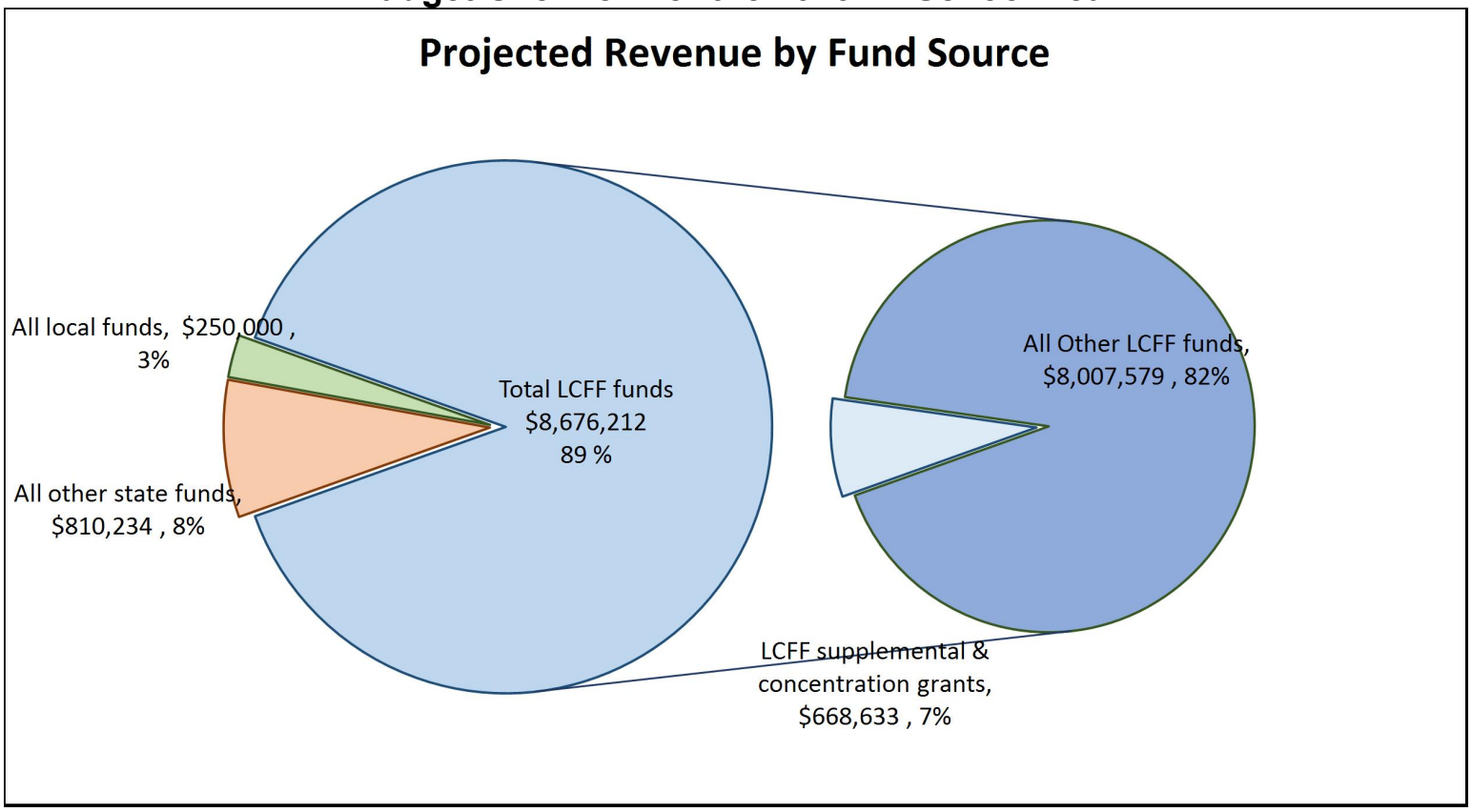
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Pacific Pathways Prep High School
CDS Code: 34752830112425
School Year: 2026-27
LEA contact information:
Sharon Macinni
Executive Director
smaccini@natomasunified.org
9165675740

