2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sacramento New Technology Early College High School
CDS Code:	34-67439-0101881
LEA Contact Information:	Name: Jessica Martin Position: Principal Phone: 916 395 5254
Coming School Year:	2025-26
Current School Year:	2024-25

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

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$2,139,528
LCFF Supplemental & Concentration Grants	$383,201.00
All Other State Funds	$835556
All Local Funds	$0
All federal funds	$52929
Total Projected Revenue	$3,028,013

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$2,945,609
Total Budgeted Expenditures in the LCAP	$$2,978,734
Total Budgeted Expenditures for High Needs Students in the LCAP	$65,000
Expenditures not in the LCAP	$-33,125

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$$77,160
Actual Expenditures for High Needs Students in LCAP	$151,800.00

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$318,201
2024-25 Difference in Budgeted and Actual Expenditures	$74,640

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The expenditures not included in the LCAP, totaling $33,125, reflect operational and administrative costs that do not directly align with the goals or actions outlined in the plan. These expenditures include items such as facilities maintenance, utilities, insurance, and general administrative services necessary for day-to-day school operations. While

	essential to maintaining a safe and functional school environment, these items are not tied to specific LCAP outcomes or metrics.
The amount budgeted to increase or improve services for high needs students in the 2025-26 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2025-26. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	While the 2025–26 LCAP shows $65,000 budgeted to increase or improve services for high needs students, this is less than the projected LCFF supplemental and concentration grant revenue. However, in 2024–25, our actual expenditures significantly exceeded the budgeted amount for high needs students ($151,800 actual vs. $77,160 budgeted), demonstrating our commitment to going beyond minimum requirements. To continue meeting and exceeding our obligation in 2025–26, the LEA is implementing additional actions not fully captured as contributing actions in the LCAP, including: Increasing the school counselor position from 0.8 FTE to 1.0 FTE to provide more targeted academic and social-emotional support. Expanding the registrar position from 0.5 FTE to 1.0 FTE to better track credit recovery, dual enrollment, and graduation planning for high needs students. Maintaining and expanding access to college courses, intervention supports, and advisory systems that prioritize equity and personalized support for high-need learners. These additional investments ensure that high needs students continue to receive improved services, even if not all actions are labeled as “contributing” within the LCAP framework.

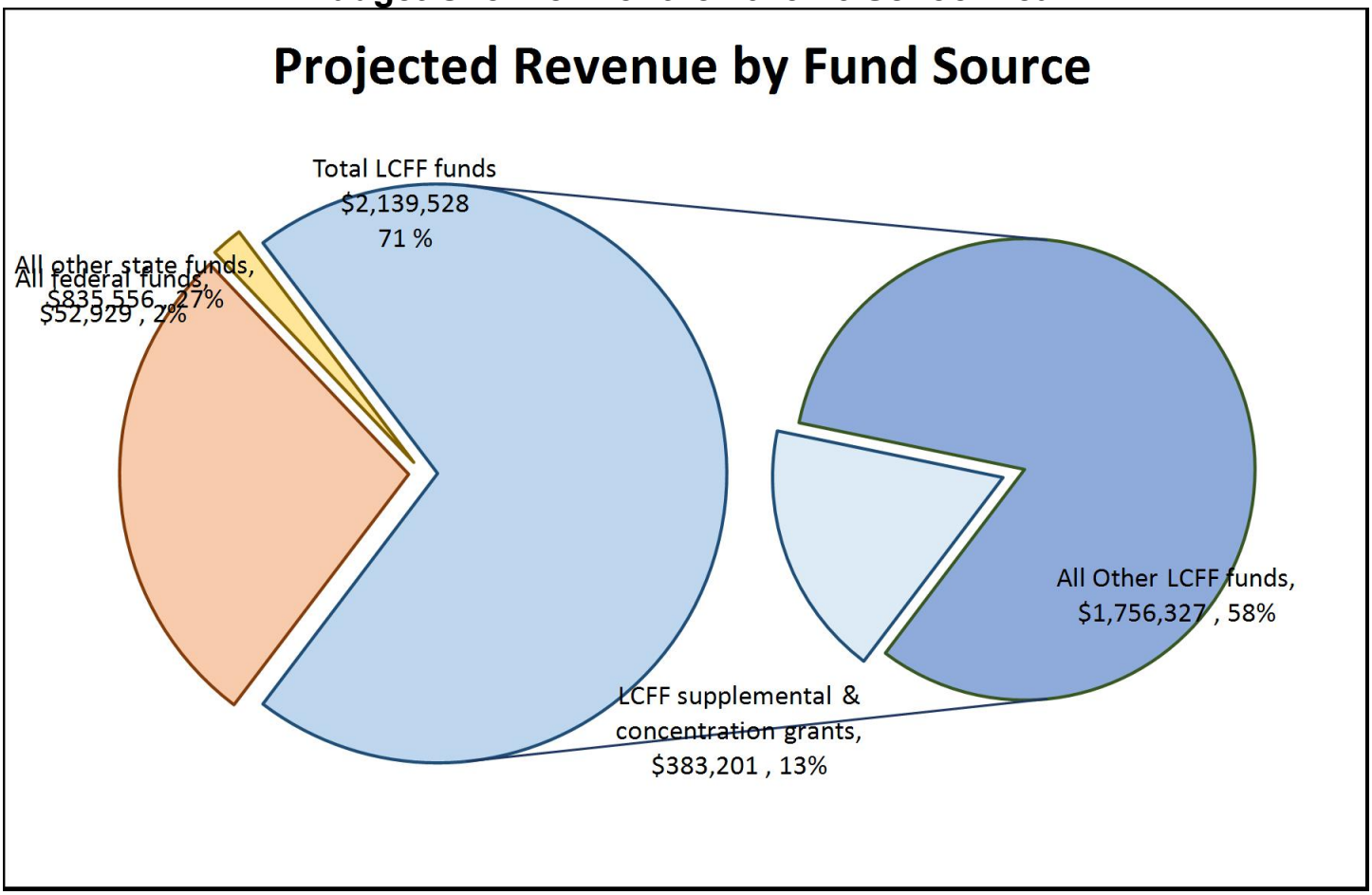
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Budget Overview for the 2025-26 School Year

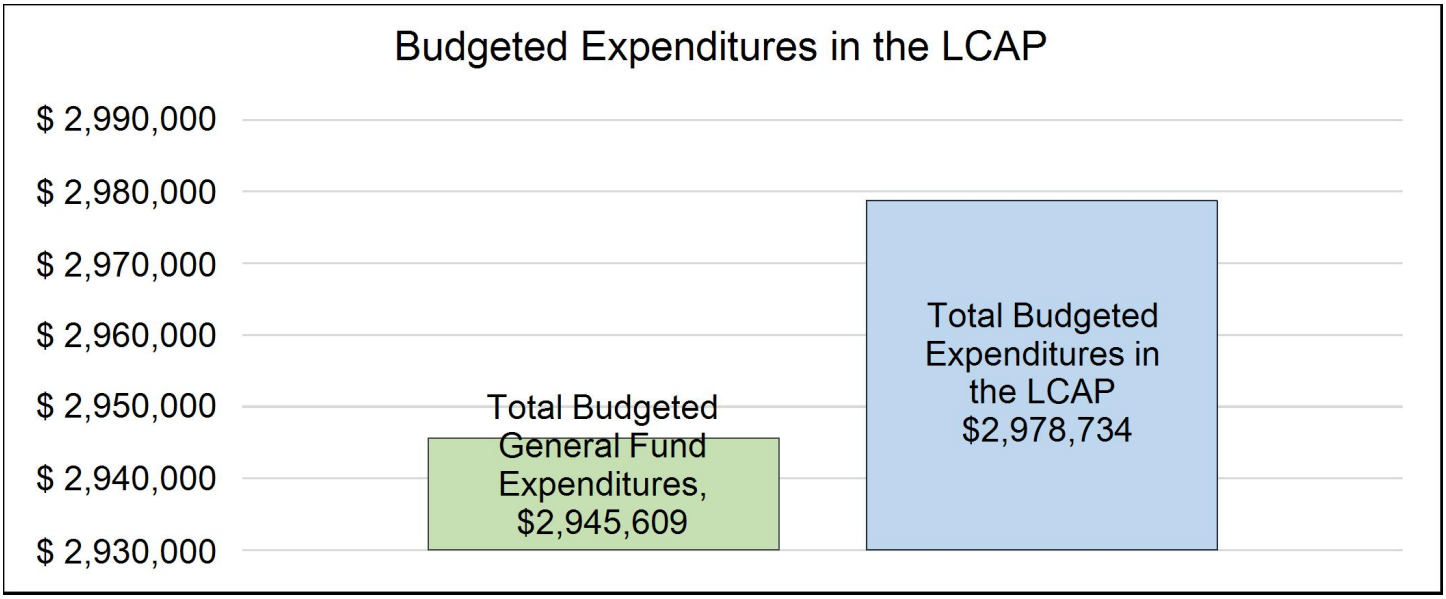


This chart shows the total general purpose revenue Sacramento New Technology Early College High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento New Technology Early College High School is $3,028,013, of which $2,139,528 is Local Control Funding Formula (LCFF), $835556 is other state funds, $0 is local funds, and $52929 is federal funds. Of the $2,139,528 in LCFF Funds, $383,201.00 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 Sacramento New Technology Early College High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sacramento New Technology Early College High School plans to spend $2,945,609 for the 2025-26 school year. Of that amount, $$2,978,734 is tied to actions/services in the LCAP and $-33,125 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Sacramento New Technology Early College High School is projecting it will receive $383,201.00 based on the enrollment of foster youth, English learner, and low-income students. Sacramento New Technology Early College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento New Technology Early College High School plans to spend $65,000 towards meeting this requirement, as described in the LCAP.

