused family engagement.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue Advisory program	All LGA students attend advisory 4 days a week for 30 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus. Advisory will continue to be offered to LGA students with a continued emphasis in building positive relationship with peers and staff.	$35,000.00	Yes
3.2	Continue Athletics	Continue to support and fund middle and high school athletic programs to ensure that students, regardless of income, can participate.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Continue campus culture and safety supports	Improve safety and campus culture through additional resources to engage and support students. 3.0 FTE	$105,000.00	Yes
3.4	Continue music program	Continue to grow the middle and high school music programs to ensure that all students, regardless of income have the opportunity to participate in school music programs	$30,000.00	No
3.5	Implement Diversity, Equity and Inclusion program supports	DEI - culture and connectedness summitt, community members, all day event, students learning about real work opportunities	$25,000.00	No
3.6	Implement Diversity, Equity, and Inclusion training	Dr. Sharokky Hollie training and support for teachers and staff		No
3.7	Implement lunchtime activities for students	Little Heroes - lunchtime organized activities	$60,000.00	Yes
3.8	Implement Restorative Justice	Implement the Restorative Justice program to improve positive student behaviors through a wholistic wraparound supportive school environment	$25,000.00	No
3.9	Provide field trips	Each grade level at LGA will have at least one field trip opportunity per year to visit a college.	$60,000.00	Yes
3.10	Provide PBIS training and supports		$0.00	No
3.11	Provide school activities	LGA will continue to develop and evolve activities on campus to increase student sense of connection. LGA activities staff will be trained in WEB practices and leadership responsibilities to increase participation in school leadership, and expanding activities during school and after school.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engage Parents and Families to Support Student Success	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of Parents that complete the Annual Parent Survey (local data)	81 of 500 families = 16% (in 2024)	7 of 500 = 1.5%		20%	-14.5%
4.2	% of families who feel welcome at school (local data)	94% in 2024	83%		100%	-11%
4.3	% of Parents who feel their ideas are valued and included in school plans (local data)	81% in 2024	83%		90%	+2%

Goal Analysis [2024-25]

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

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

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Effective/Partially Effective Strategies
Parent advisory meetings: Likely contributed to the increase in families feeling their ideas are valued (Metric 4.3).

Efforts to include parent feedback (e.g., feedback dinners, surveys, morning committee meetings) show promise but need scaling up and more targeted outreach.

Areas Needing Attention
Survey Participation (4.1): A dramatic drop from 16% to 1.5% suggests that either:
Communication about the survey was ineffective,
The platform or timing was inaccessible, or
There is growing disengagement or lack of trust in the process.

Family Welcome (4.2): An 11% drop is concerning. It may reflect:
Cultural or linguistic barriers,
Inadequate outreach to underrepresented families,
A mismatch between programs offered and family needs.

Strengths
Families feel increasingly valued in decision-making (4.3 +2%)
Structures like parent advisory, community dinners are in place

Challenges
Drop in parent survey participation (4.1 –14.5%)
Decline in families feeling welcome (4.2 –11%)
Targeted activities and feedback loops being piloted

Need to improve communication and access to engagement tools

Goal 4 is partially effective, with modest gains in parent voice (4.3), but serious setbacks in survey participation and overall family welcome.
Future improvement depends on:
Rethinking outreach methods (language access, mobile-friendly formats),
Strengthening relational trust through personalized contact,
Scheduling events at convenient times with incentives for participation.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Continue parent survey	Continue to survey parents and gather feedback for school initiatives	$0.00	
4.2	Implement parent engagement programs	Increase parent communication and involvement through the visit of other secondary school sites to better understand how to effectively reach parents and increase participation (transportation). Create events within the community to build a bridge from home to school and invite ongoing parent feedback and input on site decisions (parent dinner events). Develop ongoing meetings that increase parent participation and explore how to best engage parents in supporting their students' success, implementing a parent advisory committee (morning meetings 10-20 parents, provided breakfast for feedback on specific items twice a quarter).	$55,000.00	Yes
4.3	Implement community	LGA will increase community engagement through participation and consistent off site work through The Urban Hive, developing off site events and inviting guest speakers and teachers to be involved on a monthly	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	engagement programs	basis. The Director of Pathways will attend community events to find industry professionals that can link students to internship, community service and future career opportunities.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Hire, Train, and Retain High Quality Staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of Highly Qualified Teachers (local data)	100% in 2024	100%		100%	no change
5.2	% of Highly Qualified CTE Teachers (local data)	100% in 2024	100%		100%	no change
5.3	% of Teachers' receiving professional development on state standards (local data)	100% in 2024	100%		100%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	% of teachers who participate in professional development focused on strategies to support low-income students, English Learners, or Foster Youth (local data)	100% in 2024	100%		100%	no change
5.5	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities (local data)	100% in 2024	100%		100%	no change