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

Budget Overview for the 2026-27 School Year

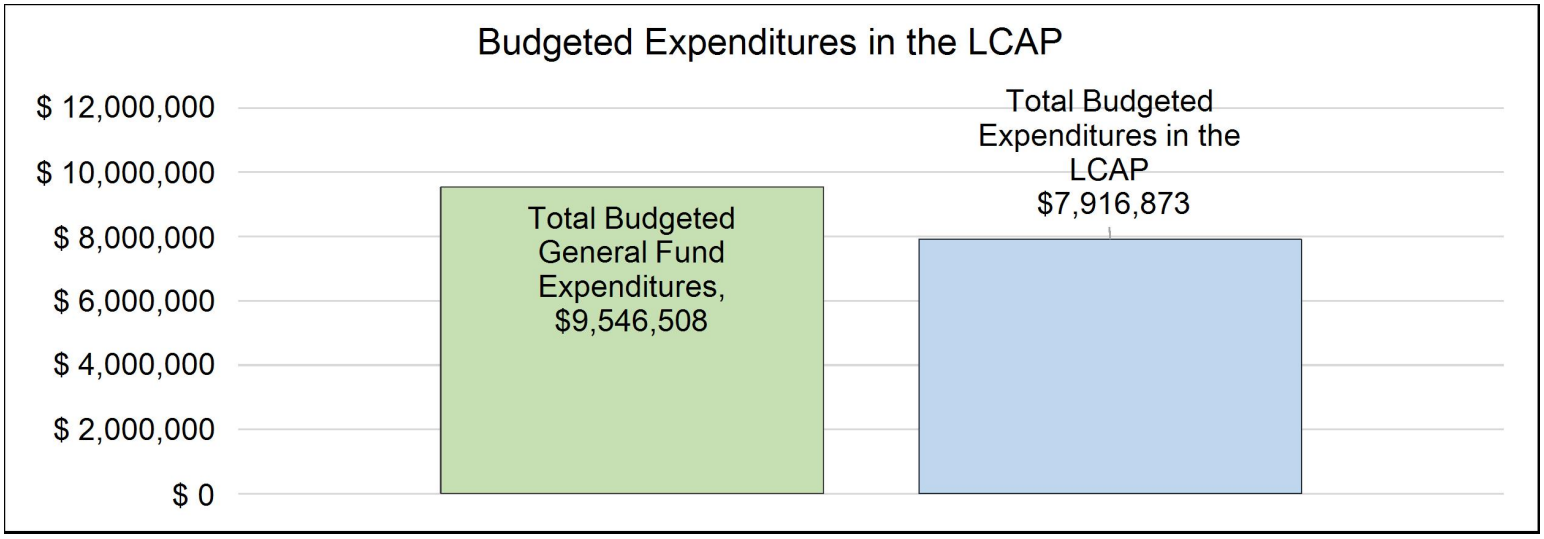


This chart shows the total general purpose revenue Natomas Pacific Pathways Prep High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Natomas Pacific Pathways Prep High School is $9,736,446, of which $$8,676,212.00 is Local Control Funding Formula (LCFF), $$810,234.00 is other state funds, $$250,000.00 is local funds, and $ is federal funds. Of the $$8,676,212.00 in LCFF Funds, $$668,633.00 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 Natomas Pacific Pathways Prep High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Natomas Pacific Pathways Prep High School plans to spend $$9,546,508.00 for the 2026-27 school year. Of that amount, $$7,916,873.00 is tied to actions/services in the LCAP and $1,629,635 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