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our actual expenditures significantly exceeded the budgeted amount for high needs students ($151,800 actual vs. $77,160 budgeted), demonstrating our commitment to going beyond minimum requirements.

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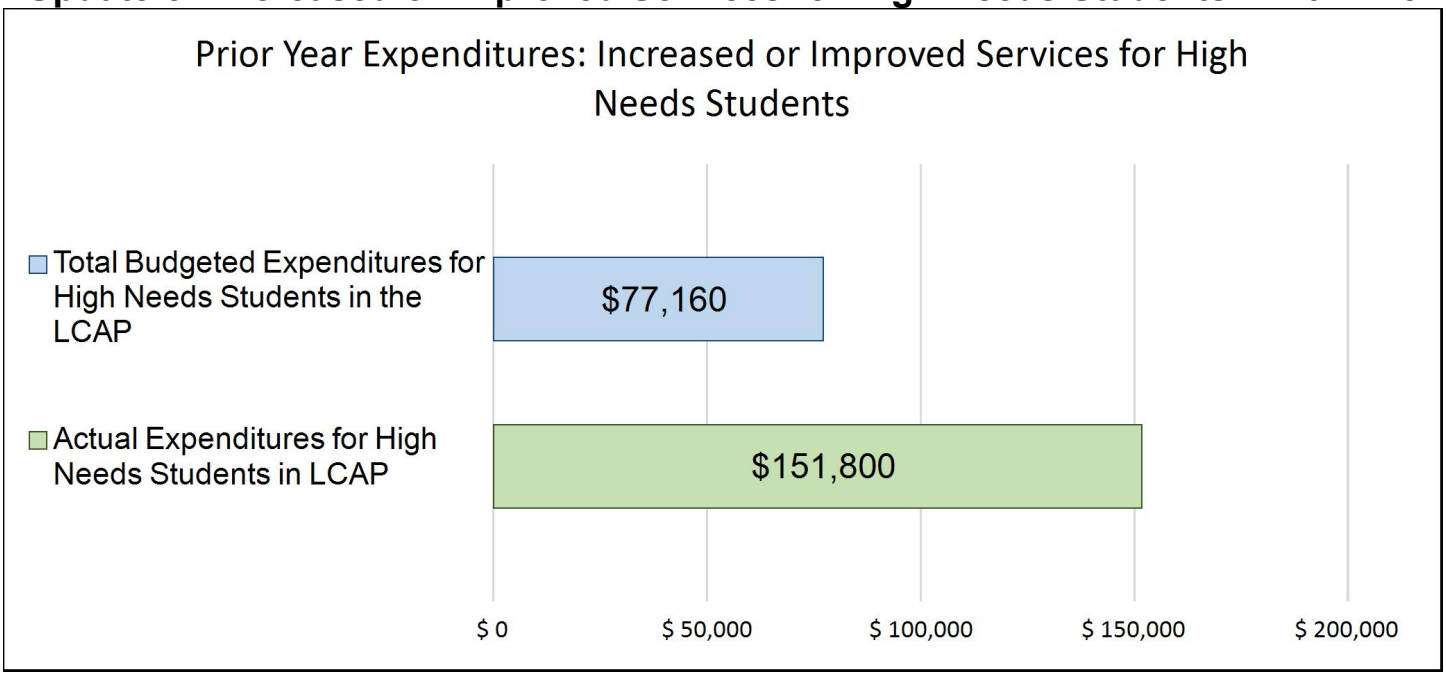
Expanding the registrar position from 0.5 FTE to 1.0 FTE to better track credit recovery, dual enrollment, and graduation planning for high needs students.

Maintaining and expanding access to college courses, intervention supports, and advisory systems that prioritize equity and personalized support for high-need learners.

These additional investments ensure that high needs students continue to receive improved services, even if not all actions are labeled as “contributing” within the LCAP framework.

LCFF Budget Overview for Parents

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



This chart compares what Sacramento New Technology Early College High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sacramento New Technology Early College High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Sacramento New Technology Early College High School's LCAP budgeted $$77,160 for planned actions to increase or improve services for high needs students. Sacramento New Technology Early College High School actually spent $151,800.00 for actions to increase or improve services for high needs students in 2024-25.

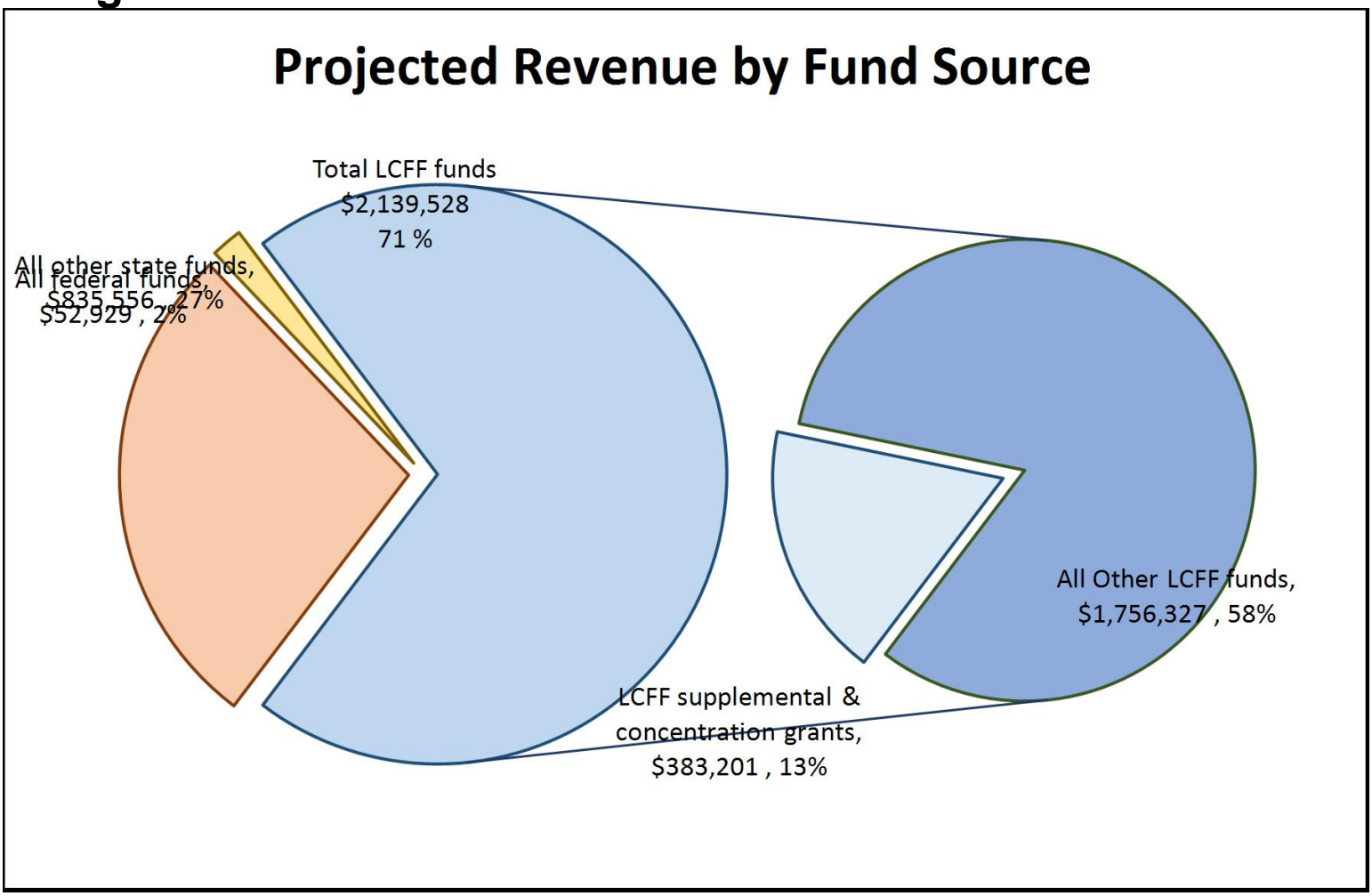
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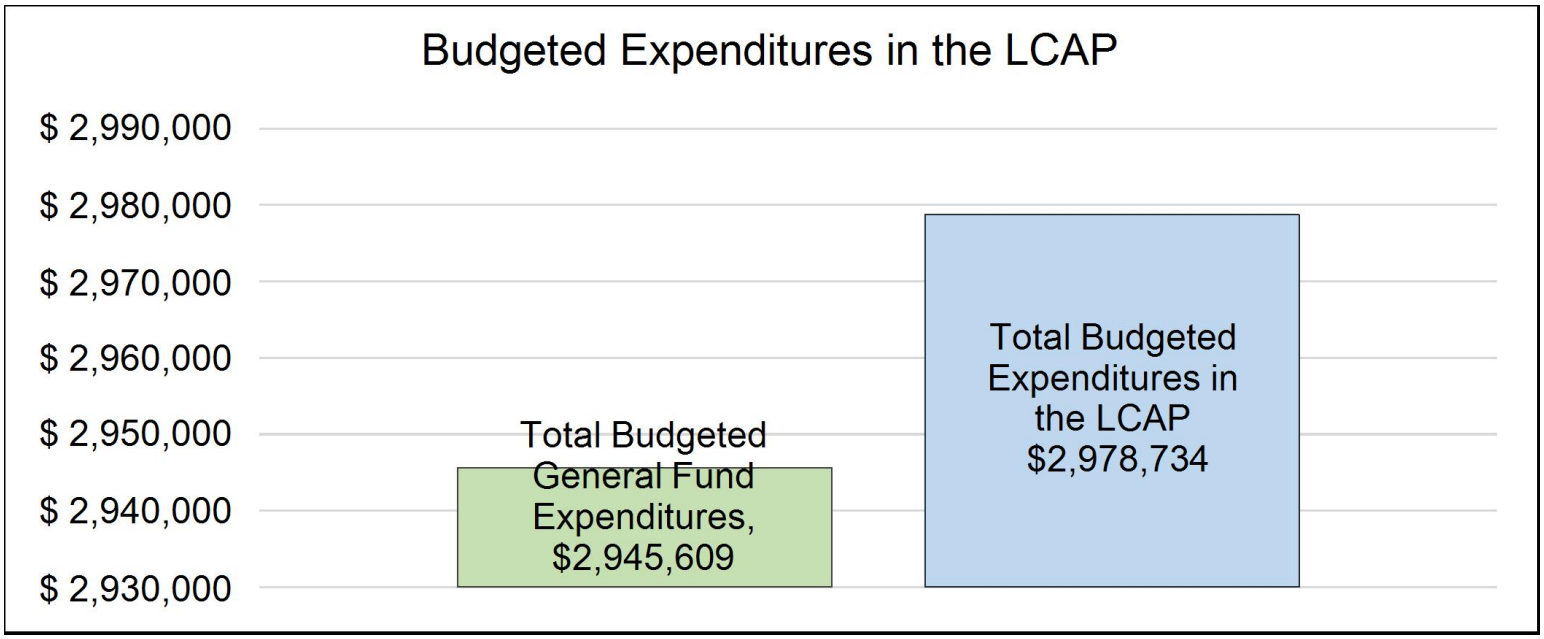


