LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nova Academy - Santa Ana

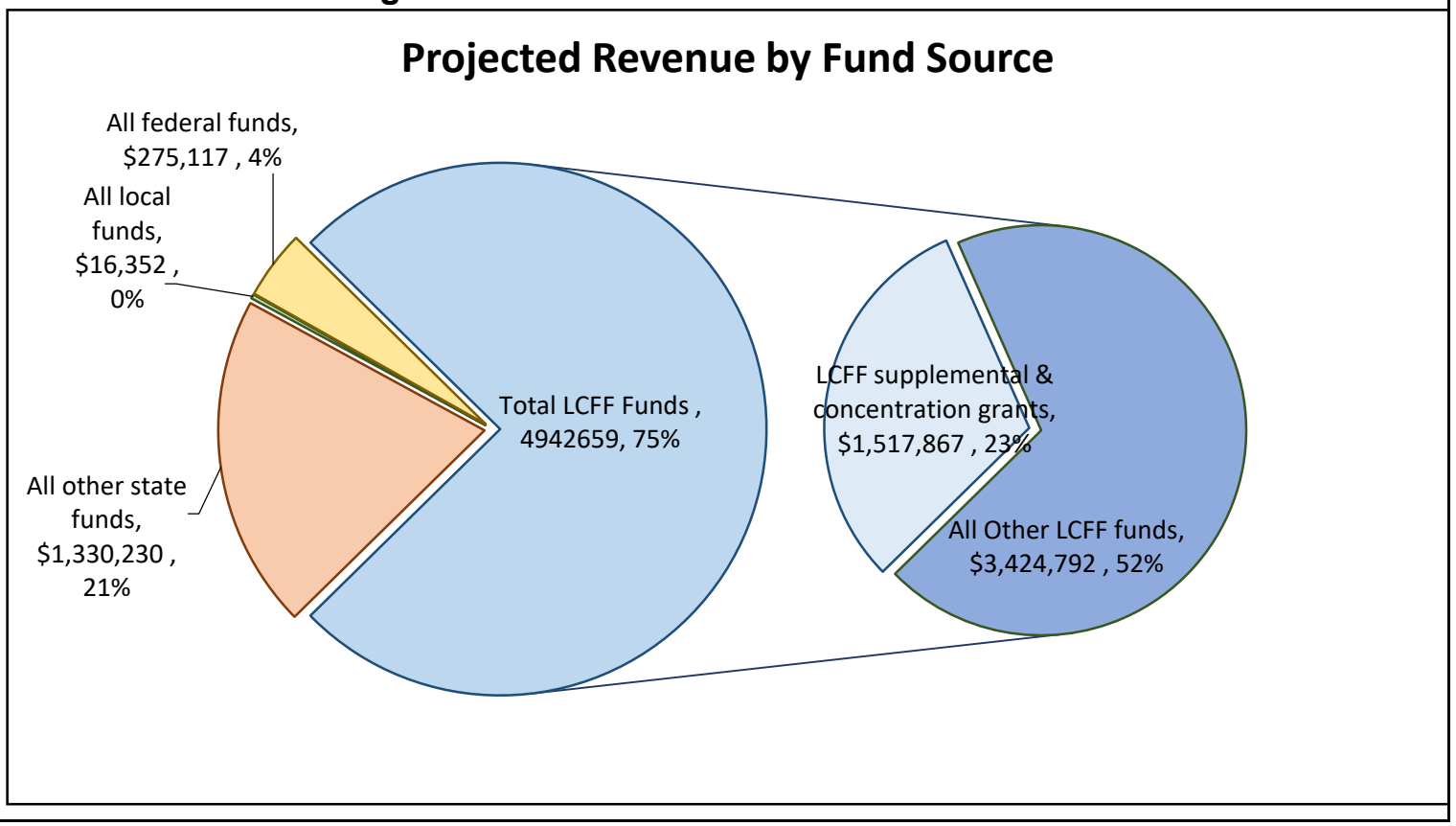
CDS Code: 30 66670 0106567

School Year: 2026-2027

LEA contact information: Lisa Hernandez - lisa-hernandez@nova-academy.org

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 2026-2027 School Year

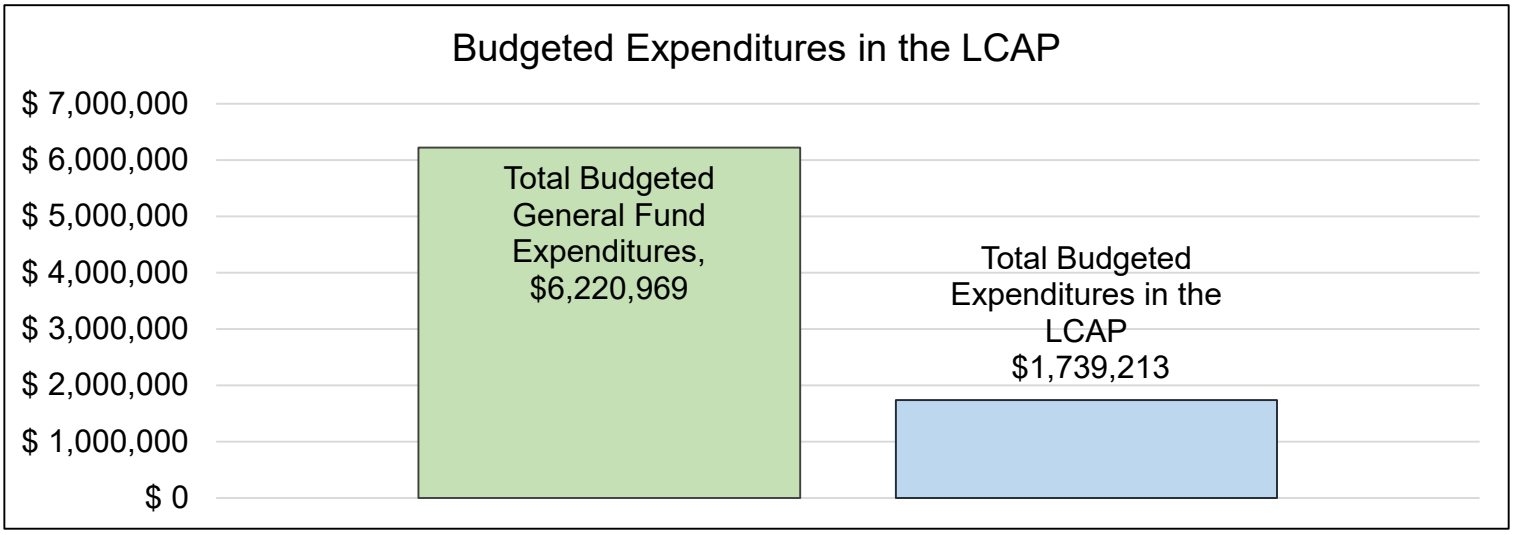


This chart shows the total general purpose revenue Nova Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nova Academy - Santa Ana is $6,564,358.00, of which $4,942,659.00 is Local Control Funding Formula (LCFF), $1,330,230.00 is other state funds, $16,352.00 is local funds, and $275,117.00 is federal funds. Of the $4,942,659.00 in LCFF Funds, $1,517,867.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Nova Academy - Santa Ana plans to spend for 2026-2027. 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: Nova Academy - Santa Ana plans to spend $6,220,969.00 for the 2026-2027 school year. Of that amount, $1,739,213.00 is tied to actions/services in the LCAP and $4,481,756.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