Goal Analysis [2024-25]

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

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

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Strengths
All educators are highly qualified and credentialed
Every teacher is receiving focused PD on equity, standards, and SPED
CTE staffing is at 100% credentialed

Challenges

None indicated, though sustaining quality requires ongoing support.
Ensure PD is evaluated for impact, not just attendance

Goal 5 is fully effective. The academy has sustained a highly qualified teaching staff and implemented comprehensive, equity-driven professional development aligned to both state standards and subgroup needs. Going forward, the focus should be on measuring the impact of this PD on student learning outcomes and instructional quality.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Continue counseling services	Maintain a 3.0 FTE of LGA staff to support student A-G completion, high school graduation, 4-year planning, English Learner Development support, and students' social-emotional wellbeing	$443,071.00	Yes
5.2	COST system (Counselor, Social Worker, School Pshcyologist, and Admin) is social emotional and academic		$0.00	No
5.3	Provide a School Social Worker	Added Social worker to support students' wellness.	$125,000.00	Yes
5.4	Provide Employee Salaries and Benefits	The salary and benefits for certificated and classified staff at LGA	$6,354,065.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Support CTE teacher credentialing	LGA will continue to support CTE teachers through the completion of their required CTE hours and application process to increase the number of CTE credentialed teachers to 4.	$0.00	No
5.6	Professional Development	Provide professional development to teachers to support unduplicated students and Students with Disabilities	$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,277,780	$