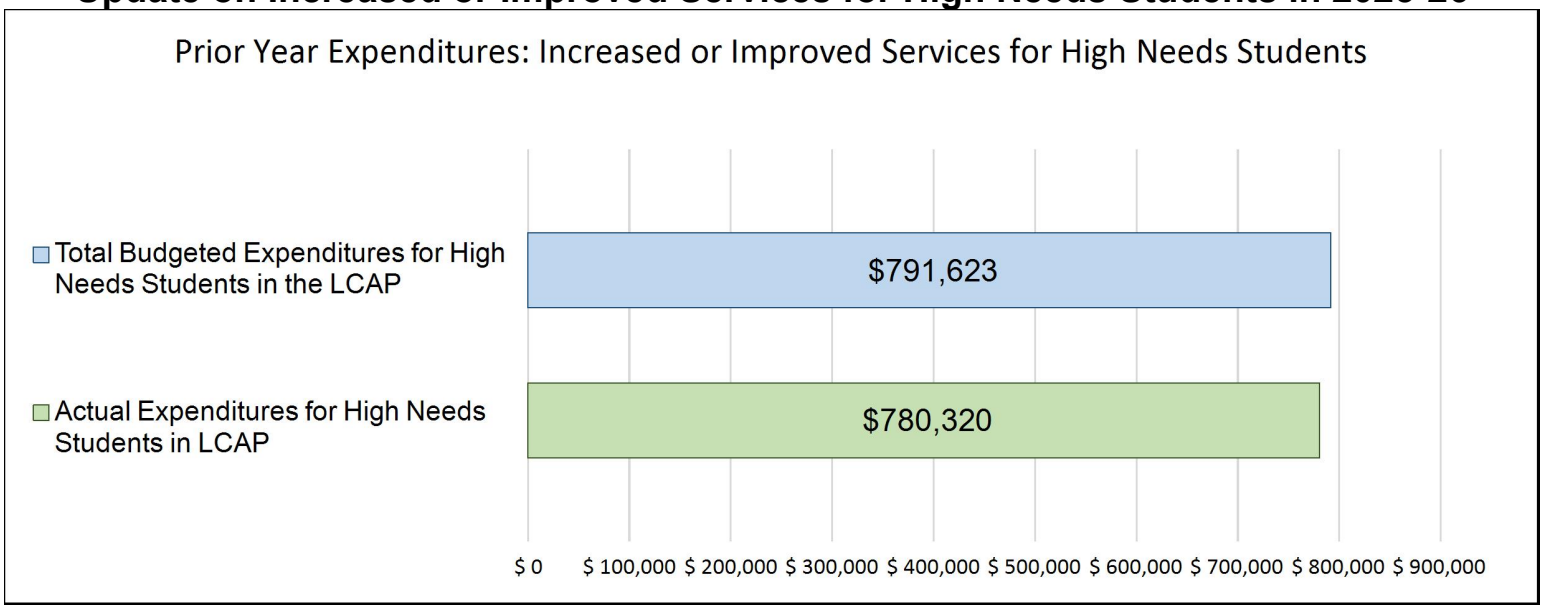
Other Operating Expenses

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

In 2026-27, Natomas Pacific Pathways Prep High School is projecting it will receive $$668,633.00 based on the enrollment of foster youth, English learner, and low-income students. Natomas Pacific Pathways Prep High School must describe how it intends to increase or improve services for high needs students in the LCAP. Natomas Pacific Pathways Prep High School plans to spend $$792,361.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Natomas Pacific Pathways Prep 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 Natomas Pacific Pathways Prep 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 2025-26, Natomas Pacific Pathways Prep High School's LCAP budgeted $$791,623.00 for planned actions to increase or improve services for high needs students. Natomas Pacific Pathways Prep High School actually spent $$780,320.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $11,303 had the following impact on Natomas Pacific Pathways Prep High School's ability to increase or improve services for high needs students:

School counseling services were lower than expected because only 2 counselors were hired in the 2025-2026 school year purposefully as a planning year to prepare for the future. This was an intentional decision to improve future services for high needs students and some money was therefore not spent last year on these services. At the same time, Transportation services were twice as expensive as budgeted and cost an additional $90,000 this past year.

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
Natomas Pacific Pathways Prep High School	Sharon Macinni Executive Director	smaccini@natomasunified.org 9165675740

Plan Summary [2026-27]

General Information

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

The Natomas Pacific Pathways Preparatory High School (NP3 High) is a charter school authorized by the Natomas Unified School District. The School serves approximately 620 students. Seven of 10 NP3 High School students reside in the Natomas Unified School District's boundaries, with the remaining coming from outside of the area. The School's unduplicated pupils comprise 42% of the School's student body population. NP3 High promotes students who are thoughtful, prepared, and engaged citizens. The School emphasizes conceptual understanding, and teaches the Common Core State Standards through year-long themes. The School focus on understanding, evaluating, and creating with the goal of providing our children the tools for citizenship and life. NP3 High was recently recognized as a Gold Ribbon School, and received the Civic Learning Award for Excellence.

Reflections: Annual Performance

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

Based on the comprehensive review of the 2025 California School Dashboard and local data for Natomas Pacific Pathways Prep (NP3), the school continues to demonstrate strong overall performance, positive school climate outcomes, and high levels of student achievement, while also identifying targeted areas for continued growth and support. NP3 earned high performance ratings across several state indicators, including Graduation Rate (Blue), Suspension Rate (Blue), and Science (Blue), while also maintaining strong performance in English Language Arts and College/Career readiness (Green).

Academic achievement data highlights NP3's continued success in preparing students for postsecondary pathways. The school maintained a very strong graduation rate of 98.6%, significantly above the state average of 87.8%, and 86.7% of graduates met the "Prepared" level on the College/Career Indicator. In English Language Arts, students performed 81.3 points above standard, substantially outperforming the state average. Although this represented a slight decline from the previous year, performance remained in the Green performance category and reflected consistently high achievement over time. Mathematics performance remained in the Yellow category, with students scoring 19.3 points below standard, though still significantly outperforming the statewide average of 42.4 points below standard. Science achievement remained an area of strength, with students performing 66.7 points above standard and maintaining Blue-level performance.

An equity-focused review of student group performance demonstrates many areas of success alongside opportunities for additional support. Hispanic students performed well above the state average in English Language Arts and demonstrated notable growth in mathematics, improving by 32.7 points. Socioeconomically disadvantaged students also continued to perform strongly in English Language Arts, College/Career readiness, graduation rate, and science achievement. However, the data also identifies ongoing achievement gaps for English Learners, particularly in mathematics, where students performed 115.8 points below standard. English Learner Progress improved overall to 30.6% making progress toward proficiency, but performance remained below the state average, indicating a continued need for focused language development supports and instructional interventions.

The school also demonstrated strong outcomes related to student engagement, school climate, and student support systems. Suspension rates declined significantly to just 0.2%, placing NP3 in the Blue performance category and substantially below the state average of 2.9%. Local climate survey results reflected a highly positive school culture, with families and students reporting strong feelings of safety, connectedness, inclusivity, and support from staff. Families highlighted the welcoming environment, strong communication, and supportive advisory structures as key strengths of the school community.

NP3 met all local indicator standards, reflecting strong implementation of academic standards, family engagement practices, instructional supports, and access to a broad course of study. The school reported full implementation and sustainability across most instructional areas, including English Language Arts, English Language Development, science, and career technical education. Additionally, the school maintained a highly qualified teaching staff, with 96.8% of teachers appropriately credentialed and assigned above the statewide average.