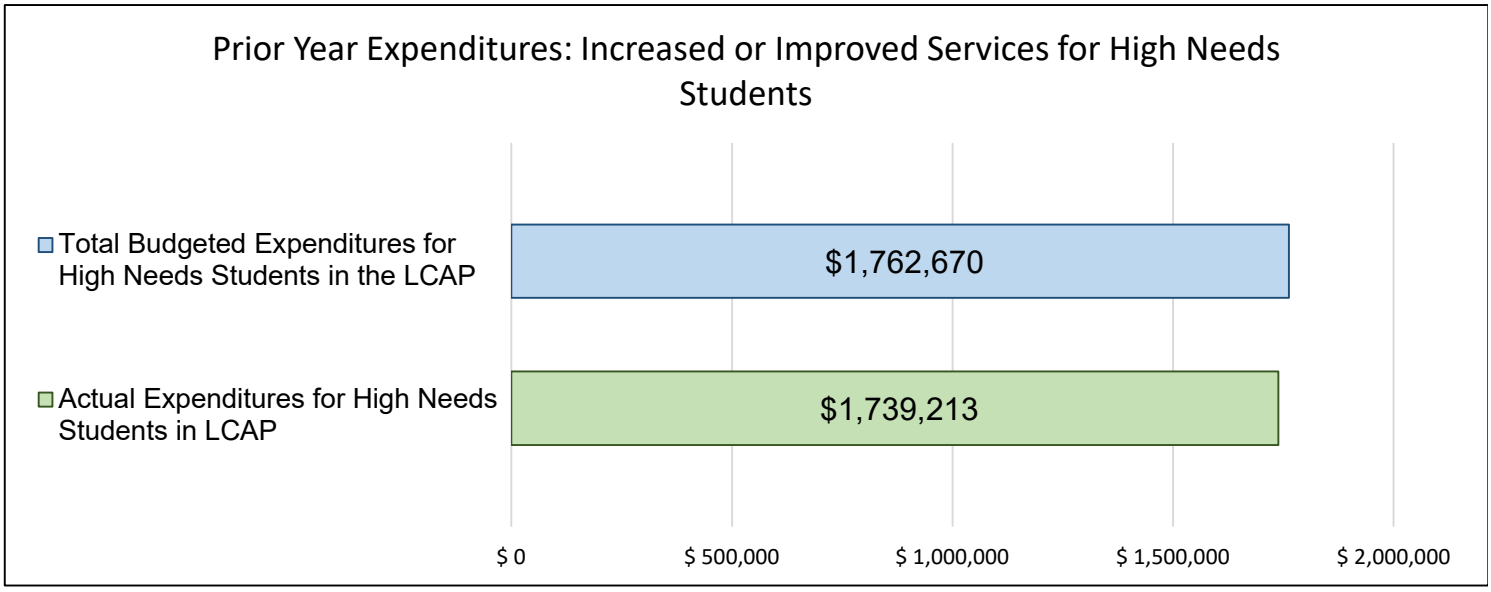
Expenditures include direct and indirect costs to provide an Early College High School educational program for all students enrolled in Grades 9-12 with NOVA Academy Charter School in Santa Ana, CA. Expenses include but may not be limited to certificated salaries; non-certificated salaries; employee benefits; instructional materials and supplies; operational supplies; services and operational costs such as service agreements, technology, utilities, and facilities; professional development and training; furniture; equipment; and educational programs and co-curricular programs designed for the NOVA Academy students.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Nova Academy - Santa Ana is projecting it will receive $1,517,867.00 based on the enrollment of foster youth, English learner, and low-income students. Nova Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Nova Academy - Santa Ana plans to spend $1,517,867.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Nova Academy - Santa Ana's LCAP budgeted $1,762,670.00 for planned actions to increase or improve services for high needs students. Nova Academy - Santa Ana actually spent $1,739,213.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $23,457.00 had the following impact on Nova Academy - Santa Ana's ability to increase or improve services for high needs students:

There was no impact to the actions and services nor to the overall increased or improved services for high needs students. NOVA Academy had initally estimated the expenditures but provided all of the anticipated services, sometimes utilizing additional funding sources to accomplish the goals. Reported expenditures are estimated actuals for the 2025-26 school year and could change.

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
NOVA Academy Early College High School - Santa Ana	Lisa Hernandez - Executive Director	lisa-hernandez@nova-academy.org 714-569-0948

Plan Summary 2026-2027 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.

NOVA Academy Early College High School (NOVA Academy) was approved in 2003 and opened in 2005 and is getting ready to celebrate 20 years of excellence. NOVA Academy is focused on creating and fostering educational opportunities and programs that develop the whole child and promote achievement beyond high school. Dedicated teachers and staff foster meaningful and lasting connections with students. As an Early College High School, equitable access to dual enrollment creates opportunities for qualifying students to enroll and complete college courses offered by local institutions such as Santa Ana College. Academic excellence is at the heart of NOVA Academy in preparing students for success in high school, college, and the workplace, as well as preparing them to become productive members of their community. We see the unlimited potential in every student. Our systems of academic and social/emotional support are designed to build the confidence that is often needed for students to see greatness in themselves.

Early college high schools are small schools designed to help students earn both a high school diploma and up to two years of college credits toward an Associate's or Bachelor's degree. National data indicate that Early college high schools increase high school graduation rates, college retention rates, and better prepare all students for high-skill careers by engaging them in a rigorous college preparatory curriculum. NOVA Academy prepares students for the 21st century and offers advanced opportunities to gain the knowledge and skills needed to smoothly transition to higher education and/or to a career with transferable and marketable skills. The core values of NOVA are Family, The Whole Child, Early College High School, Academic Excellence, and Compassion.

Reflecting the majority of the surrounding community, many of the students are Hispanic and are socio economically disadvantaged. Our goal is to provide all students, whether they be first-generation college-goers or students from low socio-economic backgrounds, equitable access to an academically rigorous, blended high school/college curriculum while nurturing and affirming the whole child.

Reflections: Annual Performance

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

Based on the California School Dashboard, there was a decline in the ELA and Mathematics scores on the CAASPP, and the ELL progress towards proficiency metrics.

The LEA has received LREBG funds. Unspent funds are being included here based on the needs assessment.

The actions connected to the LREBG funds are 1.a, 1.e, 1.h, 1.m, 1.p, 2.a, 2.e, 2.h, 3.a, 3.c, 4.a, and 4.e.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/ Staff	During the summer professional development days in August 2025, faculty and staff were presented with the LCAP information, including the previous year's metrics and data results. Additionally, staff were asked for input during various professional development sessions and weekly Friday meetings. Teachers were also requested to complete a Google form to identify ratings, areas of success, and areas of improvement connected to standard implementation and curriculum.
Administrators	Administration members were requested to meet to discuss goals and potential areas of improvement based on professional learning in the 2025-2026 school year. Members of the governing board provided input during the January 2026 and May 2026 board meetings.
Parents/ Families	Parents and families were given opportunities to give input through a Google form in March 2026. They were also allowed to participate in the satisfaction survey starting in March 2026 and ending in April 2026.
Students	Students were given the opportunity to participate in the input and satisfaction survey in March 2026.

Insert or delete rows, as necessary.

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

Teacher and staff feedback brought the connection between literacy skills in the classroom, across the curriculum, and overall student success. Future offerings for staff training on integrating language learning skills and techniques is needed. Additionally, there is a need to focus on common practices, which can be seen in behavioral and academic metrics. Administrator feedback, specifically the NOVA Academy Board of Directors, encouraged additional consideration to the overall path of academics at the school. Parent and family feedback identified areas of concern within actions and services already implemented at the school, specifically making them better for students. Student feedback included the need for additional supports within actions and services already identified, specifically around bullying behaviors. This is where additional training for teachers and staff can occur through introducing stronger classroom management techniques to set a firm foundation for a positive learning environment for all students.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**NOVA Academy will increase student proficiency and academic achievement for all students, as measured through internal data and state-level data in all subject areas. Using data from state-mandated testing (primarily CAASPP and ELPAC testing), subject-specific benchmarks, level-specific testing (i.e., AP tests), interim testing, student grade results, subject area outcomes, and overall growth from entry to graduation, the school will work to analyze each student's current standing and work to help them through scaffolded supports to grow and take ownership in their learning.**	**Broad**

State Priorities addressed by this goal.

4/ 7/ 8

An explanation of why the LEA has developed this goal.

Academics are a strong need for focus as the Dashboard is based primarily in academic measures, and the main goal of a school is to provide educational access and opportunities to students through their time in the classroom. Students at this school have shown a need for growth in all areas of academics and proficiency. Using supports that help students starting at the level where they are at, the school works to bring them to where they should be based on their learning level, age level, and cognitive level. Then the school works to help the students get to where they can soar beyond.