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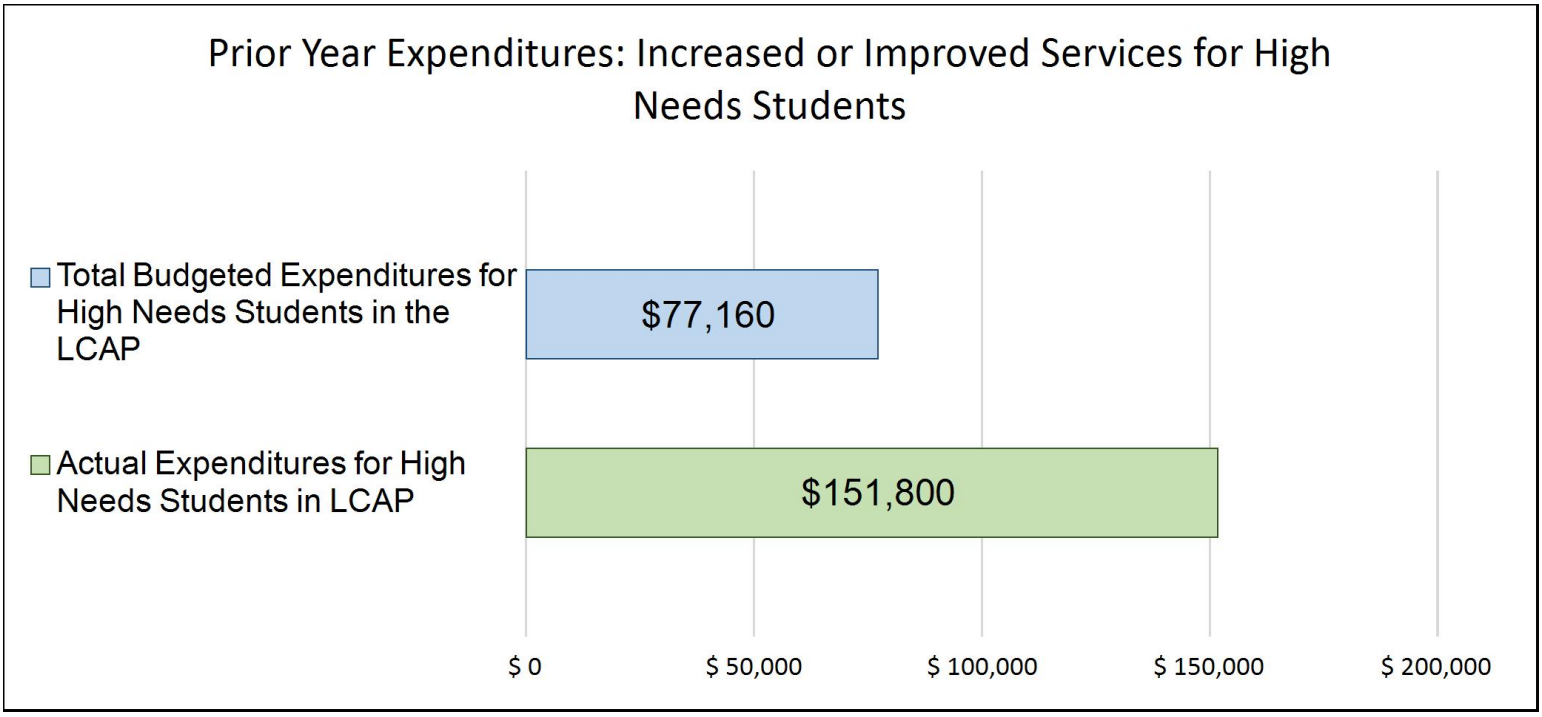
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Local Control and Accountability Plan

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
Sacramento New Technology Early College High School	Jessica Martin Principal	jessica-martin@scusd.edu 916 395 5254

Plan Summary [2025-26]

General Information

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

Sacramento New Technology Early College High School (SNTECHS), a “dependent” charter, is a small, safe, college preparatory, innovative high school based upon a very successful national model of project-based learning associated with the NewTech Network (NTN) schools across the country and around the globe. SNTECHS uses Project-Based Learning (PBL) as its primary method of curriculum delivery and technology as a primary teaching and learning model. PBL is where learning is contextual, creative and shared. PBL is an instructional approach where students actively explore real-world problems and challenges. Through PBL, students collaborate, investigate, and create solutions, fostering critical thinking, problem-solving, and communication skills. By engaging in hands-on projects, students gain a deeper understanding of concepts and develop practical skills applicable beyond the classroom. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts. This is a challenging and exciting approach to learning that will better prepare students for college and careers in the 21st Century. In addition to PBL, SNTECHS is an Early College High School.

An Early College High School is a specialized educational institution that allows high school students to simultaneously earn both their high school diploma and college credits, typically up to an associate degree, within a four- to five-year timeframe. In partnership with Sacramento City College, SNTECHS provids students with access to college-level coursework, resources, and facilities while still in high school. SNTECHS offers students a unique opportunity to accelerate their academic and professional development, reducing the time and cost required to attain a college degree while fostering a seamless transition into higher education or the workforce.

In alignment with our LCAP, it is our commitment that all graduates of SNTECHS will demonstrate proficiency in our Five Learning Outcomes: Knowledge and Thinking, Agency, Collaboration, Written Communication, and Oral Communication. SNTECHS is dedicated to

fostering an inclusive environment where every student's unique needs are supported, ensuring a sense of safety and promoting academic achievement regardless of their background or personal circumstances. Our vision is to empower students to thrive academically and personally, equipping them with the skills and confidence needed for success in college, career, and beyond.

Reflections: Annual Performance

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

2024 Reflections

New Tech has unexpended LREBG funds. The needs identified in the LREBG Needs Assessment were ELA (Categories: ALL, SED, HI), Math (Categories: ALL, SED, HI), Dashboard Indicators of Orange & Red: Suspension Rate (Categories: ALL, LTEL, Hisp), Math (ALL), College & Career (ALL)

The actions utilizing LREBG funds are 1.2, 1.3, 2.1, 3.3, 4.1, and 4.4.