In summary, NP3's 2025 Dashboard results reflect a school that continues to provide strong academic outcomes, high graduation and college/career readiness rates, and a positive, supportive learning environment for students and families. At the same time, the data identifies important opportunities to strengthen support systems for English Learners and improve mathematics achievement for specific student groups. Continued focus on equitable instructional practices, language development, and targeted academic interventions will help sustain and expand NP3's success in the coming school year.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Teachers, Other School Personnel, Administrators and Principal	NP3 conducted a survey of educational partners during the Spring of 2026 to gather feedback regarding school climate, student supports, and family engagement practices. At the high school level, a total of 38 parents/family members of NP3 High School students and 15 NP3 High School staff members completed the survey. In addition, student survey responses were collected from students in grades 9–12, including 90 ninth graders, 95 tenth graders, 83 eleventh graders, and 62 twelfth graders, for a total of 330 high school student responses. The survey data from 2022 through 2026 reflects consistently strong and improving perceptions among students, parents, families, and staff regarding the quality of relationships, safety, communication, and overall school climate at NP3 High School. Across many measures, 2026 ratings were the strongest reported during the five-year period, demonstrating continued growth in school culture and family engagement efforts. Staff and School Climate Perceptions The 2026 NP3 High School Staff Survey results reflect overwhelmingly positive perceptions across nearly all measures. Staff reported extremely high levels of agreement that NP3 staff care about students (97%), students are emotionally safe at school (97%), students are physically safe at school (97%), and students are welcomed at school (95%). Staff also reported strong perceptions related to diversity, equity, and inclusion, with 97% agreeing that staff

Educational Partner(s)	Process for Engagement
	value diversity, equity, and inclusion and are culturally responsive to students. Family engagement practices also received high ratings from staff. Ninety-five percent of staff agreed that NP3 staff meet with students and families regularly to discuss student progress and improve outcomes, while 95% agreed that staff build trusting and respectful relationships with families. Positive growth was also evident in staff perceptions regarding valuing family voice and cultural responsiveness. Agreement that staff value family ideas and include them in school plans increased from 71% in 2023 to 80% in 2026, while agreement that staff learn about students' and families' strengths, cultures, languages, and goals increased from 73% in 2025 to 89% in 2026. Although ratings were highly positive overall, several equity-focused engagement indicators remain areas for continued improvement. Staff perceptions regarding supports for English Learners increased to 74% in 2026, and perceptions regarding opportunities for underrepresented families to provide input on policies and programs increased substantially to 84% in 2026 after lower ratings in prior years. These results suggest continued progress toward more inclusive and equitable engagement practices. Parent and Family Perceptions Parent and family survey results also demonstrate a highly positive school climate and strong confidence in NP3 High School's support systems. In 2026, parents reported exceptionally high levels of agreement that NP3 staff care about students (100%), students are welcomed at school (100%), and students are physically safe at school (100%). Parents also reported strong perceptions of emotional safety (97%), respectful relationships with families (97%), and staff valuing diversity, equity, and inclusion (100%). Family engagement indicators continued to improve in 2026. Ninety-seven percent of parents agreed that the school engages in communication between families and educators, while 92% agreed that the school provides support to families to help students succeed.

Educational Partner(s)	Process for Engagement
	Ratings related to family voice and partnership also showed notable improvement over time. Parent agreement that the school values and includes family ideas increased from 69% in 2022 to 81% in 2026, while agreement that the school gathers feedback from families to improve the school increased from 64% in 2022 to 92% in 2026. Parents also reported stronger opportunities for involvement in decision-making, with 89% agreeing that the school provides opportunities for families to provide input on policies, programs, and strategies to support underrepresented groups. Areas related to specialized student supports, while improving, remained somewhat lower than other indicators. Parent perceptions regarding supports and resources for students with disabilities increased to 68% in 2026, while support for English Language Learners increased to 68% after fluctuating in previous years. These findings suggest continued opportunities to strengthen communication and visibility of supports for specialized student populations. Implications Overall, the 2026 survey results indicate that NP3 High School continues to foster a highly supportive, inclusive, and relationship-centered school environment for students, families, and staff. The data reflects sustained strengths in school safety, welcoming school culture, staff-student relationships, family communication, and opportunities for engagement. Improvements across multiple indicators related to family voice, cultural responsiveness, and student inclusion demonstrate the school's continued commitment to strengthening partnerships and promoting equitable practices. At the same time, survey results suggest ongoing opportunities to expand awareness and effectiveness of supports for English Learners, students with disabilities, and underrepresented families. Continued focus on equity-centered engagement strategies, targeted communication, and inclusive support systems will help ensure all students and families feel fully supported and connected to the NP3 High School community.
Students	Student Perceptions

Educational Partner(s)	Process for Engagement
	Student survey results for grades 9–12 also reflected a strong and increasingly positive school climate. In 2026, 89% of students reported feeling physically safe at school, while 79% reported feeling comfortable being themselves at school. Students also reported positive relationships with staff, including 83% agreeing that staff care about students and 82% agreeing that staff build trusting and respectful relationships with students. Students reported increasing opportunities for voice and inclusion. Eighty-eight percent agreed that the school includes students in advisory discussions, circles, or councils, while 85% reported that the school provides opportunities for students to share their thoughts on school expectations and actions. Additionally, 78% of students agreed that the school values and includes their ideas, representing a substantial increase from 54% in 2022. Students also noted strong school culture and support systems. Eighty-nine percent agreed that the school provides students support and helps them succeed, and 79% reported that the school has a positive school culture. Survey responses additionally reflected improvement in communication and collaboration between staff and students, as well as increased recognition of students' strengths, cultures, languages, and goals.