Student success and increases in performance and achievement have always been significant goals for the school. With one of our core values being Academic Excellence, we believe that "Learning in a rigorous yet nurturing environment promotes a love of ideas while encouraging discovery, creativity, and engagement." Focusing on student success in proficiency and achievement is part of that value.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a1	Pupil Achievement on Statewide Assessments: ELA - All Students	2022-2023 Distance from Standard (Points) All Students: **33.6 above**	2023-2024 Distance from Standard (Points) All Students: **2.1 above**	2024-2025 Distance from Standard (Points) All Students: **62.7 Below**	2025-2026 Distance from Standard (Points) All Students: **50 above**	All: -96.3
1.a2	Pupil Achievement on Statewide Assessments: ELA - Student Subgroups	2022-2023 Distance from Standard (Points) SES: **23 above** SWD: **no reportable data** ELL: **49.7 below** Hispanic: **25.4 above**	2023-2024 Distance from Standard (Points) SES: **1 below** SWD: **no reportable data** ELL: **70.3 below** LTEL: **no reportable data** Hispanic: **7.5 above**	2024-2025 Distance from Standard (Points) SES: **66.4 Below** SWD: **137.5 Below** ELL: **116.3 Below** LTEL: **no reportable data** Hispanic: **64 Below**	2025-2026 Distance from Standard (Points) SES: **50 above** SWD: **50 above** ELL: **50 above** Hispanic: **50 above**	SES: -89.4 ELL: -66.6 Hispanic: -38.6
1.b1	Pupil Achievement on Statewide Assessments: MATH - All Students	2022-2023 Distance from Standard (Points) All Students: **95.6 below**	2023-2024 Distance from Standard (Points) All Students: **112 below**	2024-2025 Distance from Standard All Students: **159.6 Below**	2025-2026 Distance from Standard (Points) All Students: **60 below**	All: -64
1.b2	Pupil Achievement on Statewide Assessments: MATH - Student Subgroups SES: SWD: ELL: Other Demographics - Hispanic	2022-2023 Distance from Standard (Points) SES: **109.8 below** SWD: **no reportable data** ELL: **159.2 below** Hispanic: **104.1 below**	2023-2024 Distance from Standard (Points) SES: **116 below** SWD: **no reportable data** ELL: **173.5 below** LTEL: **no reportable data** Hispanic: **106.3 below**	2024-2025 Distance from Standard SES: **160.2 Below** SWD: **no reportable data** ELL: **126.4 Below** LTEL: **no reportable data** Hispanic: **160.9 Below**	2025-2026 Distance from Standard (Points) SES: **60 below** SWD: **60 below** ELL: **60 below** Hispanic: **60 below**	SES: -50.4 ELL: 32.8 Hispanic: -56.8
1.c1	Pupil Achievement on Statewide Assessments: CAST - All Students	2022-2023 Distance from Standard (Points) All Students: **11.24 below**	2023-2024 Distance from Standard (Points) All Students: **18.9 below**	2024-2025 All Students: **50.7 Science Points**	2025-2026 Distance from Standard (Points) All Students: **30 above**	Metric Change: See Goal Analysis

1.c2	Pupil Achievement on Statewide Assessments: CAST - Student Subgroups SES: SWD: ELL: Other Demographics - Hispanic	2022-2023 Distance from Standard (Points) SES: **14.52 below** SWD: **11.75 below** ELL: **28.33 below** Hispanic: **12.44 below**	2023-2024 Distance from Standard (Points) SES: **21.3 below** SWD: **no reportable data** ELL: **26.9 below** LTEL: **no reportable data** Hispanic: **20.3 below**	2024-2025 SES: **49.2 Science Points** SWD: **no reportable data** ELL: **35.8 Science Points** LTEL: **no reportable data** Hispanic: **51.7 Science Points**	2025-2026 Distance from Standard (Points) SES: **30 above** SWD: **30 above** ELL: **30 above** Hispanic: **30 above**	Metric Change: See Goal Analysis
1.d1	Renaissance Star READING Benchmark Fall to Winter Student Growth Percentile (SGP)	2023-2024 Grade 9: **51.67%** Grade 10: **60.22%** Grade 11: **68.42%** Grade 12: **51.02%** Overall: **58.99%**	2024-2025 Grade 9: **65.91%** Grade 10: **53.23%** Grade 11: **57.95%** Grade 12: **61.76%** Overall: **59.71%**	2025-2026 Grade 9: **80%** Grade 10: **58.18%** Grade 11: **65.52%** Grade 12: **64.63%** Overall: **66.79%**	2026-2027 Overall: **75%**	9th: 28.33% 10th: -2.04% 11th: -2.90% 12th: 13.61% All: 7.80%
1.d2	Renaissance Star MATH Benchmark Fall to Winter Student Growth Percentile (SGP)	2023-2024 Grade 9: **52.54%** Grade 10: **63.44%** Grade 11: **72.97%** Grade 12: **69.39%** Overall: **64.73%**	2024-2025 Grade 9: **72.09%** Grade 10: **54.39%** Grade 11: **65.91%** Grade 12: **67.65%** Overall: **65.01%**	2025-2026 Grade 9: **79.10%** Grade 10: **62.26%** Grade 11: **68.97%** Grade 12: **68.24%** Overall: **69.96%**	2026-2027 Overall: **75%**	9th: 26.56% 10th: -1.18% 11th: -4.00% 12th: -1.15% All: 5.23%
1.d3	Renaissance Star READING Benchmark End of Year (EOY) Student Growth Percentile (SGP)	2023-2024 Grade 9: **39.34%** Grade 10: **43.30%** Grade 11: **72.15%** Grade 12: **36.00%** Overall: **49.13%**	2024-2025 Grade 9: **70.21%** Grade 10: **74.24%** Grade 11: **89.77%** Grade 12: **77.94%** Overall: **78.04%**	2025-2026 Grade 9: **70.15%** Grade 10: **72.41%** Grade 11: **75.00%** Grade 12: **78.31%** Overall: **74.24%**	2026-2027 Overall: **75%**	9th: 30.81% 10th: 29.11% 11th: 2.85% 12th: 42.31% All: 25.11%
1.d4	Renaissance Star MATH Benchmark End of Year (EOY) Student Growth Percentile (SGP)	2023-2024 Grade 9: **44.26%** Grade 10: **48.96%** Grade 11: **65.82%** Grade 12: **32.00%** Overall: **49.65%**	2024-2025 Grade 9: **70.21%** Grade 10: **84.38%** Grade 11: **81.82%** Grade 12: **79.41%** Overall: **78.95%**	2025-2026 Grade 9: **70.83%** Grade 10: **65.28%** Grade 11: **58.33%** Grade 12: **73.17%** Overall: **69.86%**	2026-2027 Overall: **75%**	9th: 26.57% 10th: 16.32% 11th: -7.49% 12th: 41.17% All: 20.21%
1.e1	Percentage of Students Meeting EAP (Level 4 and Level 3): ELA	Class of 2024 **61.53%**	Class of 2025 **63.88%**	Class of 2026 **21.5%**	Class of 2027 **75%**	-40.03%

1.e2	Percentage of Students Meeting EAP (Level 4 and Level 3): MATH	Class of 2024 **15.38%**	Class of 2025 **8.33%**	Class of 2026 **2.17%**	Class of 2027 **25%**	-13.21%
1.e3	Percentage of Students Meeting EAP (Level 4 and Level 3): BOTH	Class of 2024 **15.38%**	Class of 2025 **8.33%**	Class of 2026 **2.17%**	Class of 2027 **25%**	-13.21%
1.f1	Students Enrolled in Broad Course of Study - Advanced Courses/ Honors/ AP/ Dual/ Concurrent	Students with access to identified courses: **100%**	Students with access to identified courses: **100%**	Students with access to identified courses: **100%**	2026-2027 Students with access to identified courses: **100%**	No Change
1.f2	Unduplicated Pupils Enrolled in Broad Course of Study - Advanced Courses/ Honors/ AP/ Dual/ Concurrent	Students with access to identified courses: **100%**	Students with access to identified courses: **100%**	Students with access to identified courses: **100%**	2026-2027 Students with access to identified courses: **100%**	No Change
1.f3	Students with Exceptional Needs Enrolled in a Broad Course of Study - Advanced Courses/ Honors/ AP/ Dual/ Concurrent	Students with access to identified courses: **100%**	Students with access to identified courses: **100%**	Students with access to identified courses: **100%**	2026-2027 Students with access to identified courses: **100%**	No Change
1.g1	College and Career Indicator %	Class of 2023 Prepared All Students: **53%** SES: **54%** ELL: **5.9%** SPED/ FY: Data group too small Approaching Prepared All Students: **18.2%** Not Prepared All Students: **28.8%**	Class of 2024 Prepared All Students: **57.7%** SES: **55.1%** ELL: **30.8%** LTEL: **27.3%** Hispanic: **58.3%** SPED/ FY: Data group too small Approaching Prepared All Students: **17.3%** Not Prepared All Students: **25%**	Class of 2025 Prepared All Students: **81.4%** SES: **83.1%** SWD: **no reportable data** ELL: **68.8%** LTEL: **78.6%** Hispanic: **84.6%** Approaching Prepared All Students: **8.6%** Not Prepared All Students: **10%**	Class of 2026 Prepared All Students: **60%** SES: **60%** SPED: **60%**	All: 28.40% SES: 29.10% ELL: 62.90% Approach: -9.60% Not: -18.20%