2023 Reflections
Upon reviewing the California School Dashboard Data, it is evident that there have been significant improvements across various metrics within our school community. While the ELA and Math proficiency levels are still categorized as "Orange," it is promising to note the substantial increases of 36.6 and 43.6 points, respectively, indicating notable progress in academic achievement.

Furthermore, the data regarding English Language Learners (ELL) is encouraging, with 34.5% of students making progress, reflecting a commendable increase of 5.1% from the previous year. This demonstrates the effectiveness of our support systems in addressing the unique needs of our ELL population.

Regarding College and Career readiness, while it's positive that 25.8% of students are considered prepared, there is room for growth, especially considering the overall goal of 31%. This suggests the necessity of continued efforts to enhance resources and opportunities to ensure all students are adequately prepared for post-secondary endeavors.

On a concerning note, the increase in the suspension rate by 3.9% and is a Red indicator on the California Dashboard, is noteworthy and warrants immediate attention. It underscores the importance of implementing proactive strategies to address behavioral issues and provide necessary support to students to prevent disruptions to their learning experiences.

Despite these challenges, it is heartening to see a significant increase in the graduation rate, reaching 96.9%, which reflects a 3.9% improvement from the previous year. This accomplishment speaks to the dedication and hard work of both students and educators in fostering academic success and ensuring students' persistence towards graduation.

Overall, while there are areas that require further attention and improvement, the data indicates positive momentum and highlights the ongoing commitment of our school community to support student growth and achievement. Moving forward, it is imperative to build upon these successes and continue striving towards excellence in all aspects of our educational endeavors.

Reflections: Technical Assistance

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

As part of our ongoing technical assistance efforts, I am pleased to share some updates and reflections on the initiatives we've implemented to enhance student achievement and support holistic growth within our school community.

To address the imperative need for improved achievement in both mathematics and English Language Arts (ELA), we have invested in the IXL Program, a comprehensive online learning platform. Our plan entails integrating this resource across all content areas, allowing students to access personalized learning experiences tailored to their individual needs. Notably, the utilization of IXL extends beyond academic enrichment; it serves as a vital tool in supporting our English Learners (EL) population, providing targeted language and literacy support to bolster their proficiency in core subjects.

Furthermore, in our unwavering commitment to fostering college and career readiness among our students, we are proud to announce the implementation of an Early College Program. This initiative offers dual enrollment opportunities for all students, enabling them to concurrently pursue college-level coursework while completing their high school requirements. Recognizing the potential challenges associated with this endeavor, we have diligently developed comprehensive support structures to ensure students thrive academically in both settings. Through proactive measures and tailored interventions, we aim to empower our students to excel in college courses while maintaining success in their high school endeavors.

Despite recent challenges reflected in an increased suspension rate, we are resolute in our dedication to cultivating a safe and nurturing learning environment for all. To this end, we have taken decisive actions, including the recruitment of a new safety campus monitor and the expansion of our restorative practices framework. By prioritizing restorative circles as a means to address conflicts and injustices, we endeavor to foster a culture of empathy, accountability, and conflict resolution within our school community.

Additionally, recognizing the critical role of administrative support in facilitating student success, we have made strategic staffing adjustments. Transitioning the counselor role from part-time to full-time status, alongside the hiring of full-time office personnel, will afford our school leadership the capacity to dedicate more time and resources to instructional practices aimed at enhancing student engagement and fostering a positive campus climate.

In conclusion, while we acknowledge the challenges ahead, we remain steadfast in our commitment to advancing student achievement, promoting college and career readiness, and nurturing a supportive and inclusive school culture. With continued collaboration, innovation, and a collective focus on student well-being, I am confident that we will achieve our shared vision of academic excellence and holistic growth for all members of our school community.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Monthly Meetings with Principal through the Parent Power Hour
Parents, Students, Teachers	PTSA Board & General Meetings - Principal attends ALL PTSA Meetings
Parents, Students, Teachers	Steering Committee/ELAC - all funding decisions go through this group of educational partners
Parents, Students, Teachers, Community Partners	Monthly School Newsletter
Parents, Students	Weekly Phone/Email Announcements
Parents, Students, Teachers	Parent Square Posts
Students	Principal's Advisory Cabinet - student representatives that advise the principal on school policy and spending
Teachers	Weekly Faculty Meetings
All School Staff	Weekly Staff Newsletter
All Staff, Students	Bi-Annual School Climate Survey's (Kelvin & NTN)

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

SNTECHS believes that meaningful educational partners engagement plays an important role in the development of a plan to effectively meet
the needs of its students. To ensure that all stakeholders are involved, a variety of meetings and surveys were used in the LCAP process to review goals and most recent data. Community Engagement: The following groups were involved in the LCAP development process.
1. Steering Committee - This committee is made up of representatives of stakeholder groups within the school and local community. We have representatives from our parents, our students, our teaching staff, and our
office staff. Meetings were designed to enhance stakeholder participation in the creation of the LCAP document, and are open to the public.

2. Monthly staff meetings held that specifically listed LCAP development as an area of regular discussion.

The input received during the process detailed above demonstrated that priority should be provided in the following areas:
1. Improving Mathematics proficiency
2. Improving Language Arts proficiency
3. Improving college and career readiness
4. Improving suspension data
5. Improving Attendance/Chronic Absenteeism data

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Fundamental education will be offered within a safe, sanitary, and encouraging atmosphere.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students have access to a clean, well-maintained, and emotionally supportive school environment—conditions essential for learning and well-being. Student and staff feedback, along with site inspections and facilities reviews, underscored the need for continued attention to campus safety, cleanliness, and a culture of respect and care.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	60.4% Clear Data Year: 2023-24 Data Source: 2023 Dashboard	56.3% Clear Data Year: 2024-25 Data Source: 2024 Dashboard		90% Clear	4.1%
1.2	Access to standards aligned instructional materials	100% Data Year:2023-24 Data Source: 2023 Dashboard	100% Data Year: 2024-25 Data Source: 2024 Dashboard		100%	0
1.3	Facilities maintained in good repair	0 instances where facilities did not meet the "Good Repair" standard	0 instances where facilities did not meet the "Good Repair" standard		All Facilities meet the Good Repair Standard	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: 2023 Dashboard	Data Source: 2024 Dashboard			

Goal Analysis [2024-25]

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

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

As a small school, some of our current teachers have to teach multiple subjects. There are 2 teachers who are actively working on obtaining their clear credential in at least one additional subject area. We also have 1 teacher who is an intern working on completing his credential program.

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

No material differences in this goal.

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic Operations	Principal, Office Manager, Registrar, Custodian	$500,400.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Basic Teaching Staff	All Teachers and substitute funding LREBG Action: In 2024-25 and 2025-26 we extended the school year by 8 days each year. In order to continue to provide A-G course/College Prep course offerings, we used $61,360 to supplement teacher salaries.	$1,291,363.00	No
1.3	Basic Operational Costs	Supplies, copier rental, utilities, and facility use LREBG Action: In 2024-25 and 2025-26 we extended the school year by 8 days each year. This extension was intended to mitigate learning loss caused by the pandemic and recent strike. The cumulative 16 additional days of instruction necessitate additional administrative supplies. $10000 of LREBG funds will be used toward this goal. It will be measured using metrics 1.2 and 1.3.	$212,526.00	No
1.4	District Costs	Oversight, district admin support	$127,780.00	No
1.5	Special Education Contribution	District contribution to special education services	$354,090.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Encourage progress toward achieving or surpassing benchmarks in English Language Arts (ELA) and Mathematics for every student, especially underserved populations, as evidenced by local ongoing assessments and academic performance.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address persistent achievement gaps, particularly in Math, and to ensure that all students—especially those from underserved groups—receive high-quality instruction and timely interventions. By focusing on benchmark progress and data-informed practices, we aim to close equity gaps and improve academic outcomes for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced ELA Met or Exceeded Standard	All: 30.56% LI: 31.03% Data Year: 2022-23 Data Source: Data Quest	All: 38.09% LI: 44.11% Data Year: 2023-24 Data Source: Data Quest		All: 45% LI: 45%	All: 7.53% LI: 13.08%
2.2	Smarter Balanced Math Met or Exceeded Standard	All: 8.34% LI: 6.9% Data Year: 2022-23 Data Source: 2023 Dashboard	All: 16.67% LI: 14.70% Data Year: 2023-24 Data Source: Data Quest		All: 20% LI: 20%	All: 8.33% LI: 7.8%
2.3	A-G Completion Rate	25%	23%		35%	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: 2023 Dashboard	Data Year: 2023-24 Data Source: Dashboard			
2.4	CTE Pathway Completion Rate	68.8% Data Year: 2022-23 2023 Dashboard	70% Data Year: 2023-24 Data Source: Dashboard		75%	2%
2.5	A-G Completion and CTE Pathway Completion Combined Rate	25% Data Year: 2022-23 Data Source: 2023 Dashboard	23% 23% Data Year: 2023-24 Data Source: Dashboard		35%	-2%
2.6	EL Students making progress towards English Proficiency	34.5% Data Year: 2022 & 2023 ELPAC Data Source: 2023 Dashboard	32% Data Year: 2023-24 Data Source: Dashboard		50%	-2.5%
2.7	EL Reclassification Rate	1 student was RFEP Data Year: 2022-23 Data Source: Local Source	4 Students were RFEP Data Year: 2023-24 Data Source: Local Source		3-5 per year	3
2.8	Implementation of standards for all students and enable ELs access to CCSS and	Full Implementation Data Year: 2022-23 Data Source: Local Indicator Report	Full Implementation Data Year: 2023-24		Maintain Full Implementation	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELD Standards and LTELs		Data Source: Local Indicator Report			
2.9	EAP ELA	16.67% College ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	18% College ready or conditionally ready Data Year: 2032-24 Data Source: Dataquest		25%	1.5%
2.10	EAP Math	2.78% college ready or conditionally ready Date Year: 2022-23 Data Source: Dataquest	3.2% college ready or conditionally ready Date Year: 2023-24 Data Source: Dataquest		10%	1%
2.11	Implementation of standards for all students and enable EL's Access to CCSS and ELD Standards	Beginning Development Data Year: 2023-24 Data Source: Local Indicator Report	Implementation Data Year: 2024-25 Data Source: Local Indicator Report		Full Implementation	