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

The adopted 2026 LCAP was shaped by feedback gathered from students, families, and staff through annual surveys and ongoing engagement activities, including staff meetings and student advisory classes. Across all groups, several common themes emerged—affirming a strong school culture centered on safety, care, and belonging—while also highlighting areas for continued growth, particularly in inclusive decision-making, student motivation, and support for underrepresented student groups.

Elevating Student Voice and Inclusion
Student survey results reflected continued growth in school climate, student inclusion, and opportunities for student voice at NP3 High School. In 2026, 79% of students reported that NP3 has a positive school culture, while 88% agreed that the school includes students in advisory discussions, circles, and councils. Students also reported strong relationships with staff, with 83% agreeing that staff care about students and 82% reporting that staff build trusting and respectful relationships with students. Additionally, 79% of students reported feeling comfortable being themselves at school, reflecting continued progress in creating an inclusive and welcoming environment.

Despite these positive trends, several indicators suggest opportunities for continued growth. Student motivation to do schoolwork remained one of the lower-rated measures at 62%, and 73% of students agreed that staff value their ideas and include them in school plans. These findings highlight the importance of continuing to strengthen authentic student voice, engagement, and leadership opportunities through advisory structures, student input processes, and relationship-centered practices.

Strengthening Family Engagement and Cultural Responsiveness
Parent and family survey results continued to reflect highly positive perceptions of NP3 High School's culture, communication, and support systems. Ninety-seven percent of parents agreed that the school has a positive school climate, while 92% reported that the school provides support to help students succeed. Families also reported strong perceptions of communication and partnership, with 97% agreeing that the school engages in communication between families and educators.

Survey results additionally demonstrated continued growth in family voice and engagement opportunities. Parent agreement that the school values and includes family ideas increased to 81%, while 89% agreed that families are provided opportunities to give input on policies, programs, and strategies to support underrepresented groups. Families also reported stronger perceptions that the school gathers feedback to improve school practices and encourages collaboration between families and staff to support student success.

These findings reinforce the continued implementation of actions aligned to Goal 3: Family Partnership and Engagement, with an emphasis on strengthening culturally responsive communication, increasing opportunities for family participation in decision-making, and expanding engagement strategies for underrepresented groups.

Summary
Current actions and priorities remain closely aligned with survey-identified strengths and areas for growth. Survey data from students, families, and staff continues to demonstrate strong perceptions of safety, inclusion, communication, and school connectedness at NP3 High School. At the same time, the results highlight important opportunities to further strengthen student engagement, elevate student voice, and continue expanding equitable family partnership practices. Ongoing monitoring of these metrics will support continuous improvement efforts and help ensure that all students and families feel valued, connected, and supported within the NP3 High School community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	NP3 will provide an outstanding educational program that promotes a student-centered learning environment, student growth, and academic achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

NP3 has performed well as measured by the California School Dashboard and other measures of student performance but our ultimate focus is creating a student-centered learning environment where students can thrive. Higher levels of performance in high school means more students will be prepared for college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Students meeting ELA Standards on CAASPP	77% in 2023	82% in 2024	75% in 2025	80%	+5%
1.2	% of Students meeting Math Standards on CAASPP	46% in 2023	39% in 2024	43% in 2025	50%	-7%
1.3	CA School Dashboard ELA Indicator - Distance from Standard	61.1 points above standard = Green	87.9 points above standard = Blue	81.3 points above standard = Blue	Maintain 60 or more points above standard	+26.8, improved to Blue
1.4	CA School Dashboard Math Indicator - Distance from Standard	28.4 points below standard = Yellow	15.4 points above standard = Green	19.3 points above standard = Yellow	Maintain 30 or more points above standard	+43, improved to Green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of teachings staff that are appropriately assigned and fully credentialed	100%	100%	100%	100%	same, 100%
1.6	English Learner Progress on CA School Dashboard	42% made progress = ORANGE	24.1%, no color because fewer than 30 students.	30.6% made progress, no color because fewer than 30 students.	GREEN or BLUE on the CA School Dashboard	-17.9%, no color

Goal Analysis [2025-26]

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.

Instructional Stipends, Extra Assignments, Substitutes cost more than expected as did costs for certificated teachers with rising salaries and benefit costs for teachers with more years of experience.

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.

There were no material differences between budgeted expenditures and estimated actuals

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

The actions implemented under Goal 1 demonstrated mixed effectiveness in supporting academic achievement outcomes at NP3 High School. Overall performance in English Language Arts (ELA) remained strong and exceeded established targets, while mathematics outcomes showed improvement from baseline levels but continued to fluctuate and remain below long-term goals for overall student performance.