1.g2	Percentage of Students Completing UC/CSU Entrance Requirements (A-G)	Class of 2023 All Students: **43.9%**	Class of 2024 All Students: **76%**	Class of 2025 All Students: **94.7%**	Class of 2027 All Students: **60%**	50.80%
1.g3	Percentage of Students Completing CTE Program(s)	Class of 2024 **0%** - no CTE program	Class of 2025 **0%** - no CTE program	Class of 2026 **0%** - no CTE program	Explore potential for a CTE program or partnership.	No Change
1.g4	Percentage of Students Completing UC/CSU Entrance Requirements (A-G) and CTE Program(s)	Class of 2024 **0%** - no CTE program	Class of 2025 **0%** - no CTE program	Class of 2026 **0%** - no CTE program	Explore potential for a CTE program or partnership.	No Change
1.g5	Percentage of Students Completing AP Exams with a Score of 3 or Higher	2022-2023 All Students 9-12: **38.46%**	2023-2024 All Students 9-12: **47.5%**	2024-2025 All Students 9-12: **60.4%**	2025-2026 All Students 9-12: **85%**	21.94%
1.g6	Percentage of Students Completing Two OR More AP Exams with a Score of 3 or Higher	2022-2023 All Students 9-12: **3.08%**	2023-2024 All Students 9-12: **30.5%**	2024-2025 All Students 9-12: **38.6%**	2025-2026 All Students 9-12: **5%**	35.52%
1.g7	Percentage of Student Passing College Classes with at Least a C	2022-2023 All Students 9-12 **41.13%**	2023-2024 All Students 9-12 **37.5%**	2023-2024 All Students 9-12 **53.6%**	2025-2026 All Students 9-12 **60%**	12.47%
1.g8	Percentage of Student Passing Two OR More College Classes with at Least a C	2022-2023 All Students 9-12 **21.27%**	2023-2024 All Students 9-12 **22.5%**	2023-2024 All Students 9-12 **29.7%**	2025-2026 All Students 9-12 **45%**	8.43%
1.h	High School Graduation Rate % from Students Enrolled at the End of the Year	Class of 2023 **100%**	Class of 2024 All Students: **96.2%**	Class of 2025 **97.1%**	Class of 2026 **100%**	-2.90%
1.i1	EL Reclassification Rate	2022-2023 Reclassified Students: **32.3%**	2023-2024 Reclassified Students: **31.9%**	2024-2025 Reclassified Students: **1.04%**	2025-2026 Reclassified Students: **30%**	-31.26%

1.i2	Percentage of EL Students Making Progress on English Proficiency	2022-2023 Making Progress: **67.9%**	2023-2024 All Students: **58.3%** ELs Making Progress: **58.3%** LTELs Making Progress: **64.6%**	2024-2025 All Students: **49%** ELs Making Progress: **49%** LTELs Making Progress: **57.9%**	2025-2026 Making Progress: **75%**	-18.90%
1.i3	Percentage of EL Students Making Progress on English Proficiency - Decreased	2022-2023 EL Decreased 1 ELPI: **10.7%**	2023-2024 EL Decreased 1 ELPI: **13.6%**	2024-2025 EL Decreased 1 ELPI: **8.2%**	2025-2026 EL Decreased 1 ELPI: **4%**	-2.50%
1.i4	Percentage of EL Students Making Progress on English Proficiency - Maintained	2022-2023 EL Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: **21.4%**	2023-2024 EL Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: **27.1%**	2024-2025 EL Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: **42.9%**	2025-2026 EL Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: **20%**	21.50%
1.i5	Percentage of EL Students Making Progress on English Proficiency - Maintained 4	2022-2023 EL Maintained ELPI Level 4: **17.9%**	2023-2024 EL Maintained ELPI Level 4: **11.9%**	2024-2025 EL Maintained ELPI Level 4: **6.1%**	2025-2026 EL Maintained ELPI Level 4: **20%**	-11.80%
1.i6	Percentage of EL Students Making Progress on English Proficiency - Progresses	2022-2023 EL Progresses 1 ELPI Level: **50%**	2023-2024 EL Progresses 1 ELPI Level: **47.5%**	2024-2025 EL Progresses 1 ELPI Level: **42.9%**	2025-2026 EL Progresses 1 ELPI Level: **60%**	-7.10%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

There were no substantive differences in the actions or services implemented for this goal. While Internal benchmark and growth data show that majority of students demonstrate academic growth annually, many enter high school significantly below grade level, impacting their ability to reach grade-level proficiency by 11th grade. This has been a noted factor to student growth for the last few years. Additionally, assessment outcomes may reflect multiple contributing factors, such as student engagement or motivation on the state assessment. Continued improvement on the listed actions will focus on accelerating learning, strengthening Tier 1 instruction, and expanding targeted academic supports to improve proficiency outcomes. Additionally, NOVA Academy Early College High School partnered with OCDE during the 2025-2026 school year for professional learning and development to enhance instructional practices in addressing these declines. There were also some staffing changes in the Math and ELD positions, which changed how these positions interact and build on one another.

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 funding was used to implement the actions related to this goal in line with increased costs.

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

Internal benchmark and growth data show that while the majority of students demonstrate academic growth annually, many enter high school significantly below grade level, impacting their ability to reach grade-level proficiency by 11th grade. Overall effectiveness is evident in the Renaissance Star data (metrics 1.d1-1.d4). For example, students in the class of 2027 show as Grade 9 in the baseline data, Grade 10 in Year 1 Outcomes, and Grade 11 in Year 2 Outcomes. The overall growth of these students in both Reading and Math metrics, as shown by longitudinal data, indicates that the programs and actions in the LCAP continue to be effective. Assessment outcomes may also reflect multiple contributing factors, such as student engagement/motivation on the state assessment.

Some students achieved an ELPAC Level 4 in grades 9–10 but did not reclassify due to not meeting all academic criteria, including passing grades in core courses. As a result, they remained in ELD and continued to take the ELPAC in grades 11–12, where the assessment is more rigorous. This extended participation may also have influenced levels of student engagement and motivation over time.

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.

There were no substantive changes made to the planned goal, metrics, target outcomes, or actions.

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.a	Preparing for College and Career	The Academic Counseling Team will audit student transcripts, yearly, to identify students who are not meeting the A-G requirements from US and Cal State recommendations. The Academic Counseling Team will work with students to identify grades D or lower that should be made up as well as how to reach the A-G requirements. This is measured through Metric(s) 1.d1-3, 1.e1-3, 1.f1-4, 1.f7-8, 1.g1-2 This action is connected to the LREBG funds.	$697,109	Y
1.b	College Opportunities/ College Bound 101	NOVA Academy will connect students meeting the specified thresholds of minimum requirements with college class participation (based n the partnering college's guidelines). All students, regardless of their sub-group, are eligible to participate as long as they meet these minimum requirements, and all related class materials will be available to them through the school. This is measured through Metric(s) 1.d1-3, 1.e1-3, 1.f1-4, 1.f7-8, 1.g1-2	Included in 1a	Y
1.c	AP Classes	NOVA Academy will offer AP classes, based on teacher authorization and specialization, to all students meeting recommendations and previous work habit references, in order to facilitate opportunities for higher learning while in high school and provide acceleration. This is measured through Metric(s) 1.d1-3, 1.e1-3, 1.f1-6, 1.g1-2	Included in 1a	Y
1.d	Senior Seminar	NOVA Academy will provide all senior students with a Senior Seminar class where they will compile a learning portfolio using skills for future college and career opportunities (such as how to write a resume and how to write a cover letter, applying for scholarships, and applying for colleges and universities) and will end the class with an Exit Interview process with various levels of stakeholders from the school and the local community, thereby preparing them to step out of the high school sphere and into college and career. This is measured through Metric(s) 1.f1-4, 1.g1-2	Included in 1a	Y
1.e	Summer InNOVAtion Institute	NOVA Academy will offer the Summer InNOVAtion program over the course of one or two weeks, introducing all incoming first-year students to the Vision and Mission of NOVA Academy and connect them early to teachers, administrators, peers, and upper-level students, and will include placement testing, conversations about the school's program, and encouragement to start on the best foot possible in high school, thereby informing all new students of the school's expectations and support systems to ensure their future success. This is measured through Metric(s) 1.d1-3, 1.e1-3, 1.g1-2 This action is connected to the LREBG funds.	$60,227	Y