Goal Analysis [2024-25]

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

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

In Year 1, this goal was implemented through a multi-pronged approach focused on instructional improvement, targeted student supports, and a renewed emphasis on data-informed decision-making. A major area of focus was Mathematics, where school leadership responded to persistent performance gaps with increased observation cycles, implementation of structured pacing guides, and instructional coaching for teachers to improve engagement and academic rigor. Teachers were provided feedback aligned to the California Standards for the Teaching Profession (CSTPs), and classroom practices were monitored through weekly agenda reviews, walkthroughs, and data collection from formative tools like IXL and internal benchmark assessments.

ELA instruction was strengthened through continued project-based learning (PBL) integration, where teachers designed interdisciplinary units aligned to grade-level standards and schoolwide learning outcomes. Scoring calibration sessions and regular review of student work ensured that expectations remained rigorous and aligned across grade levels.

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.

Funds allocated for ELL PD and Instructional Technology update not expensed

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

A major challenge was addressing instructional inconsistencies and low engagement in some math classrooms. Leadership responded by facilitating structured teacher meetings, gathering student voice feedback, and offering clear expectations for lesson planning and assessment. While this was a time-intensive process, it resulted in more consistent delivery of standards-aligned instruction and increased use of data to monitor student progress.

Successes included a noticeable improvement in student academic agency, especially among traditionally underserved students. Students took greater ownership of their learning as they engaged in more reflective and applied tasks, such as defenses of learning and collaborative presentations. Additionally, academic interventions were better targeted based on real-time data, and several students were successfully supported in recovering credits and improving benchmark performance.

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

Based on lessons from Year 1, we made key adjustments to better support student progress in ELA and Math. We refined our metrics to include more frequent progress monitoring using tools like IXL and internal benchmarks, with quarterly data reviews to guide interventions.

Instructional planning is now more structured, with required pacing guides and agenda submissions reviewed by administration. Professional development has also been realigned to focus on content-specific strategies and deeper instructional rigor.

Student voice revealed a need for greater support and engagement, particularly for underserved learners, so we've embedded more reflection, choice, and scaffolding in core classes. Growth targets have been updated to reflect a 10% increase in students meeting grade-level benchmarks and more timely support for those who are struggling.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implementation and use of supplemental instructional online programs	School-wide subscriptions to enhance curriculum to meet the needs of struggling students such as, but not limited to Kahoot School Access and Teachers Pay Teachers School Access. IXL for Math and ELA will be implemented across all courses throughout the school day and outside of school hours. Implementation of Canvas to provide a centralized platform for assessments, feedback, grades, and instructional materials that also aligns with a provides seamless transition from high school to college and fully supports the Early College program as well as academic achievement. LREBG Action: Supplemental instructional materials supporting differentiation for learning needs. $20,000 of LREBG funds are being budgeted for these subscriptions. The associated metrics are 2.1 and 2.2.	$18,000.00	No
2.2	ELPAC Testing Support	Costs related to administration of ELPAC testing including but not limited to ELPAC tester per diems and testing materials	$0.00	Yes
2.3	Professional Development - ELL	Professional Development tailored for the needs of ELL students to acquire scaffolding strategies and techniques to increase student success	$0.00	Yes
2.4	Supplemental Curriculum & Instructional Supplies, and Small School Sports Uniforms	Curriculum and Supplies for all course content and extracurricular activities	$20,000.00	No
2.5	PD for Project-Based Learning	PBL Works/ Buck Institute PD/New Tech Network	$25,000.00	Yes
2.6	Tier 1 and Tier 2 Academic Intervention	Training and Materials to Support student college going efforts including but not limited to AVID Training, Curriculum and Supplies		No

Action #	Title	Description	Total Funds	Contributing
2.7	Instructional Technology	Update of technology, materials and licenses to support creative, arts based, culminating PBL projects.	$0.00	No
2.8			$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a nurturing and inclusive environment that promotes positive attitudes, behaviors, and relationships among students, staff, and the broader school community, thereby enhancing overall school culture and climate. By 2027 the suspension rate for Black Students at New Tech HS will be no more than 5%, student overall sense of safety and security will be above 90%, and Chronic Absenteeism for Black Students will be below 15% as measured by the metrics and data sources listed below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was created to ensure a safe, inclusive, and supportive school environment where all students, particularly Black students, feel a strong sense of belonging and are set up for success. Data on suspensions, chronic absenteeism, and student voice highlighted the need for consistent restorative practices and targeted supports to improve climate and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	90.77% Data Source: Board Mtg Report 10/5/23	90.95% Data Source: Board Mtg Report 10/3/24		95%	
3.2	Chronic Absenteeism	ALL: 30.9% AA: 54.2% HISP: 26.5% Data Year: 2022-23 Data Source: DataQuest	ALL: 24.5% AA: 17.4%% HISP: 25.5% Data Year: 2023-24		ALL: 25% AA: 20% HISP: 26.5%	ALL: -6.4% AA: -36.8% HISP: 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: DataQuest			
3.3	High School Drop Out Rate	3.4% Data Year: 2022-23 Data Source: DataQuest	0%		2%	-3.4%
3.4	High School Graduation Rate	96.8% Data Year: 2022-23 Data Source: DataQuest	97.1%		Remain above 95%	0.3%
3.5	Suspension Rate	ALL: 9.1% AA: 24.1% HISP: 7.3% EL: 9.3% LI: 7.5% SWD: 9.3% Data Year: 2022-23 Data Source: DataQuest	ALL: 6.4% AA: 8.3% HISP: 7.6% EL: 11.8% LI: 7.1% SWD: 7.7% Data Year: 2023-24 Data Source: DataQuest		ALL: 3% or less AA: 5% or less HISP: 5% or less EL: 5% or less LI: 5% or less	ALL: 2.7% AA: -15.8% HISP: 0.3% EL: 2.5% LI: 0.4% SWD: 1.6%
3.6	Expulsion Rate	ALL: 0% Data Year: 2022-23 Data Source: DataQuest	ALL: 0% Data Year: 2023-24 Data Source: DataQuest		Remain 0%	0%
3.7	Sense of Safety and School Connectedness - Safety & Belonging	Safety: 83% Belonging: 84% Data Year: 12/23 Data Source: Kelvin Survey (Dec 23)	Safety: 86% Belonging: 86% Data Year: 2024-25		Safety: 90% Belonging: 90%	Safety: 3% Belonging: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Kelvin Survey (May 2025)			
3.8	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2022-23 Data Source: Local Indicator Report	Full Implementation		Maintain Full Implementation	

Goal Analysis [2024-25]

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

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

In Year 1, this goal was advanced through targeted actions aimed at strengthening school culture, equity, and student well-being. Restorative practices were emphasized, and staff received ongoing training in culturally responsive approaches. Student listening sessions and empathy interviews were conducted to better understand the lived experiences of Black students and identify barriers to safety, belonging, and engagement.

While the suspension rate for Black students declined compared to the previous year and chronic absenteeism also declined, chronic absenteeism remains an area we will continue to work on. A key success was building stronger student-adult relationships, as reported in surveys and informal feedback, which contributed to a more positive overall climate. However, limitations in staffing and inconsistent implementation of proactive attendance outreach presented challenges to full progress.

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.

Funds for intern, DOL, and Dual Enrollment per diems not expensed.

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

Effective actions included student voice initiatives (e.g., empathy interviews, listening sessions) and restorative practices training, which led to improved student-staff relationships and greater awareness of student needs—particularly for Black students. Survey responses and

anecdotal feedback indicated a stronger sense of belonging among students who participated in advisory, leadership groups, or community-building circles.

Moving forward, efforts will focus on improving consistency, implementing early-intervention systems, and increasing the use of student data to drive real-time adjustments.