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
13.722%	0.000%	$0.00	13.722%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Continue AVID **Need:** On the 2023 CA School Dashboard, 68 of 91 = 75% prepared, "Very High". Additionally, only 46% of seniors went to a 4-year college. **Scope:**	To maintain the high college/career readiness rate, LGA needs to continue supporting first generation college students who are predominately low income and English Learners. It would be unfair to offer this support to students and exclude non-duplicated students and therefore this support is being provided on an LEA wide basis.	College going rate and CCI Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Expand pathways and pathways courses **Need:** On the 2023 CA School Dashboard, 68 of 91 = 75% prepared, "Very High". Additionally, only 46% of seniors went to a 4-year college. **Scope:** LEA-wide	To maintain the high college/career readiness rate, LGA needs to continue supporting first generation college students who are predominately low income and English Learners. It would be unfair to offer this support to students and exclude non-duplicated students and therefore this support is being provided on an LEA wide basis.	College going rate and CCI Rate
1.5	**Action:** Implement interventions and credit recovery systems **Need:** 42% off students met ELA standards and 22% met math standards in 2023 **Scope:** Schoolwide	This action will provide equity and access to our low-income students by ensuring access to supplemental instructional resources. This action is primarily designed to meet the needs most associated with low-income students. Additionally, this action is designed to support Students with Disabilities who had scored at the lowest level on the 2023 CA School Dashboard ELA indicator. Because we expect that all students struggling academically will benefit from additional instructional resources, this action is provided on an LEA-wide basis.	ELA and Math CAASPP
1.6	**Action:** Implement math supports **Need:** 22% met math standards in 2023 **Scope:** LEA-wide	This action will provide equity and access to our low-income students by ensuring access to supplemental instructional resources. This action is primarily designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit from additional instructional resources, this action is provided on an LEA-wide basis.	Math CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Implement summer school **Need:** 42% off students met ELA standards and 22% met math standards in 2023 **Scope:** LEA-wide	This action will provide equity and access to our low-income students by ensuring access to supplemental instructional resources. This action is primarily designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit from additional instructional resources, this action is provided on an LEA-wide basis.	ELA and Math CAASPP
1.10	**Action:** Pay for college applications for seniors to Sac State **Need:** 46% of seniors went to a 4-year college. **Scope:** LEA-wide	To increase the college going rate, LGA needs to continue supporting first generation college students who are predominately low income and English Learners. It would be unfair to offer this support to students and exclude non-duplicated students and therefore this support is being provided on an LEA wide basis.	College going rate
1.14	**Action:** Provide PSAT during the school day **Need:** 46% of seniors went to a 4-year college. **Scope:** LEA-wide	To maintain the high college/career readiness rate, LGA needs to continue supporting first generation college students who are predominately low income and English Learners. It would be unfair to offer this support to students and exclude non-duplicated students and therefore this support is being provided on an LEA wide basis.	4-year college going rate
1.15	**Action:** Provide SAT during the school day **Need:** 46% of seniors went to a 4-year college.	To maintain the high college/career readiness rate, LGA needs to continue supporting first generation college students who are predominately low income and English Learners. It would be unfair to offer this support to students and exclude non-	4-year college going rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	duplicated students and therefore this support is being provided on an LEA wide basis.	
2.2	**Action:** Implement social-emotional well-being program for male students **Need:** 16% suspension rate **Scope:** LEA-wide	To provide mentoring and supports to male students to increase connectedness to school and reduce behaviors that lead to suspension a partnership with IYT is being formed to primarily support low income male students, however, since this support is intended to imprve school climate and culture all students will benefit and therefore this action is being provided on a LEA-basis. Additionally, this action is designed to support the following student groups who had scored at the lowest level on the 2023 CA School Dashboard Suspension Rate Indicator: All Students African American Students Students with Disabilities Students with Multiple Races Additionally, this action is designed to support the following student groups who had scored at the lowest level on the 2023 CA School Dashboard Chronic Absentee Rate Indicator: African American Students Hispanic Students Socioeconomically Disadvantaged Students	suspension rate