1.f	Freshman Seminar	NOVA Academy will provide students with a Freshman Seminar class where all 9th grade students will learn the importance of doing well in 9th grade and high school and how it can impact their future careers and higher education options, thereby intending to prepare them for success and less struggle in academics and social interactions in highschool. This is measured through Metric(s) 1.d1-3, 1.e1-3, 1.g1-2	Included in 1e	Y
1.g	Family Class	NOVA Academy will assign students to a Family class upon entry to the school program, creating relationships and connections with peers and an assigned teacher for their grade-level group where mentoring, behavior growth, and academic achievement can be supported, encouraged, and celebrated. This is measured through Metric(s) 1.d1-3, 1.e1-3, 1.g1-2	Included in 1e	Y
1.h	Test Like a Champion	NOVA Academy will offer Test Like a Champion opportunities to all students, but with a concentrated focus on students in the 11th grade, with special offerings targeted to SES, ELL, SPED, and FY students, focusing on activating student knowledge prior to major state-level testing. This is measured through Metric(s) 1.a1-5, 1.b1-5, 1.c1-9, 1.d1-3, 1.g1-2 This action is connected to the LREBG funds.	$546,099	Y
1.i	SOAR	NOVA Academy will provide designated time for support in the academic areas of reading and mathematics for all students with low performance marks on benchmarks. This is measured through Metric(s) 1.a1-5, 1.b1-5, 1.c1-9, 1.d1-3, 1.g1-2	Included in 1h	Y
1.j	Tutorial Opportunities	NOVA Academy will provide designated time for acceleration opportunities in academic areas for all students with high performance marks on benchmarks. This is measured through Metric(s) 1.a1-5, 1.b1-5, 1.c1-9, 1.d1-3, 1.g1-2	Included in 1h	Y
1.k	Academic Recovery and Support	The Academic Intervention Specialist, with the support of the counselor(s), will provide students working below grade-level and in credit deficit access to the Academic Improvement Plan with credit recovery programs such as, but not limited to, APEX, curriculum specific online resources, and seasonal Intercessions (as needed). This is measured through Metric(s) 1.a1-5, 1.b1-5, 1.c1-9, 1.g1-2	Included in 1h	Y
1.l	Academic Recovery and Support Training for Faculty and Staff	Teachers and staff will participate in actions which include student access to support class teachers through office hours, training for the support class teachers, rigorous curriculum, teacher training on remediation and review for complex concepts, and how remediation and assessment can be completed in class. This is measured through Metric(s) 1.a1-5, 1.b1-5, 1.c1-9, 1.g1-2	Included in 1h	Y
1.m	SPED and 504 Training	NOVA Academy will work with the SELPA to identify appropriate training needed for Faculty and Staff working directly with SWD and 504 students and their families, working towards LRE and better supporting students in integrated and inclusion (SPED and GenEd) classes. This is measured through Metric(s) 1.e3, 1.g1-2 This action is connected to the LREBG funds.	Included in 1h	N

1.n	SPED Services and Supports	NOVA Academy will provide all support needed for students participating in an IEP program through inclusion and integrated peer group practices and a philosophy that all students should be given the opportunity to find success. This is measured through Metric(s) 1.e3, 1.g1-2	Included in 1h	N
1.o	504 Services and Supports	NOVA Academy will provide all support needed for students participating in a 504 program through inclusion and integrated peer group practices and a philosophy that all students should be given the opportunity to find success. This is measured through Metric(s) 1.e3, 1.g1-2	Included in 1h	N
1.p	EL Supports Training/ PD	NOVA Academy will provide teachers of ELLs, LTELs, and RFEP students with the training needed to support learning in literacy and literacy transfer by using ELD standards and CCSS standards, and will provide specific best-practices and updated-practices training for teachers with an ELD specific support class in their schedule. This is measured through Metric(s) 1.e2, 1.g1-2, 1.h1-6 This action is connected to the LREBG funds.	$127,763	Y
1.q	EL Supports	NOVA Academy faculty and staff will provide all students who are ELL, LTEL, and RFEP with supports to ensure growth and reclassification for LTELs and ELLs. This is measured through Metric(s) 1.e2, 1.g1-2, 1.h1-6	Included in 1p	Y

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	**NOVA Academy will maintain a healthy and safe learning environment for all students by focusing on keeping students in class as much as possible by reducing chronic absenteeism, reducing suspensions and expulsions.**	**Focus**

State Priorities addressed by this goal.

5/ 6

An explanation of why the LEA has developed this goal.

This goal is connected to the Whole Child value and the Academic Excellence and Compassion values, students safety, health, and overall wellness is a vital area for focus.

The Whole Child, “A holistic approach to education centers on the development of each student’s social, emotional, intellectual, and physical well-being.”

Academic Excellence, “Learning in a rigorous yet nurturing environment promotes a love of ideas while encouraging discovery, creativity, and engagement.”

Compassion, “Seeing through the lens of compassion gives hope, builds bridges, and develops a community of caring individuals.”

Focusing on these areas will allow NOVA Academy to reach all students and help them succeed no matter where they are in society or in their home life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.a	School Attendance Rate P-2 ADA	2023-2024 All Students 9-12: **259.80 (90.2%)**	2024-2025 All Students 9-12: **265.34 (92.51%)**	2025-2026 All Students 9-12: **272.30 (92.87%)**	2026-2027 All Students 9-12: **218.5 (95%)**	2.67%
2.b	Chronic absenteeism Rate %	2022-2023 All Students 9-12: **35.3%**	2023-2024 All Students: **35.3%** Hispanic: **41.1%** ELL: **40.8%** SWD: **41.7%** SES: **42.7%** Homeless: **36.4%**	2024-2025 All Students: **24.6%** SES: **24.8%** SWD: **35.8%** ELL: **25.6%** Hispanic: **26.5%**	2025-2026 All Students 9-12: **10%** SES: **10%** SWD: **10%** ELL: **10%**	All: -10.7%
2.c	Adjusted High School Dropout Rate %	2022-2023 **1.5%**	2023-2024 **3.8%**	2024-2025 **2.9%**	2025-2026 **5%**	1.40%
2.d	Pupil Suspension Rates %	2022-2023 All Students 9-12 **10%**	2023-2024 All Students: **1.3%** SES: **1.4%** SWD: **0%** ELL: **2.6%** LTEL: **3.6%** Hispanic: **1%**	2024-2025 All Students: **2.5%** SES: **2.9%** SWD: **2.6%** ELL: **4.2%** LTEL: **4.3%** Hispanic: **2.6%**	2025-2026 All Students 9-12 **2%**	All: -7.5%
2.e	Pupil Expulsion Rates%	2022-2023 All Students 9-12 **0%**	2023-2024 All Students 9-12 **0%**	2024-2025 All Students 9-12 **0%**	2025-2026 All Students 9-12 **0%**	No Change

Goal Analysis for 2025-2026

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

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

There were no substantive differences in the actions or services implemented for this goal. The decrease in chronic absenteeism is the result of a comprehensive and consistent attendance strategy. This included structured parent and student attendance meetings (group and individual) with signed agreements, a sustained and rigorous family outreach effort through phone calls, and clear incentive systems such as Eagle Wings to reinforce improvement. In addition, targeted attendance campaigns—especially on historically high-absence days like Fridays—combined incentives and engaging activities designed not only to increase attendance, but also to build student connection and a stronger sense of community.

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 funding was used to implement the actions related to this goal in line with increased costs.

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

The decrease in chronic absenteeism is the result of a comprehensive and consistent attendance strategy. This included structured parent and student attendance meetings (group and individual) with signed agreements, a sustained and rigorous family outreach effort through phone calls, and clear incentive systems such as Eagle Wings to reinforce improvement. In addition, targeted attendance campaigns—especially on historically high-absence days like Fridays—combined incentives and engaging activities designed not only to increase attendance, but also to build student connection and a stronger sense of community.

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

There were no substantive changes made to the planned goal, metrics, target outcomes, or actions.

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.a	Alternative Discipline Practices	NOVA Academy will invest in Alternative Discipline Practices and research methods to reduce students being out of class, and will include bringing in the stakeholders and educational partners (including parents and families) most affected by the student behaviors and working to restore the damaged relationships and processes via Restorative Justice Practices (RJP). This is measured through Metric(s) 2.c-e This action is connected to the LREBG funds.	$112,410	Y
2.b	Mediation	Counseling and administration will facilitate mediation for all students when students have interpersonal conflicts, providing a safe space to come to agreements and express feelings and ideas, specific focus will be given to students at-risk of suspension due to negative behavior choices and activities. This is measured through Metric(s) 2.d-e	Included in 2a	Y
2.c	Restorative Circles	Teachers, administration, Counselor(s), and other related staff members will participate in Restorative Circles for students facing or returning from suspensions in order to bring all stakeholders in the student's education together as a team to work with the student, their family, and the NOVA family to ensure students are in the classroom as much as possible. This is specifically targeted to SES and ELL students at-risk for suspensions due to behaviors and negative activities. This is measured through Metric(s) 2.c-e	Included in 2a	Y
2.e	Maintain/ Decrease Expulsion Rate	NOVA Academy will maintain or decrease the expulsion rate through the use of Restorative Justice Practices (RJP), training for teachers and staff to implement the RJP, and improve classroom-based staff's classroom management skills. This is measured through Metric(s) 2.d-e This action is connected to the LREBG funds.	Included in 2a	Y
2.f	Maintain/ Decrease Suspension Rate	NOVA Academy will maintain or decrease the suspension rate through the use of Restorative Justice Practices (RJP), training for teachers and staff to implement the RJP, and improve classroom-based staff's classroom management skills. This is measured through Metric(s) 2.a-b, 2.d-e	Included in 2a	Y
2.g	Reduction of Chronic Absenteeism	The counseling team, administration, and support staff will work to reduce the chronic absenteeism rate for all students through attendance programs, connections to families, attendance incentives, and focus groups to learn common reasons for absenteeism and any barriers to attendance faced by students. Specific attention to SES, ELL, and SWD will be provided. This is measured through Metric(s) 2.a-e	Included in 2a	Y