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

Based on Year 1 reflection, we are refining our approach to attendance and behavior interventions. The hiring of an Office Manager/Parent Advisor who helps track attendance and connects parents to supports is a positive change.

We are also deepening our restorative justice work with dedicated time for advisory-based community circles. In addition, student feedback will now be formally collected twice per year to assess perceptions of safety and inclusion.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention and Support for Black Students and Families	Just Like a Mom Service Partnership	$65,000.00	Yes
3.2	Safety and Supervision Intervention and Support	Programs and Supplies to support a well supervised campus and encourage positive behaviors including but not limited to: Anit-Vaping and other dangerous drug and alcohol prevention assemblies and speakers; two-way radios; positive behavior supports.	$0.00	No
3.3	Young Moguls Program	The EDUtainment Pros will deliver the Young Mogul Program (YMP) at the school, providing students with hands-on, industry-aligned experience in entrepreneurship, multimedia production, and brand strategy through the operation of a mock marketing company, empowering them to transform creative passions into scalable business opportunities while increasing	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		student engagement through real-world relevance, creativity, and collaborative learning. LREBG Action: $35,000; Metric 3.1-3.7		
3.4	Translation Services for Spanish Speaking Families	Per Diem for Translator	$0.00	
3.5	Parent Advisor	The parent advisor will be a liaison between the school and families with a focus on the success of our unduplicated student population.	$51,575.36	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Facilitate comprehensive programs and initiatives to equip all students with the necessary academic skills, career competencies, and resources essential for successful transitions to post-secondary education, vocational training, or the workforce, ensuring equitable opportunities for future success.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to preparing all students for life beyond high school through dual enrollment, internships, and personalized post-secondary planning. It was developed to ensure that access to these opportunities is supported by strong systems, equitable advising, and real-world readiness skills for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Extent to which all Pupils have access to Broad Course of Study	Full Implementation Data Year: 2022-23 Data Source: Local Indicators	Full Implementation Data Year: 2023-24 Data Source: Local Indicators		Full and Sustainable Implementation	
4.2	Other Pupil Outcomes	53% of all students in Dual Enrollment Courses 100% of New Tech Graduates Completed the 10th and 12th Grade DOL Data Year: 2023-24	95% of all students in Dual Enrollment Courses 100% of New Tech Graduates Completed the 10th and 12th Grade DOL		80% of all students in Dual Enrollment Courses Maintain 100% of New Tech Graduates Complete the 10th	42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data	Data Year: 2024-25 Data Source: Local Data		and 12th grade DOL	

Goal Analysis [2024-25]

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

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

In Year 1, the school focused heavily on expanding access to dual enrollment, career exploration, and post-secondary preparation. All students were enrolled in at least one college course, and the majority completed multiple college units through partnerships with Sacramento City College. Additionally, students participated in structured internship experiences, workforce readiness workshops, and career-themed advisory sessions.

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.

Internship Coordinator did not work outside of his contract hours and therefore there was no extra expendiature.

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

Reflections from Year 1 revealed the need for stronger systems of support to sustain and scale post-secondary readiness efforts. As a result, two key staffing changes were made: the counselor position was increased from 0.8 FTE to 1.0 FTE, and the registrar position was increased from 0.5 FTE to 1.0 FTE. These increases are intended to provide students with more consistent academic advising, college application and financial aid support, and transcript processing—particularly as dual enrollment participation continues to grow.

Additional changes include implementing a formalized dual enrollment tracking system, expanding career readiness activities (e.g., mock interviews, resume workshops), and disaggregating outcome metrics to better assess impact by student group. These adjustments aim to ensure all students—especially those historically underrepresented in higher education—receive the guidance and resources needed for successful post-secondary transitions.

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

The school's dual enrollment program has been highly effective, with 95% student participation and growing college unit attainment. This has significantly strengthened the academic readiness component of the goal. Internship placements and advisory lessons provided authentic career exploration, though their impact varied depending on the consistency of implementation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Internship/DOL Coordinator	Per Diem to pay a teacher to coordinate our Internship and DOL Program LREBG Action: Internship Coordinator Stipend; $8000 LREBG Funds to support career exploration. Metric 4.1, as well as rate of internship participation, will be used to measure this action.	$8,000.00	No
4.2	Dual Enrollment Success Support & Interventions for EL, LI, and SWD	Per Diem for teacher to support and monitor students through the dual enrollment program	$8,000.00	Yes
4.3	School Counselor Support for Dual Enrollment	Counselor Salary LREBG Action: To support college going and dual enrollment, the school will use LREBG funds to allow for a full time counselor. Approximately $80,000 of LREBG will be to support this. Metrics will be dual enrollment participation and college and career readiness.	$166,000.00	No
4.4	Registrar to record and monitor college transcripts.	Registrar Salary (.5)	$56,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	College and Career Field Trips	Promote college going and awareness	$5,000.00	No
4.6	College Texts and Materials for Dual Enrollment Program		$15,000.00	No
4.7	Early College Program Marketing	Marketing Materials and Supplies for increased awareness of the Early College Program and opportunities for students in the Sacramento and surrounding areas.	$20,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$383,201.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.820%	21.915%	$360,657.14	44.735%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** ELPAC Testing Support **Need:** 100% of all ELL Students need to take the ELPAC every year. **Scope:**	30% of the students at New Tech are ELL Students. The school does not currently have a ELL Coordinator. The ELL Coordinator duties are covered by the school principal. Hiring a ELPAC tester will ensure that 100% of the ELL students are able to take the ELPAC.	TOMS Reporting

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Professional Development - ELL **Need:** More training and support strategies for teachers who teach ELL Students. **Scope:** LEA-wide	30% of the students at New Tech are ELL Students - this PD will support teachers in providing differentiation and support to our language learners across all content areas.	Academic Progress, A-G, Grad Rate, Suspension rate of all ELL Students
2.5	**Action:** PD for Project-Based Learning **Need:** Staff are not strong in their ability to adjust the instructional method to the needs of EL and LI students. **Scope:** LEA-wide	This PD will focus specifically on how the instruction serves these student groups.	A-G Completion Rate, ELA and Math Proficiency
3.1	**Action:** Intervention and Support for Black Students and Families **Need:** Extra support and connection to Black Students and Families **Scope:** LEA-wide	Bringing a support provider service that specifically support Black students and families will assist in creating stronger connections to this part of the school community.	Academic, Absenteeism, and Suspension Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Parent Advisor **Need:** Increased engagement with parents and families of unduplicated populations **Scope:** LEA-wide	Hiring one person to support and advise parents will help improve our absenteeism rates and provide valuable resources to our families.	Absenteeism
4.2	**Action:** Dual Enrollment Success Support & Interventions for EL, LI, and SWD **Need:** More support with college course success for EL, LI and SWD. **Scope:** LEA-wide	Hiring one person to specifically support students in this subgroup will increase college course success rate for these subgroups.	College Course Grades and Course Completion Rate

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,679,265.00	$383,201.00	22.820%	21.915%	44.735%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,321,827.00	$491,834.00	$113,498.00	$51,575.36	$2,978,734.36	$2,101,338.36	$877,396.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Basic Operations	All	No			All Schools		$500,400.00	$0.00	$443,902.00		$56,498.00		$500,400.00	
1	1.2	Basic Teaching Staff	All	No			All Schools		$1,291,363.00	$0.00	$1,148,129.00	$86,234.00	$57,000.00	$0.00	$1,291,363.00	
1	1.3	Basic Operational Costs	All	No					$0.00	$212,526.00	$162,926.00	$49,600.00	$0.00	$0.00	$212,526.00	
1	1.4	District Costs	All	No					$0.00	$127,780.00	$127,780.00	$0.00	$0.00	$0.00	$127,780.00	
1	1.5	Special Education Contribution	Students with Disabilities	No			All Schools		$0.00	$354,090.00	$354,090.00	$0.00	$0.00	$0.00	$354,090.00	
2	2.1	Implementation and use of supplemental instructional online programs	All	No			All Schools		$0.00	$18,000.00	$0.00	$18,000.00	$0.00	$0.00	$18,000.00	
2	2.2	ELPAC Testing Support	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Professional Development - ELL	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.4	Supplemental Curriculum & Instructional Supplies, and Small School Sports Uniforms	All	No			All Schools		$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
2	2.5	PD for Project-Based Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
2	2.6	Tier 1 and Tier 2 Academic Intervention	All	No			All Schools									