2.3	**Action:** Implement social-emotional well-being program for female students **Need:**	To provide mentoring and supports to female students to increase connectedness to school and reduce behaviors that lead to suspension a partnership with IYT is being formed to primarily support low income male students, however, since	suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	16% suspension rate **Scope:** LEA-wide	this support is intended to imprve school climate and culture all students will benefit and therefore this action is being provided on a LEA-basis. Additionally, this action is designed to support the following student groups who had scored at the lowest level on the 2023 CA School Dashboard Suspension Rate Indicator: All Students African American Students Students with Disabilities Students with Multiple Races Additionally, this action is designed to support the following student groups who had scored at the lowest level on the 2023 CA School Dashboard Chronic Absentee Rate Indicator: African American Students Hispanic Students Socioeconomically Disadvantaged Students	
3.1	**Action:** Continue Advisory program **Need:** 82% of students who feel welcome at school; 95% feel safe at school **Scope:** LEA-wide	To create a Safe, Engaging Environment Where unduplicated students are connected to school LGA will provide this support primarily to unduplicated students, however, because a positive school climate benefits all students, this action is being provided on an LEA-wide basis. Additionally, this action is designed to support the following student groups who had scored at the lowest level on the 2023 CA School Dashboard Chronic Absentee Rate Indicator: African American Students Hispanic Students Socioeconomically Disadvantaged Students	% of students who feel welcome at school, % of students who safe welcome at school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Continue Athletics **Need:** To continue providing opportunities in the music and athletics **Scope:** LEA-wide	To create a safe, engaging environment where students students are connected to school LGA will provide opportunites students to participate in music and athletics primarily to unduplicated students who may not have those opportunities outside of school, however, because a positive school climate benefits all students, this action is being provided on an LEA-wide basis.	% of students participating in music and athletics
3.3	**Action:** Continue campus culture and safety supports **Need:** 82% of students who feel welcome at school; 95% feel safe at school **Scope:** LEA-wide	To create a safe, engaging environment where students students are connected to school LGA will provide additional campus culture and safety supports primarily to unduplicated students who may not have those opportunities outside of school, however, because a positive school climate benefits all students, this action is being provided on an LEA-wide basis. Additionally, this action is designed to support the following student groups who had scored at the lowest level on the 2023 CA School Dashboard Chronic Absentee Rate Indicator: African American Students Hispanic Students Socioeconomically Disadvantaged Students	% of students who feel welcome at school, % of students who safe welcome at school
3.7	**Action:** Implement lunchtime activities for students **Need:** 82% of students who feel welcome at school; 95% feel safe at school **Scope:**	To create a safe, engaging environment where students students are connected to school LGA will provide lunchtime activities primarily for unduplicated students who may not have those opportunities outside of school, however, because a positive school climate benefits all students, this action is being provided on an LEA-wide basis.	% of students who feel welcome at school, % of students who safe welcome at school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.9	**Action:** Provide field trips **Need:** To ensure all students have opportunity to go on a college tour before graduating **Scope:** LEA-wide	To create a safe, engaging environment where students students are connected to school LGA will provide college field trips primarily to benefit unduplicated students who may not have those opportunities outside of school, however, because a positive school climate benefits all students, this action is being provided on an LEA-wide basis.	% of seniors who have been on a college tour
4.2	**Action:** Implement parent engagement programs **Need:** 16% of families completed the annual survey; 94% feel welcome at school; 81% feel their ideas are valued and included in school plans **Scope:** LEA-wide	These services are being increased to provide additional supports to English Learner families and socioeconomically disadvantaged families. This action is designed to meet the needs most associated with English Learners, socioeconomically disadvantaged, and foster youth students. However, because we expect that all families will benefit from improved parent and family engagement this action is provided on an LEA-wide basis.	% of families completed the annual survey; % feel welcome at school; % feel their ideas are valued and included in school plans
5.1	**Action:** Continue counseling services **Need:** 100% Graduation rate and 16% Suspension rate **Scope:** LEA-wide	The suspension rates are too high and the Graduation rate is very high; but in order to maintain these rates it is important to continue providing counseling services to unduplicated students. And while this support is most specifically focused on the needs of unduplicated students it will also benefit the LEA as a whole.	Suspension Rate, Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.3	**Action:** Provide a School Social Worker **Need:** 100% Graduation rate and 16% Suspension rate **Scope:** LEA-wide	The suspension rates are too high and the Graduation rate is very high; but in order to maintain these rates it is important to continue providing counseling services to unduplicated students. And while this support is most specifically focused on the needs of unduplicated students it will also benefit the LEA as a whole.	Suspension Rate, Graduation Rate