2.h	Student Wellness Committee	NOVA Academy teachers, staff, students, parents/guardians, and community members will form a Student Wellness Committee to meet quarterly to identify concerns and issues regarding student wellness. This is measured through Metric(s) 2.c-e This action is connected to the LREBG funds.	$139,025	Y
2.i	Increase Student Safety and Feelings of Safety	NOVA Academy's leadership team will use data from the Student Climate Survey's safety portion to determine steps to take to help students in their feelings of safety. This is measured through Metric(s) 2.d-e	Included in 2h	Y
2.j	Digital Safety	NOVA Academy faculty and staff will be trained to use a digital safety and accountability program (based on current contract availability) which will allow staff members to be aware of student internet usage and provide support and information to concerned parents. This is measured through Metric(s) 2.d-e	Included in 2h	Y

Goal 3

Goal #	Description	Type of Goal
3	**NOVA Academy will increase educational partner engagement through multiple actions, such as surveys, focus groups, community events, Parent University, and student attendance, increasing student and family satisfaction when educational partner input is used.**	**Broad**

State Priorities addressed by this goal.

3/ 6

An explanation of why the LEA has developed this goal.

Stakeholder engagement connects to two of our values, Family and The Whole Child.

Family, “NOVA faculty and staff believe in creating a friendly, family environment to help ensure every student feels a sense of belonging and personal support. Students even participate in a class called “Family,” which other schools have replicated.”

The Whole Child, “A holistic approach to education centers on the development of each student’s social, emotional, intellectual, and physical well-being.”

By connecting to the school’s various stakeholders, the students are served through Family’s idea since it becomes its own family. We are NOVA eagles, and together we will soar. Through Family and stakeholder connections, we nurture the Whole Child in their engagement with others.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a1	Efforts to Seek Parent Input in Decision-Making	2023-2024 Report Rating (Min 1/ Max 5): **3**	2024-2025 Report Rating (Min 1/ Max 5): **3**	2025-2026 Report Rating (Min 1/ Max 5): **4**	2026-2027 Report Rating (Min 1/ Max 5): **4**	1
3.a2	Parental Participation in Programs for Unduplicated Pupils	2023-2024 ELL Family Participation: **43.48%** SES Family Participation: **58.79%** FY/H Family Participation: **30.77%** SWD/ 504 Family Participation: **64%**	2024-2025 ELL Family Participation: **58.24%** SES Family Participation: **60.51%** FY/H Family Participation: **31.5%** SWD/ 504 Family Participation: **65.2%**	2024-2025 ELL Family Participation: **58.62%** SES Family Participation: **71.49%** FY/H Family Participation: **50%** SWD/ 504 Family Participation: **77.27%**	2023-2024 ELL Family Participation: **75%** SES Family Participation: **75%** FY/H Family Participation: **75%** SWD/ 504 Family Participation: **75%**	15.14% 12.70% 19.23% 13.27%
3.b	Family Climate Survey Satisfaction %	2023-2024 Overall Rating: **77.75%**	2024-2025 Overall Rating: **82.08%**	2025-2026 Overall Rating: **81.82%**	2026-2027 Overall Rating: **90%**	4.07%
3.c	Student Climate Survey Satisfaction %	2023-2024 Overall Rating: **85.32%**	2024-2025 Overall Rating: **81.03%**	2025-2026 Overall Rating: **83.75%**	2026-2027 Overall Rating: **90%**	-1.57%

Goal Analysis for 2025-2026

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

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

There were no substantive differences in the actions or services implemented for this goal.

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 funding was used to implement the actions related to this goal in line with increased costs.

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

Outreach to families has increased, and family participation is reflected in the above metrics. Additional research and data gathering is needed to see how even more participation can be achieved in the SES demographic families.

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.

There were no substantive changes made to the planned goal, metrics, target outcomes, or actions.

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.a	Family-School Relationship Survey	NOVA Academy administration will present all parents and guardians a satisfaction survey called the “Family-School Relationship Survey” once a year during the Spring semester, based on continuous data, which will connect parents and guardians to the school to be changed, created, or reduced for the students’ best benefit. This survey is usually opened around the first progress reporting period and remains open until the second grade reporting period. Data is disaggregated for SES, ELL, SWD, and students in other programs through self-reported identification in the demographics of the survey. This is measured through Metric(s) 3.a1-6, 3.b This action is connected to the LREBG funds.	$606,976	Y
3.b	Student Climate Survey	NOVA Academy administration will provide all students a campus culture and safety-based survey, labeled “Student Climate Survey,” where they will be able to voice concerns and make issues known quantitatively, with data disaggregated for SES, ELL, SWD, and students in other programs through the collection of demographic data. This is measured through Metric(s) 3.c	Included in 3a	Y
3.c	Parent University	Counselors and administrators will offer parents and guardians opportunities to attend monthly Parent University sessions throughout the school year where guest speakers, food, awards and certificates, college fair presentations, and information based on student activities and behaviors (such as special sessions for parents of 12th-grade students to learn about the FAFSA and college applications) are presented. Parent University will work towards helping parents of all students and specific student groupings (ELL, SES, SWD, etc.) learn how to support their students at home best. This is measured through Metric(s) 3.a1-6 This action is connected to the LREBG funds.	$308,418	Y
3.d	NOVA Academy Spring Outreach	NOVA Academy will invite prospective students in the local 8th-grade classes and those interested in transferring to the school to outreach events/ opportunities during the latter half of the Spring semester to learn more about the school where they will be able to come onto the campus and participate in events and activities. This is measured through Metric(s) 3.a1-6	Included in 3c	Y

Goal 4

Goal #	Description	Type of Goal
4	**NOVA Academy will continue to provide basic services for all students, including standards-aligned materials needed to learn, highly qualified staff, learning supports for students at risk, and unduplicated-student sub-groups (Special Education, ELL, Foster Youth, Low SES), and supports based on program needs (technology and other physical materials).**	**Maintenance**

State Priorities addressed by this goal.

1/ 2

An explanation of why the LEA has developed this goal.

Basic Services for all students will allow for connection to the school's value of The Whole Child.

The Whole Child, " A holistic approach to education centers on the development of each student's social, emotional, intellectual, and physical well-being."

Students at all levels and from all walks of life deserve an equitable distribution of resources. Per decisions stemming from Williams v. State of California, all students should have equal and equitable access to instructional materials, facilities, qualified staff, and appropriate supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	Appropriately Assigned Teachers	2023-2024 Clear FTE: **16.8 = 99.3%**	2024-2025 Clear FTE: **15 = 100%**	2025-2026 Clear FTE: **13 = 100%**	2026-2027 Clear FTE: **100%**	0.7%
4.b	Access to Instructional Materials	2023-2024 Percent of Students Lacking Own Assigned Copy: **0%**	2024-2025 Percent of Students Lacking Own Assigned Copy: **0%**	2025-2026 Percent of Students Lacking Own Assigned Copy: **0%**	2026-2027 Percent of Students Lacking Own Assigned Copy: **0%**	0.00%
4.c	Safe, Clean Functional School Facilities	2023-2024 Overall Rating: **Exemplary**	2024-2025 Overall Rating: **Exemplary**	2025-2026 Overall Rating: **Exemplary**	2026-2027 Overall Rating: **Exemplary**	No Change
4.d	Implementation of Academic Content Standards	2023-2024 Report Rating (Min 1/ Max 5): **2.79 towards Initial Implementation**	2024-2025 Report Rating (Min 1/ Max 5): **3.8 towards Full Implementation**	2025-2026 Report Rating (Min 1/ Max 5): **3.38 towards Full Implementation**	2026-2027 Report Rating (Min 1/ Max 5): **4 Full Implementation**	0.59
4.e	EL Access to CA Standards Including ELD Standards	2023-2024 Report Rating (Min 1/ Max 5): **4 Full Implementation**	2023-2024 Report Rating (Min 1/ Max 5): **4.25 Full Implementation**	2025-2026 Report Rating (Min 1/ Max 5): **3.63 towards Full Implementation**	2026-2027 Report Rating (Min 1/ Max 5): **4 Full Implementation**	-0.37

Goal Analysis for 2025-2026

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

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

There were no substantive differences in the actions or services implemented for this goal.