A combination of Goal 1 actions—including Certificated Teacher Salaries, Additional Staffing Support, Math Coach services, Intervention Teacher supports, English Learner Development (ELD) Courses, English Learner Mini Grants for Professional Resources and Development, Supplies, Conferences, and Transition Planning—contributed to maintaining core instructional programs and targeted academic interventions for students. These actions supported staffing stability, intervention services, instructional quality, and professional learning opportunities designed to improve outcomes for all students, particularly English Learners and unduplicated pupils.

Actions supporting ELA achievement—particularly the Intervention Teacher position, Additional Staffing Support, ELD Courses, and professional learning opportunities funded through English Learner Mini Grants and Conferences—contributed to sustained high levels of performance on the CA School Dashboard ELA Indicator. The school improved from 61.1 points above standard in the baseline year to 81.3 points above standard in 2025, maintaining Blue-level performance and exceeding the Year 3 target of maintaining 60 or more points above standard. In addition, the percentage of students meeting ELA standards on the CAASPP increased overall from 77% in 2023 to 82% in 2024 before declining slightly to 75% in 2025, resulting in an overall increase of five percentage points from baseline. These results suggest that Goal 1 actions supporting literacy instruction, staffing stability, and intervention services were generally effective in sustaining strong ELA outcomes.

Mathematics outcomes reflected more limited progress despite targeted supports, including the implementation of a Math Coach and Additional Staffing Support. The percentage of students meeting math standards on the CAASPP declined from 46% in 2023 to 43% in 2025 and remained below the Year 3 target of 50%. However, the CA School Dashboard Mathematics Indicator showed improvement over baseline performance. The school improved from 28.4 points below standard at baseline to 19.3 points below standard in 2025, representing approximately a 9-point improvement overall, although the school remained in the Yellow performance category. While these results demonstrate some positive movement in mathematics achievement, the data indicates that existing instructional supports and interventions have not yet produced the accelerated growth needed for students to consistently meet or exceed standards.

English Learner progress also remained an area requiring continued attention. Actions such as ELD Courses, English Learner Mini Grants for Professional Resources and Development, and targeted professional learning opportunities were implemented to strengthen language acquisition supports and improve outcomes for English Learners. The percentage of English Learners making progress toward English proficiency improved from 24.1% in 2024 to 30.6% in 2025; however, performance remained below the 42% baseline and below the long-term goal of achieving Green or Blue performance on the CA School Dashboard. Due to the small student population, no official Dashboard color was assigned, but the data suggests that additional targeted language acquisition supports and interventions remain necessary.

Certificated Teacher Salaries and Additional Staffing Support also played an important role in maintaining a fully credentialed and appropriately assigned teaching staff. The school sustained a 100% rate of appropriately assigned and fully credentialed teachers throughout all years measured, supporting consistent instructional quality, program implementation, and continuity of services for students.

Additional Goal 1 actions—including Supplies, Conferences, and Transition Planning—supported classroom instruction, professional growth, and student transitions between grade levels and postsecondary pathways. These foundational supports helped sustain consistent implementation of instructional programs and provided students with access to the resources and guidance necessary to support academic progress.

In summary, Goal 1 actions were effective in sustaining strong English Language Arts performance, maintaining high-quality staffing, and supporting overall instructional stability. However, mathematics achievement and English Learner progress continue to require additional focus, refinement, and targeted intervention. Continued adjustments to instructional strategies, professional learning, intervention systems, and supports for unduplicated student groups will be important to accelerate growth, close achievement gaps, and ensure all students have equitable access to academic success.

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

There are no changes to the LCAP for 2026-2027

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	Certificated Teacher Salaries	General Education Instructional Salaries, Benefits, Supplies, Services & Special Education	$5,090,178.00	No
1.2	Additional Staffing Support	Instructional Stipends, Extra Assignments, Substitutes	$244,046.00	No
1.3	Math Coach	Although NP3 had a GREEN indicator overall for math achievement performing 7.9 points above standard, low income students performed lower at 16.5 points below standard and a YELLOW indicator, indicating a need for more support in mathematics for unduplicated students.	$49,088.00	Yes
1.4	Intervention Teacher	"Part-time English intervention teacher to support students. Although NP3 had a GREEN indicator overall for ELA achievement performing 70 points above standard, low income students performed lower at 47.5 points above standard and a GREEN indicator, indicating a need for more support in English Language Arts for unduplicated students."	$68,250.00	Yes
1.5	English Learner Development (ELD) Course	Supports for English Learners and English Learner Instuction	$26,250.00	Yes
1.6	English Learner Mini Grants for Professional	Opportunities for teachers to fund trainings, conferences, resources, etc to support English Learner Students	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Resources and Development			
1.7		Consulting and training for staff on specific strategies to support English Learner students by SCOE	$0.00	
1.8	Supplies	Supplies for teachers	$190,475.00	No
1.9	Conferences		$17,000.00	No
1.10	Transition Planning	On-boarding future school leadership to support equity across student achievement and other student outcomes - academic and operational leadership	$55,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	NP3 will provide equitable access to a broad course of study that is rigorous, culturally responsive, and relevant to promoting globally minded and civically engaged students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