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
2	2.7	Instructional Technology	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.8		All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Intervention and Support for Black Students and Families	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$65,000.00	$65,000.00	$0.00	$0.00	$0.00	$65,000.00	
3	3.2	Safety and Supervision Intervention and Support	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Young Moguls Program	All	No			All Schools		$0.00	$35,000.00		$35,000.00			$35,000.00	
3	3.4	Translation Services for Spanish Speaking Families	English Learners Low Income			English Learners Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	Parent Advisor	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$51,575.36	$0.00				$51,575.36	$51,575.36	
4	4.1	Internship/DOL Coordinator	All	No			All Schools		$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$0.00	$8,000.00	
4	4.2	Dual Enrollment Success Support & Interventions for EL, LI, and SWD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,000.00	$0.00		$8,000.00			$8,000.00	
4	4.3	School Counselor Support for Dual Enrollment	All	No			All Schools		$166,000.00	$0.00		$166,000.00			$166,000.00	
4	4.4	Registrar to record and monitor college transcripts.	All	No			All Schools		$56,000.00	$0.00		$56,000.00			$56,000.00	
4	4.5	College and Career Field Trips	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.6	College Texts and Materials for Dual Enrollment Program	All	No			All Schools		$0.00	$15,000.00		$15,000.00			$15,000.00	
4	4.7	Early College Program Marketing	All	No			All Schools		$0.00	$20,000.00		$20,000.00			$20,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,679,265.00	$383,201.00	22.820%	21.915%	44.735%	$65,000.00	0.000%	3.871 %	**Total:**	$65,000.00
								LEA-wide Total:	$65,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.2**	ELPAC Testing Support	Yes	LEA-wide	English Learners	All Schools	$0.00	
2	**2.3**	Professional Development - ELL	Yes	LEA-wide	English Learners	All Schools	$0.00	
2	**2.5**	PD for Project-Based Learning	Yes	LEA-wide	English Learners Low Income		$0.00	
3	**3.1**	Intervention and Support for Black Students and Families	Yes	LEA-wide	Foster Youth Low Income	All Schools	$65,000.00	
3	**3.3**	Young Moguls Program				All Schools		
3	**3.4**	Translation Services for Spanish Speaking Families			English Learners Low Income	All Schools	$0.00	
3	**3.5**	Parent Advisor	Yes	LEA-wide	English Learners Low Income			
4	**4.2**	Dual Enrollment Success Support & Interventions for EL, LI, and SWD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,718,215.00	$2,884,306.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Basic Operations	No	$391,934.00	$429,450.42
1	**1.2**	Basic Teaching Staff	No	$1,273,342.00	$1,280,715.65
1	**1.3**	Basic Operational Costs	No	$194,631.00	$274,087.83
1	**1.4**	District Costs	No	$137,740.00	$188,214.92
1	**1.5**	Special Education Contribution	No	$324,450.00	$334,490.00
2	**2.1**	School-wide Implementation of IXL	No	$3,395.00	$3,395.00
2	**2.2**	Implementation and use of supplemental instructional online programs	No	$5,000.00	$6,460.00
2	**2.3**	ELPAC Testing Support	Yes	$760.00	0
2	**2.4**	Professional Development - ELL	Yes	$15,000.00	0
2	**2.5**	Supplemental Curriculum & Instructional Supplies, and Small School Sports Uniforms	No	$20,000.00	$19,013.12
2	**2.6**	PD for Project-Based Learning	No	$15,000.00	$3,000

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)
			Yes		
2	**2.7**	Instructional Technology	No	$20,000.00	0
2	**2.8**	Tier 1 and Tier 2 Academic Intervention	No	$7,000.00	$25,000
3	**3.1**	Intervention and Support for Black Students and Families	Yes	$91,400.00	$91,494.75
3	**3.2**	Safety and Supervision Intervention and Support	No	$10,000.00	$1,824.73
3	**3.4**	Translation Services for Spanish Speaking Families		$5,000.00	0
3	**3.5**	Parent Advisor	Yes	$25,563.00	$53,732.63
4	**4.1**	Internship/DOL Coordinator	No	$15,000.00	0
4	**4.2**	Dual Enrollment Success Support & Interventions for EL, LI, and SWD	Yes	$8,000.00	$6,574.52
4	**4.3**	School Counselor Support for Dual Enrollment	No	$76,000.00	$73,057.67
4	**4.4**	Registrar to record and monitor college transcripts.	No	$49,000.00	$62,537.87
4	**4.5**	College and Career Field Trips	No	$5,000.00	$5,174.94
4	**4.6**	College Texts and Materials for Dual Enrollment Program	No	$15,000.00	$12,404.31
4	**4.7**	Early College Program Marketing	No	$10,000.00	$13,677.80

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)

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
512128	$77,160.00	$151,800.00	($74,640.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	ELPAC Testing Support	Yes	$760.00			
2	2.4	Professional Development - ELL	Yes	$0.00			
2	2.6	PD for Project-Based Learning	Yes	$0.00			
3	3.1	Intervention and Support for Black Students and Families	Yes	$76,400.00	91494		
3	3.5	Parent Advisor	Yes		53732		
4	4.2	Dual Enrollment Success Support & Interventions for EL, LI, and SWD	Yes		6574		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1645699	512128	.02	31.139%	$151,800.00	0.000%	9.224%	$360,657.14	21.915%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	9.8	5.5	.40	.80	1.9	1.0	1.0	1.0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

The LEA is using our local information systems to track progress in implementing state academic standards. We are a single school LEA, defined as a small dependent charter school within the Sacramento City Unified School District. Based on our enrollment, the best data is provided by our local information systems.
The LEA is at Full Implementation of the standards in all of the adopted academic standards.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5

Academic Standards	1	2	3	4	5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

New Tech's current strengths and progress in building relationships between school staff and families can be highlighted through several key areas:

1. Effective Communication: New Tech has established multiple communication channels, ensuring that parents and families are regularly updated on their children's progress and school events. This includes newsletters, emails, parent-teacher conferences, and social media updates. The accessibility and transparency of information have been well-received by parents.

2. Inclusive School Culture: The school fosters an inclusive culture where all families feel welcomed and valued. Events and activities that celebrate diverse cultures and backgrounds are regularly organized, promoting a sense of community and belonging among students and their families.

3. Parental Involvement Programs: New Tech actively encourages and facilitates parental involvement through various programs and initiatives. Workshops, volunteer opportunities, and parent advisory councils are some ways in which parents can engage with the school and contribute to its development.

4. Responsive Support Systems: The school has put in place responsive support systems to address the needs and concerns of families promptly. Dedicated staff members are available to assist with academic, social, and emotional issues, ensuring that parents feel supported and heard.

5. Collaborative Decision-Making: New Tech involves its teachers, students, parents and community members in the decision-making process, particularly on issues that directly impact students. This collaborative approach has strengthened trust and partnership between the school and families.

6. Positive Feedback Loop: Regular feedback from parents and the community is solicited and acted upon. This ongoing dialogue helps the school to continuously improve its practices and maintain a positive relationship with families.

These strengths illustrate New Tech's commitment to building and maintaining strong, positive relationships between school staff and families, contributing to a supportive and cohesive school environment.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

New Tech's focus areas for improvement in building relationships between school staff and our underrepresented families can be summarized as follows:

1. Culturally Responsive Communication: Enhancing communication strategies to be more culturally responsive and tailored to the unique needs and preferences of underrepresented families. This includes training staff to understand and effectively engage with cultural nuances.

2. Increased Representation and Inclusion: Actively working to increase representation of underrepresented families in school activities, decision-making processes, and leadership roles. This involves creating more opportunities for parents of underrepresented students to participate and ensuring their voices are heard and valued.

3. Targeted Outreach Programs: Implementing targeted outreach programs aimed at engaging underrepresented families, addressing barriers to involvement, and providing support resources specific to their needs. This may include community liaisons, support groups, and educational workshops.

4. Building Trust and Collaboration: Focusing on building trust and collaboration through consistent and meaningful engagement with underrepresented families. This involves listening to their concerns, addressing issues promptly, and creating a welcoming and inclusive school environment.

5. Professional Development for Staff: Providing ongoing professional development for school staff on cultural competency, anti-racism, and effective family engagement practices. This ensures that all staff members are equipped to build strong, respectful relationships with students of underrepresented families.

These focus areas reflect the LEA's commitment to improving relationships with students of underrepresented families, fostering an inclusive community, and ensuring equitable support for all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

New Tech plans to improve the engagement of underrepresented families, as identified during the self-reflection process, through the following strategies:

1. Enhanced Communication Channels: Develop more inclusive and accessible communication methods tailored to the needs of underrepresented families. This includes multilingual resources, user-friendly platforms, and regular updates to ensure all families are well-informed and can easily participate.

2. Cultural Competency Training: Provide ongoing cultural competency training for staff to better understand and address the unique needs of diverse families. This training will help staff build stronger, more respectful relationships with underrepresented communities.

3. Targeted Outreach Programs: Implement targeted outreach initiatives to actively involve underrepresented families in school activities and decision-making processes. These initiatives may include home visits, community events, and partnerships with local organizations to build trust and engagement.

4. Parent Advisory Councils: Establish parent advisory councils that specifically include representatives from underrepresented groups. These councils will provide a platform for these families to voice their concerns, share their perspectives, and contribute to school policies and programs.

5. Resource and Support Centers: Create resource and support centers within the school that offer assistance with language barriers, educational resources, and other needs specific to underrepresented families. These centers will act as a hub for family engagement and support.

6. Feedback Mechanisms: Develop robust feedback mechanisms to continuously gather input from underrepresented families. Regular surveys, focus groups, and open forums will be used to understand their experiences and improve engagement efforts based on their feedback.