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 funding was used to implement the actions related to this goal in line with increased costs.

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

Continued effectiveness can be seen through the stability of the metrics, which includes ensuring that students and teachers have access to what is needed for better student and professional learning.

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.

There were no substantive changes made to the planned goal, metrics, target outcomes, or actions.

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.a	Highly Qualified Teachers/ Staff	NOVA Academy administration and business officers will ensure that all teachers and staff will be highly qualified and have the credentials and certifications to conduct their contracted duties, and will ensure that all other staff will have the proper training for their project programs. This is measured through Metric(s) 4.a This action is connected to the LREBG funds.	$263,765	Y
4.b	Materials for All Students	NOVA Academy will ensure that all students are provided all of the materials that are needed for learning at the school, including materials needed for positive participation in programs such as college classes and honors/ AP classes. This is measured through Metric(s) 4.b	Included in 4a	Y
4.c	School-Wide Programs	NOVA Academy will provide teachers with Interactive Presentation programs and academically focused programs to assist all students in interactive learning through Web 2.0 programs and best practices for 21st century learning. NOVA Academy will also provide students with afterschool activities and programs to enhance their time on campus and learn with other methods. This is measured through Metric(s) 4.c	Included in 4a	Y
4.d	General Technology Support	NOVA Academy will provide classroom teachers training on any required technology resources, thereby ensuring stronger instruction for students using 21st century skills. This is measured through Metric(s) 4.b-c	Included in 4a	Y
4.e	Classroom Management Training	NOVA Academy will provide the following minimum to teachers and staff who work in the classroom: training for classroom management, work 1:1 with teachers who are struggling, provide a mentor/ advisor for teachers growing in this area, and restorative practice information and examples. This is measured through Metric(s) 4.b-c This action is connected to the LREBG funds.	$395,288	Y
4.f	Common Practices	NOVA Academy administrative staff will plan and provide all faculty and staff with supports in the beginning-of-the-year PD and through the school year PDs with raining on Common Practices, including those from Visible Learning, Teach Like a Champion, and other learning campaign literature and research in which the administration or mentor/ TOSA/ designated teacher leaders have been trained. This is measured through Metric(s) 4.b-c	Included in 4e	Y
4.g	Course Standards Alignment and Implementation	NOVA Academy administration and academic counselor(s) will ensure that all classes offered are aligned to UCOP standards and follow state-mandated subject, literacy, and ELD standards with related curriculum maps and resources for teachers. This is measured through Metric(s) 4.d-e	Included in 4e	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,517,867	$171,171

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.32%	0%	$0	39.32%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.a	Students in the classroom are facing more discipline issues and negative behaviors.	Looking into other methods for correcting behavior before punitive measures is vital to keeping students in the classroom as much as possible, as well as reaching them where they are and supporting them in areas otherwise missed through other methods.	This is measured through Metric(s) 2.c-e

Insert or delete rows, as necessary.

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.o	With more than 15 LTEL and over 30 ELL students, support and training for integrated classroom teachers is vital for student success.	This and action 1.q are designed to facilitate learning for LTEL and ELL students on a deeper level as well as provide stronger literacy transfer between languages and subject areas.	This is measured through Metric(s) 1.e2, 1.g1-2, 1.h1-6
1.p	With more than 15 LTEL and over 30 ELL students, support and training for integrated classroom teachers is vital for student success.	This and action 1.p are designed to facilitate learning for LTEL and ELL students on a deeper level as well as provide stronger literacy transfer between languages and subject areas.	This is measured through Metric(s) 1.e2, 1.g1-2, 1.h1-6

Insert or delete rows, as necessary.

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

N/A

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.

The LEA plans to use the additional concentration grant add-on funding to maintain staffing ratios to provide the necessary supports to students. There is no comparison data available due to the LEA being a single site. Therefore, the school is not able to provide comparison data between schools.

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	N/A	1:36.5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.2

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 3,424,792	$ 1,346,696	39.322%	0.000%	39.322%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,517,865	$ 79,200	$ -	$ 142,148	$ 1,739,213.00	$ 1,206,522	$ 532,691

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	A	Preparing for College and Career	All	Yes	Schoolwide	All	All schools	Ongoing	$ 280,275	$ 103,268	$ 313,565	$ 16,360	$ -	$ 53,618	$ 383,543	0.000%
1	B	College Opportunities/ College Bound 101	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	C	AP Classes	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	D	Senior Seminar	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	E	Summer InNOVAtion Institute	All	Yes	Schoolwide	All	All schools	Ongoing	$ 28,233	$ 2,646	$ 29,348	$ 1,531	$ -	$ -	$ 30,879	0.000%
1	F	Freshman Seminar	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	G	Family Class	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	H	Test Like a Champion	All	Yes	Schoolwide	All	All schools	Ongoing	$ 231,170	$ 50,914	$ 264,015	$ 13,776	$ -	$ 4,293	$ 282,084	0.000%
1	I	SOAR/ LINK	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	J	Tutorial Opportunities	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	K	Academic Recovery and Support	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	L	Academic Recovery and Support Training for Faculty and Staff	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	M	SPED and 504 Training	Special Education	No	Limited	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	N	SPED Services and Supports	Special Education	No	Limited	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	O	504 Services and Supports	Special Education	No	Limited	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	P	EL Supports Training/ PD	All	Yes	Limited	English Learners	All schools	Ongoing	$ 62,257	$ 3,249	$ 62,257	$ 3,249	$ -	$ -	$ 65,506	0.000%
1	Q	EL Supports	All	Yes	Limited	English Learners	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	A	Alternative Discipline Practices	All	Yes	Schoolwide	All	All schools	Ongoing	$ 54,776	$ 2,858	$ 54,776	$ 2,858	$ -	$ -	$ 57,634	0.000%
2	B	Mediation	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	C	Restorative Circles	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	D	Senior Intervention Circle	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	E	Maintain/ Decrease Expulsion Rate	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	F	Maintain/ Decrease Suspension Rate	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	G	Reduction of Chronic Absenteeism	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	H	Student Wellness Committee	All	Yes	Schoolwide	All	All schools	Ongoing	$ 50,433	$ 20,847	$ 67,745	$ 3,535	$ -	$ -	$ 71,280	0.000%
2	I	Increase Student Safety and Feelings of Safety	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	J	Digital Safety	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	A	Family-School Relationship Survey	All	Yes	Schoolwide	All	All schools	Ongoing	$ 276,294	$ 54,389	$ 276,293	$ 14,417	$ -	$ 39,972	$ 330,682	0.000%
3	B	Student Climate Survey	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	C	Parent University	All	Yes	Schoolwide	All	All schools	Ongoing	$ 56,707	$ 101,423	$ 150,288	$ 7,842	$ -	$ -	$ 158,130	0.000%
3	D	NOVA Academy Spring Outreach	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	A	Highly Qualified Teachers/ Staff	All	Yes	Schoolwide	All	All schools	Ongoing	$ 3,740	$ 150,974	$ 109,051	$ 5,691	$ -	$ 39,972	$ 154,714	0.000%
4	B	Materials for All Students	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	C	School-Wide Programs	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

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
4	D	General Technology Support	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	E	Classroom Management Training	All	Yes	Schoolwide	All	All schools	Ongoing	$ 162,639	$ 42,122	$ 190,527	$ 9,941	$ -	$ 4,293	$ 204,761	0.000%
4	F	Common Practices	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	G	Course Standards Alignment and Implementation	All	Yes	Schoolwide	All	All schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,424,792	$ 1,346,696	39.322%	0.000%	39.322%	$ 1,517,865	0.000%	44.320%	**Total:**	$ 1,517,865
								LEA-wide Total:	$ -
								Limited Total:	$ 62,257
								Schoolwide Total:	$ 1,455,608