From elementary school, through middle school and high school, NP3 schools are committed to our vision to support a diverse, collaborative learning community where all students gain knowledge and skills necessary to thrive as global citizens. NP3's law-themed classes, college preparatory curriculum, and focus on civic education work together to develop engaged citizens. Students at NP3 think critically about the world around them and actively participate in their communities. NP3's curriculum is unique in that all students are required to take four years of law. The creation of a law-themed, college-preparatory high school developed out of the need to improve literacy and critical thinking skills among high school students, as well as foster civic education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of Graduates completing State Seal of Biliteracy	23 of 147 = 16%	35 of 141 = 25% - 1 student earned the triliteracy award	37 of 154 grads = 24%, including 11 languages, 3 of those tested proficient in English and 2 other languages and 1 is proficient in English and 4 other languages	15% or higher	+9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	% of Graduates earning the State Seal of Civic Engagement	93 of 147 = 63%	92 of 141 = 65%	97 of 154 = 63%	60% or higher	+2%
2.5	% of Graduates earning the Golden State Seal of Merit	113 of 147 = 77%	109 of 141 = 77%	95 of 154 = 62%	75% or higher	same 77%
2.6	% of Students with access to broad course of study	100%	100%	100%	100%	same 100%
2.7	% of students with access to standards-aligned instructional material	100%	100%	100%	100%	same 100%
2.8	% of students with access to technology devices	100%	100%	100%	100%	same 100%
2.9	% of teachers implementing CA State Standards	100%	100%	100%	100%	same 100%

Goal Analysis [2025-26]

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.

Chromebooks have not yet been paid for but likely will be this summer for the new school year.

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.

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

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

The actions implemented under Goal 2 were highly effective in maintaining strong foundational conditions for teaching and learning aligned to LCFF Priority 1 (Basic Services) and Priority 2 (Implementation of State Standards). Through continued investment in Textbooks and Professional Consulting, NP3 High School sustained full access to instructional resources, broad course offerings, technology, and standards-aligned instruction for all students.

The Textbooks action ensured that 100% of students continued to have access to standards-aligned instructional materials across all content areas throughout the reporting period. In addition, 100% of students maintained access to a broad course of study, including rigorous academic coursework and programs designed to support college and career readiness. Access to technology devices also remained at 100% for all students, helping ensure equitable access to learning resources, digital instructional tools, and coursework.

Professional Consulting supports contributed to the continued implementation of California State Standards and instructional best practices. Throughout all years measured, 100% of teachers continued implementing California State Standards, reflecting sustained alignment between instructional practices, curriculum, and professional learning efforts. These supports helped maintain consistency in instructional quality and provided staff with ongoing guidance related to curriculum implementation, instructional strategies, and student supports.

Goal 2 actions also supported student achievement and engagement through expanded opportunities for recognition and access. The percentage of graduates earning the State Seal of Biliteracy increased from 16% at baseline to 24% in 2025, significantly exceeding the target of 15% or higher. In 2025, graduates earning the Seal of Biliteracy demonstrated proficiency across 11 different languages, highlighting the school’s commitment to multilingualism and inclusive academic opportunities.

Similarly, the percentage of graduates earning the State Seal of Civic Engagement remained strong at 63%, exceeding the target of 60% or higher and reflecting sustained opportunities for civic participation, leadership, and community engagement. While the percentage of graduates earning the Golden State Seal of Merit declined from 77% at baseline to 62% in 2025, overall access to rigorous academic opportunities and student supports remained strong.

Although the actions under Goal 2 were not designed to directly increase standardized academic performance measures, they played a critical foundational role in supporting equitable access to high-quality instruction, instructional materials, technology, and learning opportunities for all students. These baseline conditions provide the infrastructure necessary to support the more targeted academic and college readiness interventions described in Goals 1 and 3.

Overall, Goal 2 actions were fully implemented as planned and successfully met their intended objectives. Continued investment in instructional materials, professional learning, and equitable access to educational resources will help sustain strong conditions for learning and support positive outcomes for all students.

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

There are no planned goal, metrics, target outcomes, or actions for the coming year

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	Textbooks	Ensure students have access to standards aligned curricular materials	$52,958.00	No
2.2	Professional Consulting	All staff will receive PD in Culturally Responsive Curriculum and Pedagogy	$65,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	NP3 will provide all students with a rich variety of rigorous standards-aligned learning opportunities that promote college and career readiness and preparation for a productive future as citizens in a global society.	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Preparing students for their future is a core component of the NP3 K-12 continuum. NP3 graduation requirements are closely aligned to the UC “a-g” requirements which enables nearly all of our students to graduate prepared for college. The focus on civics and law coupled with a rigorous curriculum set NP3 apart from traditional high schools. In creating a law-themed curriculum and college preparatory charter, the administration and core teaching staff researched the skills necessary to achieve success in a college environment. After meeting with university professors and deans, it became evident that students must engage in critical thinking, write frequently, and build literacy skills.