By implementing these strategies, New Tech aims to foster a more inclusive environment that actively engages and supports underrepresented families, ensuring their voices are heard and valued in the school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

New Tech's current strengths and progress in building partnerships for student outcomes can be summarized as follows:

1. Strong Community and Industry Connections
2. Collaborative Learning Environment
3. Family and Community Involvement
4. Supportive Student Services
5. Innovative Use of Technology
6. Positive Feedback from Stakeholders

These strengths demonstrate New Tech's commitment to building and maintaining effective partnerships that contribute to the academic, social, and emotional success of its students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

New Tech's focus areas for improvement in building partnerships for student outcomes include:

1. Expanding Industry Partnerships
2. Enhanced Family Engagement
3. Strengthening Higher Education Connections
4. Improving Communication and Collaboration
5. Resource Allocation and Support
6. Evaluating Partnership Impact

By focusing on these areas, New Tech aims to strengthen its partnerships, thereby enhancing student learning experiences and outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

New Tech will improve the engagement of underrepresented families in building partnerships for student outcomes through the following strategies:

1. Culturally Relevant Outreach Programs
2. Inclusive Communication Strategies
3. Family Liaison Roles
4. Partnership Advisory Committees
5. Flexible Involvement Opportunities
6. Empowerment and Capacity Building
7. Continuous Feedback and Improvement

By implementing these strategies, New Tech aims to create a more inclusive and participatory environment where underrepresented families feel valued and empowered to contribute to student outcomes through strong partnerships.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

New Tech's current strengths and progress in seeking input for decision-making include:

1. Inclusive Decision-Making Processes: New Tech has established inclusive processes that actively involve a wide range of stakeholders, including students, parents, teachers, and community members, in decision-making. This approach ensures diverse perspectives are considered.

2. Regular Feedback Mechanisms: The school regularly solicits feedback through surveys, focus groups, and suggestion boxes. These mechanisms provide ongoing opportunities for stakeholders to share their insights and concerns.

3. Transparent Communication: New Tech maintains transparency in its decision-making processes by clearly communicating how input is gathered and used. This transparency builds trust and encourages more stakeholders to participate.

4. Parent and Community Councils: The school has established parent and community advisory councils that meet regularly to discuss school policies, programs, and initiatives. These councils provide a structured platform for stakeholders to contribute to school decisions.

5. Student Voice Initiatives: New Tech actively promotes student voice initiatives, such as student councils and leadership programs, allowing students to have a direct impact on school decisions and policies.

6. Effective Use of Technology: The school leverages digital tools and platforms to facilitate communication and gather input efficiently. Online surveys, virtual meetings, and digital suggestion boxes make it easier for stakeholders to participate.

These strengths demonstrate New Tech's commitment to fostering a collaborative environment where input from all stakeholders is valued and integrated into the decision-making process.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

New Tech's focus areas for improvement in seeking input for decision-making include:

1. Enhanced Outreach to Underrepresented Groups
2. Improved Feedback Loops
3. Increased Transparency
4. Utilizing Advanced Analytics
5. Expanding Participation Platforms
6. Regular Stakeholder Training

By focusing on these areas, New Tech aims to enhance the inclusivity, effectiveness, and transparency of its decision-making processes, ensuring that all stakeholders have a meaningful impact on school policies and initiatives.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

New Tech will improve the engagement of underrepresented families in seeking input for decision-making through the following strategies:

1. Targeted Outreach Initiatives
2. Culturally Relevant Communication
3. Flexible Participation Options
4. Family Liaisons and Advocates
5. Inclusive Advisory Committees
6. Capacity Building Workshops
7. Regular Feedback Mechanisms

By implementing these strategies, New Tech aims to create a more inclusive environment where underrepresented families feel valued and empowered to actively participate in the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Based on the provided data, the attendance rate stands at 94%, indicating that the majority of students regularly attend school. This is an improvement from last year and is mostly due to the LEAs ability to hire a staff member assigned specific to tracking attendance data and providing support and assistance to families.

The suspension rate is at 6.4%. This is an improvement from last year, and in an indication of improved culture and climate on the campus.

The sense of safety and school connectedness score is 85%, reflecting a positive perception among students regarding their safety and connection to the school community. This indicates that the school environment is generally perceived as secure and conducive to fostering relationships and engagement among students.

Similarly, the sense of belonging score is 84%, indicating that students feel a strong sense of belonging within the school community. This suggests that efforts to promote inclusivity and create a supportive school culture are yielding positive results, contributing to students' overall sense of well-being and connectedness.

Overall, while there are areas of strength such as perceived safety and sense of belonging, the data also highlights areas for improvement such as attendance and suspension rates. Conducting a comprehensive self-reflection on local indicators can help identify underlying factors and inform targeted interventions to further enhance the school climate and support student success.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Through the analysis of the provided data, several key learnings, identified needs, and areas of strength emerge:

Areas of Strength

- Sense of Safety and Belonging: The data indicates that students generally feel safe and have a strong sense of belonging within the school community. This suggests that efforts to create a supportive and inclusive environment have been successful.
- School Connectedness: The high score in school connectedness reflects positive relationships and engagement among students, contributing to a healthy school climate.

Identified Needs:

- Attendance Improvement: While the attendance rate is relatively high, there is still room for improvement to ensure that all students attend school regularly. Addressing factors contributing to absenteeism can help improve overall academic performance and student success.
- Disciplinary Practices: The suspension rate highlights a need to examine and potentially revise disciplinary practices to reduce the number of students facing suspension. Alternative approaches such as restorative justice or social-emotional learning programs could be explored to address behavioral issues more effectively.

Opportunities for Action:

- Promoting Attendance: Implement strategies to promote regular attendance, such as improving communication with families, addressing barriers to attendance (e.g., transportation issues), and implementing incentives for attendance.
- Reviewing Discipline Policies: Conduct a review of discipline policies and practices to ensure they are fair, consistent, and focused on positive behavior reinforcement rather than punitive measures.
- Supporting Mental Health and Well-being: Enhance efforts to support students' mental health and well-being, including providing access to counseling services, promoting social-emotional learning, and creating a culture of empathy and understanding.

Data-Informed Decision Making:

- Utilize data to inform decision-making and prioritize interventions based on identified needs. Regularly monitoring and analyzing school climate data can help track progress and measure the effectiveness of interventions over time.

By addressing identified needs while leveraging areas of strength, the school can create a more supportive and inclusive environment that promotes academic success and overall well-being for all students.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The changes made to address culture and climate issues are significant steps towards creating a more supportive and inclusive environment at the school:

1. Hiring a Full-Time Office Manager/Parent Advisor for Attendance Issues: This addition will provide dedicated support for addressing attendance issues, including tracking student attendance, identifying patterns or barriers to attendance, and implementing strategies to improve attendance rates. The parent advisor aspect of the role will involve engaging with families to understand their concerns and collaborate on solutions to support regular attendance.

2. Partnering with an Outside Agency to Provide Services for Black Families: This partnership acknowledges the specific needs of Black families and demonstrates a commitment to addressing disparities in access to resources and support. By partnering with an outside agency, the school can offer culturally responsive services tailored to the needs of Black families, such as counseling, academic support, or community outreach programs.

3. Hiring a Campus Monitor with Counseling Responsibilities: This dual role expands the traditional responsibilities of a campus monitor to include counseling students, providing mentorship, and offering support for social-emotional well-being. This proactive approach not only ensures student safety but also addresses underlying behavioral issues and fosters a positive school climate through supportive relationships.

These changes reflect a holistic approach to addressing culture and climate issues by focusing on proactive interventions, community engagement, and targeted support for specific student populations. By implementing these initiatives, the school aims to create a more inclusive and nurturing environment where all students feel valued, supported, and empowered to succeed academically and socially.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Our local measures are on our local information systems

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Our LEA is a single school site.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Some of our barriers may include but are not limited to:

Limited Financial Resources: Small high schools often have smaller budgets, restricting their ability to hire specialized teachers or purchase resources necessary for a wide range of courses, such as advanced science labs,

arts supplies, or technology. Insufficient Staffing: With fewer teachers on staff, small high schools may struggle to cover a broad curriculum. Teachers might need to teach multiple subjects or grade levels, limiting their ability to offer specialized or elective courses. Small Student Population: With fewer students, it can be challenging to justify offering courses that attract only a handful of students. Low enrollment in elective or advanced courses may lead to their cancellation. Scheduling Conflicts: In a small school, creating a timetable that accommodates a wide variety of courses can be difficult. Limited staff and overlapping student needs can lead to conflicts that prevent students from taking desired courses.

Addressing these barriers typically requires creative solutions such as forming partnerships with other schools, utilizing online learning platforms, seeking grants, and engaging the community to support a more diverse curriculum.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

As of the 2024-25 school year, the LEA will be an Early College Program. Every student enrolled at New Tech will be dually enrolled in 1 or more college classes during their regularly scheduled school day. This change has vastly increase New Tech's ability to offer a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and					

Coordinating Instruction	1	2	3	4	5
implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					