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	A	Preparing for College and Career	Yes	Schoolwide	All	All schools	$ 313,565	0.000%
1	B	College Opportunities/ College Bo	Yes	Schoolwide	All	All schools	$ -	0.000%
1	C	AP Classes	Yes	Schoolwide	All	All schools	$ -	0.000%
1	D	Senior Seminar	Yes	Schoolwide	All	All schools	$ -	0.000%
1	E	Summer InNOVAtion Institute	Yes	Schoolwide	All	All schools	$ 29,348	0.000%
1	F	Freshman Seminar	Yes	Schoolwide	All	All schools	$ -	0.000%
1	G	Family Class	Yes	Schoolwide	All	All schools	$ -	0.000%
1	H	Test Like a Champion	Yes	Schoolwide	All	All schools	$ 264,015	0.000%
1	I	SOAR/ LINK	Yes	Schoolwide	All	All schools	$ -	0.000%
1	J	Tutorial Opportunities	Yes	Schoolwide	All	All schools	$ -	0.000%
1	K	Academic Recovery and Support	Yes	Schoolwide	All	All schools	$ -	0.000%
1	L	Academic Recovery and Support T	Yes	Schoolwide	All	All schools	$ -	0.000%
1	P	EL Supports Training/ PD	Yes	Limited	English Learners	All schools	$ 62,257	0.000%
1	Q	EL Supports	Yes	Limited	English Learners	All schools	$ -	0.000%
2	A	Alternative Discipline Practices	Yes	Schoolwide	All	All schools	$ 54,776	0.000%
2	B	Mediation	Yes	Schoolwide	All	All schools	$ -	0.000%
2	C	Restorative Circles	Yes	Schoolwide	All	All schools	$ -	0.000%
2	D	Senior Intervention Circle	Yes	Schoolwide	All	All schools	$ -	0.000%
2	E	Maintain/ Decrease Expulsion Rat	Yes	Schoolwide	All	All schools	$ -	0.000%
2	F	Maintain/ Decrease Suspension R	Yes	Schoolwide	All	All schools	$ -	0.000%
2	G	Reduction of Chronic Absenteeism	Yes	Schoolwide	All	All schools	$ -	0.000%
2	H	Student Wellness Committee	Yes	Schoolwide	All	All schools	$ 67,745	0.000%
2	I	Increase Student Safety and Feeli	Yes	Schoolwide	All	All schools	$ -	0.000%
2	J	Digital Safety	Yes	Schoolwide	All	All schools	$ -	0.000%
3	A	Family-School Relationship Survey	Yes	Schoolwide	All	All schools	$ 276,293	0.000%
3	B	Student Climate Survey	Yes	Schoolwide	All	All schools	$ -	0.000%
3	C	Parent University	Yes	Schoolwide	All	All schools	$ 150,288	0.000%
3	D	NOVA Academy Spring Outreach	Yes	Schoolwide	All	All schools	$ -	0.000%
4	A	Highly Qualified Teachers/ Staff	Yes	Schoolwide	All	All schools	$ 109,051	0.000%
4	B	Materials for All Students	Yes	Schoolwide	All	All schools	$ -	0.000%
4	C	School-Wide Programs	Yes	Schoolwide	All	All schools	$ -	0.000%
4	D	General Technology Support	Yes	Schoolwide	All	All schools	$ -	0.000%

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 (%)
4	E	Classroom Management Training	Yes	Schoolwide	All	All schools	$ 190,527	0.000%
4	F	Common Practices	Yes	Schoolwide	All	All schools	$ -	0.000%
4	G	Course Standards Alignment and I	Yes	Schoolwide	All	All schools	$ -	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,762,670.00	$ 1,967,306.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	A	Preparing for College and Career	Yes	$ 331,807	$ 431,403
1	B	College Opportunities/ College Bound 101	Yes	$ -	$ -
1	C	AP Classes	Yes	$ -	$ -
1	D	Senior Seminar	Yes	$ -	$ -
1	E	Summer InNOVAtion Institute	Yes	$ 27,623	$ 35,204
1	F	Freshman Seminar	Yes	$ -	$ -
1	G	Family Class	Yes	$ -	$ -
1	H	Test Like a Champion	Yes	$ 246,045	$ 321,136
1	I	SOAR/ LINK	Yes	$ -	$ -
1	J	Tutorial Opportunities	Yes	$ -	$ -
1	K	Academic Recovery and Support	Yes	$ -	$ -
1	L	Academic Recovery and Support Training for Faculty and Staff	Yes	$ -	$ -
1	M	SPED and 504 Training	No	$ -	$ -
1	N	SPED Services and Supports	No	$ -	$ -
1	O	504 Services and Supports	No	$ -	$ -
1	P	EL Supports Training/ PD	Yes	$ 54,675	$ 74,684
1	Q	EL Supports	Yes	$ -	$ -
2	A	Alternative Discipline Practices	Yes	$ 48,155	$ 65,710
2	B	Mediation	Yes	$ -	$ -
2	C	Restorative Circles	Yes	$ -	$ -
2	D	Senior Intervention Circle	Yes	$ -	$ -
2	E	Maintain/ Decrease Expulsion Rate	Yes	$ -	$ -
2	F	Maintain/ Decrease Suspension Rate	Yes	$ -	$ -
2	G	Reduction of Chronic Absenteeism	Yes	$ -	$ -
2	H	Student Wellness Committee	Yes	$ 161,010	$ 81,266
2	I	Increase Student Safety and Feelings of Safety	Yes	$ -	$ -

2	J	Digital Safety	Yes	$ -	$ -
3	A	Family-School Relationship Survey	Yes	$ 284,926	$ 372,631
3	B	Student Climate Survey	Yes	$ -	$ -
3	C	Parent University	Yes	$ 163,154	$ 180,284
3	D	NOVA Academy Spring Outreach	Yes	$ -	$ -
4	A	Highly Qualified Teachers/ Staff	Yes	$ 283,532	$ 172,009
4	B	Materials for All Students	Yes	$ -	$ -
4	C	School-Wide Programs	Yes	$ -	$ -
4	D	General Technology Support	Yes	$ -	$ -
4	E	Classroom Management Training	Yes	$ 161,743	$ 232,979
4	F	Common Practices	Yes	$ -	$ -
4	G	Course Standards Alignment and Implementation	Yes	$ -	$ -

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,351,570	$ 1,491,654	$ 1,520,827	$ (29,173)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	A	Preparing for College and Career	Yes	$ 253,329	$ 314,177.66	0.000%	0.000%
1	B	College Opportunities/ College Bound 101	Yes	$ -	$ -	0.000%	
1	C	AP Classes	Yes	$ -	$ -	0.000%	
1	D	Senior Seminar	Yes	$ -	$ -	0.000%	
1	E	Summer InNOVAtion Institute	Yes	$ 25,571	$ 29,405.17	0.000%	0.000%
1	F	Freshman Seminar	Yes	$ -	$ -	0.000%	
1	G	Family Class	Yes	$ -	$ -	0.000%	
1	H	Test Like a Champion	Yes	$ 223,588	$ -	0.000%	
1	I	SOAR/ LINK	Yes	$ -	$ 264,530.07	0.000%	0.000%
1	J	Tutorial Opportunities	Yes	$ -	$ -	0.000%	
1	K	Academic Recovery and Support	Yes	$ -	$ -	0.000%	
1	L	Academic Recovery and Support Training for Faculty and Staff	Yes	$ -	$ -	0.000%	
1	P	EL Supports Training/ PD	Yes	$ 50,613	$ 62,377.93	0.000%	0.000%
1	Q	EL Supports	Yes	$ -	$ -		
2	A	Alternative Discipline Practices	Yes	$ 44,577	$ 54,882.91	0.000%	0.000%
2	B	Mediation	Yes	$ -	$ -	0.000%	
2	C	Restorative Circles	Yes	$ -	$ -	0.000%	
2	D	Senior Intervention Circle	Yes	$ -	$ -	0.000%	
2	E	Maintain/ Decrease Expulsion Rate	Yes	$ -	$ -	0.000%	
2	F	Maintain/ Decrease Suspension Rate	Yes	$ -	$ -	0.000%	
2	G	Reduction of Chronic Absenteeism	Yes	$ -	$ -	0.000%	
2	H	Student Wellness Committee	Yes	$ 149,048	$ 67,876.96	0.000%	0.000%
2	I	Increase Student Safety and Feelings of Safety	Yes	$ -	$ -	0.000%	
2	J	Digital Safety	Yes	$ -	$ -	0.000%	
3	A	Family-School Relationship Survey	Yes	$ 224,818	$ 276,832.30	0.000%	0.000%
3	B	Student Climate Survey	Yes	$ -	$ -	0.000%	
3	C	Parent University	Yes	$ 151,033	$ 150,580.96	0.000%	0.000%
3	D	NOVA Academy Spring Outreach	Yes	$ -	$ -	0.000%	
4	A	Highly Qualified Teachers/ Staff	Yes	$ 223,528	$ 109,264.14	0.000%	0.000%
4	B	Materials for All Students	Yes	$ -	$ -	0.000%	
4	C	School-Wide Programs	Yes	$ -	$ -	0.000%	
4	D	General Technology Support	Yes	$ -	$ -	0.000%	
4	E	Classroom Management Training	Yes	$ 145,549	$ 190,898.91	0.000%	0.000%
4	F	Common Practices	Yes	$ -	$ -	0.000%	
4	G	Course Standards Alignment and Implementation	Yes	$ -	$ -	0.000%	

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,461,304	$ 1,351,570	0.000%	39.048%	$ 1,520,827	0.000%	43.938%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of

this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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