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
1.13	**Action:** Provide English Language Development supports **Need:** English Learns scored an average of 62.7points below standard on the CAASPP ELA test and 105.2 points below standard on the math test **Scope:** Limited to Unduplicated Student Group(s)	Providing academic and social-emotional supports for EL students can improve their school experiences to enable them to develop necessary English Language Proficiency	CAASPP ELA and Math
5.6	**Action:** Professional Development	This action is specifically focused on helping teachers to support the needs of these groups of students.	% of teachers who receive PD in this area

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: to improve academic achievement outcomes for students with disabilities and unduplicated students **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

Additional funds are used to provide counseling services, a social worker, and the advisory program to increase supports to unduplicated students academically and socially-emotionally.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:189
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,311,861	1,277,780	13.722%	0.000%	13.722%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,999,278.00	$247,380.00	$99,130.28	$0.00	$8,345,788.28	$7,859,458.00	$486,330.28

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Continue AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.2	Continue curriculum software	All	No			All Schools	2024-2027	$75,380.00	$0.00		$52,380.00	$23,000.00		$75,380.00	
1	1.3	Continue student technology	All	No			All Schools	2024-2027	$150,000.00	$0.00		$150,000.00			$150,000.00	
1	1.4	Expand pathways and pathways courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.5	Implement interventions and credit recovery systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2027	$115,971.00	$0.00	$115,971.00				$115,971.00	
1	1.6	Implement math supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$115,971.00	$0.00	$115,971.00				$115,971.00	
1	1.7	Implement pre-AP supports	All	No			All Schools		$15,000.00	$0.00		$15,000.00			$15,000.00	
1	1.8	Implement summer school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.9	Pay AP exam fees for students	All	No			All Schools	2024-2027	$0.00	$27,572.00			$27,572.00		$27,572.00	
1	1.10	Pay for college applications for seniors to Sac State	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$0.00	$4,200.00	$4,200.00				$4,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.11	Provide course supplies and equipment	All	No			All Schools	2024-2027	$0.00	$48,558.28			$48,558.28		$48,558.28	
1	1.12	Provide dual enrollment for students	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.13	Provide English Language Development supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.14	Provide PSAT during the school day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.15	Provide SAT during the school day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	Implement CoVitality survey to students	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.2	Implement social-emotional well-being program for male students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$80,000.00	$0.00	$80,000.00				$80,000.00	
2	2.3	Implement social-emotional well-being program for female students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$80,000.00	$80,000.00				$80,000.00	
3	3.1	Continue Advisory program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.2	Continue Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$160,000.00	$0.00	$160,000.00				$160,000.00	
3	3.3	Continue campus culture and safety supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$105,000.00	$0.00	$105,000.00				$105,000.00	
3	3.4	Continue music program	All	No			All Schools	2024-2027	$0.00	$30,000.00		$30,000.00			$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Implement Diversity, Equity and Inclusion program supports	All	No			All Schools	2024-2027	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.6	Implement Diversity, Equity, and Inclusion training	All	No			All Schools	2024-2027								
3	3.7	Implement lunchtime activities for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$60,000.00	$0.00	$60,000.00				$60,000.00	
3	3.8	Implement Restorative Justice	All	No			All Schools	2024-2027	$25,000.00	$0.00	$25,000.00				$25,000.00	
3	3.9	Provide field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$60,000.00	$60,000.00				$60,000.00	
3	3.10	Provide PBIS training and supports	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.11	Provide school activities	All	No			All Schools	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.1	Continue parent survey						2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.2	Implement parent engagement programs	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$0.00	$55,000.00	$55,000.00				$55,000.00	
4	4.3	Implement community engagement programs	All	No			All Schools	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
5	5.1	Continue counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$443,071.00	$0.00	$443,071.00				$443,071.00	
5	5.2	COST system (Counselor, Social Worker, School Pshcyologist, and Admin) is social emotional and academic	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	5.3	Provide a School Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$125,000.00	$0.00	$125,000.00				$125,000.00	
5	5.4	Provide Employee Salaries and Benefits	All	No			All Schools	2024-2027	$6,354,065.00	$0.00	$6,354,065.00				$6,354,065.00	
5	5.5	Support CTE teacher credentialing	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.6**	Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,000.00	$0.00	$5,000.00				$5,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,311,861	1,277,780	13.722%	0.000%	13.722%	$1,575,213.00	0.000%	16.916 %	**Total:**	$1,575,213.00
								LEA-wide Total:	$1,419,242.00
								Limited Total:	$40,000.00
								Schoolwide Total:	$115,971.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Continue AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	**1.4**	Expand pathways and pathways courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	**1.5**	Implement interventions and credit recovery systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$115,971.00	
1	**1.6**	Implement math supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$115,971.00	
1	**1.8**	Implement summer school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	**1.10**	Pay for college applications for seniors to Sac State	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,200.00	
1	**1.13**	Provide English Language Development supports	Yes	Limited to Unduplicated	English Learners		$35,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
1	1.14	Provide PSAT during the school day	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
1	1.15	Provide SAT during the school day	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
2	2.2	Implement social-emotional well-being program for male students	Yes	LEA-wide	Low Income	All Schools	$80,000.00	
2	2.3	Implement social-emotional well-being program for female students	Yes	LEA-wide	Low Income	All Schools	$80,000.00	
3	3.1	Continue Advisory program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.2	Continue Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
3	3.3	Continue campus culture and safety supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	
3	3.7	Implement lunchtime activities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
3	3.9	Provide field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
4	4.2	Implement parent engagement programs	Yes	LEA-wide	English Learners	All Schools	$55,000.00	
5	5.1	Continue counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,071.00	
5	5.3	Provide a School Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
5	5.6	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,160,137.00	$9,638,901.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Continue AVID	Yes	$40,000.00	$14,722.00
1	**1.2**	Continue curriculum software	No	$50,000.00	$25,124.42
1	**1.3**	Continue student technology	No	$150,000.00	$127,715.00
1	**1.4**	Expand pathways and pathways courses	Yes	$20,000.00	$20,000.00
1	**1.5**	Implement interventions and credit recovery systems	Yes	$144,536.00	$144,536.00
1	**1.6**	Implement math supports	Yes	$144,536.00	$156,446.18
1	**1.7**	Implement pre-AP supports	No	$15,000.00	$3,586.00
1	**1.8**	Implement summer school	Yes	$30,000.00	$30,000.00
1	**1.9**	Pay AP exam fees for students	No	$20,000.00	$27,572.00
1	**1.10**	Pay for college applications for seniors to Sac State	Yes	$10,000.00	$4,200.00
1	**1.11**	Provide course supplies and equipment	No	$75,000.00	$48,558.28

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	1.12	Provide dual enrollment for students	No	$0.00	$0.00
1	1.13	Provide English Language Development supports	Yes	$25,000.00	$25,000.00
1	1.14	Provide PSAT during the school day	Yes	$1,000.00	$0.00
1	1.15	Provide SAT during the school day	Yes	$1,000.00	$0.00
2	2.1	Implement CoVitality survey to students	No	$0.00	$0.00
2	2.2	Implement social-emotional well-being program for male students	Yes	$60,000.00	$60,000.00
2	2.3	Implement social-emotional well-being program for female students	Yes	$60,000.00	$60,000.00
3	3.1	Continue Advisory program	Yes	$15,000.00	$15,000.00
3	3.2	Continue Athletics	Yes	$140,000.00	$193,799.10
3	3.3	Continue campus culture and safety supports	Yes	$85,000.00	$151,816.28
3	3.4	Continue music program	No	$30,000.00	$59,521.27
3	3.5	Implement Diversity, Equity and Inclusion program supports	No	$10,000.00	$10,000.00
3	3.6	Implement Diversity, Equity, and Inclusion training	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Implement lunchtime activities for students	Yes	$30,000.00	$30,000.00
3	3.8	Implement Restorative Justice	No	$5,000.00	$5,000.00
3	3.9	Provide field trips	Yes	$40,000.00	$40,000.00
3	3.10	Provide PBIS training and supports	No	$0.00	$24,125.55
3	3.11	Provide school activities	No	$10,000.00	$10,000.00
4	4.1	Continue parent survey		$0.00	$0.00
4	4.2	Implement parent engagement programs	Yes	$35,000.00	$35,000.00
4	4.3	Implement community engagement programs	No	$10,000.00	$10,000.00
5	5.1	Continue counseling services	Yes	$420,000.00	$498,310.73
5	5.2	COST system (Counselor, Social Worker, School Pshcyologist, and Admin) is social emotional and academic	No	$0.00	$0.00
5	5.3	Provide a School Social Worker	Yes	$125,000.00	$143,021.05
5	5.4	Provide Employee Salaries and Benefits	No	$6,354,065.00	$7,654,478.36
5	5.5	Support CTE teacher credentialing	No	$0.00	$0.00
5	5.6	Professional Development	Yes	$5,000.00	$11,369.11

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,431,072.00	$1,633,220.45	($202,148.45)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Continue AVID	Yes	$40,000.00	$14,722.00		
1	1.4	Expand pathways and pathways courses	Yes	$20,000.00	$20,000.00		
1	1.5	Implement interventions and credit recovery systems	Yes	$144,536.00	$144,536.00		
1	1.6	Implement math supports	Yes	$144,536.00	$156,446.18		
1	1.8	Implement summer school	Yes	$30,000.00	$30,000.00		
1	1.10	Pay for college applications for seniors to Sac State	Yes	$10,000.00	$4,200.00		
1	1.13	Provide English Language Development supports	Yes	$25,000.00	$25,000.00		
1	1.14	Provide PSAT during the school day	Yes	$1,000.00	$0		
1	1.15	Provide SAT during the school day	Yes	$1,000.00	$0		
2	2.2	Implement social-emotional well-being program for male students	Yes	$60,000.00	$60,000.00		
2	2.3	Implement social-emotional well-being program for female students	Yes	$60,000.00	$60,000.00		
3	3.1	Continue Advisory program	Yes	$15,000.00	$15,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Continue Athletics	Yes	$140,000.00	$193,799.10		
3	3.3	Continue campus culture and safety supports	Yes	$85,000.00	$151,816.28		
3	3.7	Implement lunchtime activities for students	Yes	$30,000.00	$30,000.00		
3	3.9	Provide field trips	Yes	$40,000.00	$40,000.00		
4	4.2	Implement parent engagement programs	Yes	$35,000.00	$35,000.00		
5	5.1	Continue counseling services	Yes	$420,000.00	$498,310.73		
5	5.3	Provide a School Social Worker	Yes	$125,000.00	$143,021.05		
5	5.6	Professional Development	Yes	$5,000.00	$11,369.11		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$1,633,220.45	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024