The field of law lends itself well to these stated objectives. In addition, the staff used data and research that demonstrates the decaying civic values among youth. In an article entitled, “The Civic Achievement Gap,” Meira Levinson discusses a gap in civic achievement between students of different races and socio-economic classes. She indicates that poor, non-white students demonstrate lower levels of political knowledge and civic participation than white students. With this information, it became clear that our community could benefit from law-related educational programs that stress literacy and civic education. Our student body is highly diverse and nearly half of our population receives free or reduced lunch. Our student body represents the groups that are traditionally not involved in civic activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Students who Graduated (CA School Dashboard)	147 of 148 = 99% or Blue	147 of 148 = 99% or Blue	154 of 154 =100%	Maintain 95% or higher	same, still blue
3.2	A-G Completion Rate (CDE Dataquest)	147 of 148 = 99%	147 of 148 = 99%	141 of 141 = 100%	Maintain 95% or higher	same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	% of Students who are College/Career Prepared (CA School Dashboard)	129 of 148 = 87.2% or 5 Bars	134 of 148 = 90.5% Blue	124 of 143 = 86.7%	GREEN or BLUE on the CA School Dashboard	+2.7%, still blue
3.4	% of students participating in college fairs	100%	100%	100%	100%	same, 100%
3.5	% of students participating in the SAT	90 students = 60%	74 students	94 Students	Maintain 50% or higher	decrease of 16 students
3.6	% of 10th and 11th grade students taking the PSAT	140 of 150 juniors 56 of 166 sophomores = 65%	151 of 159 juniors (95%) 70 out of 160 sophomores (44%) = 69% total	46% 75 of 162 juniors = 46% 146 of 148 sophomores = 98%	Maintain 50% or higher	4% increase
3.7	% of AP tests passed	86% in 2023	87% in 2024	86% in 2025	Maintain 75% or higher	+1%
3.8	% of graduates attending college in the fall after HS graduation	80% in 2023	87% in 2024	82% in 2025	Maintain 75% or higher	+7%

Goal Analysis [2025-26]

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

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

There are no substantive differences in planned actions and actual implementation of these actions

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.

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

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

The actions implemented under Goal 3 have been highly effective in sustaining strong college and career readiness outcomes for students at NP3 High School. Graduation rates, A–G completion rates, college and career preparedness indicators, and participation in postsecondary readiness opportunities all remained consistently high and exceeded the established Year 3 targets.

Several coordinated actions contributed to these outcomes, including College Course Supports, Technology for Students, College and Career Supports, College Field Trips, College Career Readiness activities, and 504 Supports. Together, these actions helped ensure that students had equitable access to rigorous coursework, individualized academic planning, college exposure opportunities, and the supports necessary to prepare for postsecondary success.

The school maintained exceptional graduation outcomes throughout the reporting period. The percentage of students graduating remained at or above 99%, increasing to 100% in 2025 and maintaining Blue-level performance on the California School Dashboard. In addition, the A–G completion rate remained exceptionally strong, increasing from 99% at baseline to 100% in 2025. These outcomes demonstrate the effectiveness of College Course Supports and academic counseling systems in ensuring students successfully complete rigorous coursework aligned to college admission requirements.

College and Career Supports and College Career Readiness actions also contributed to strong performance on the College/Career Indicator (CCI). The percentage of students identified as College/Career Prepared increased from 87.2% at baseline to 90.5% in Year 1 and remained high at 86.7% in 2025, maintaining Blue-level performance and exceeding the goal of achieving Green or Blue status on the California School Dashboard. These actions provided students with access to college advising, FAFSA support, career exploration opportunities, testing preparation, and individualized postsecondary planning.

College Field Trips and related exposure opportunities further strengthened students' awareness of postsecondary pathways. Participation in college fairs remained at 100% throughout all years measured, ensuring all students had opportunities to explore college and career options. SAT participation also remained strong, increasing from 90 students at baseline to 94 students in 2025, exceeding the target of maintaining participation rates above 50%.

Participation in PSAT testing among 10th and 11th grade students also reflected positive outcomes overall. Baseline participation totaled approximately 65%, while 2025 participation included 98% of sophomores and 46% of juniors, resulting in an overall increase from baseline. These opportunities supported early college readiness preparation and increased student familiarity with postsecondary assessments and expectations.

Technology for Students continued to support equitable access to learning and college readiness resources by ensuring students had access to devices and digital tools needed for coursework, research, applications, and academic engagement. These supports were particularly important in ensuring access for unduplicated pupils, including socioeconomically disadvantaged students and English Learners.

Additionally, 504 Supports helped ensure students with identified needs had access to accommodations and individualized supports necessary to fully participate in academic and college readiness opportunities. These supports contributed to maintaining high graduation rates and access to rigorous coursework for all students.

Advanced Placement (AP) performance and college-going rates also remained strong. The percentage of AP exams passed remained stable at 86% in 2025, exceeding the target of maintaining at least 75% proficiency. Additionally, the percentage of graduates attending college in the fall following graduation increased from 80% at baseline to 82% in 2025, demonstrating continued success in preparing students for postsecondary enrollment and transition.

Overall, the actions under Goal 3 were coherent, strategically aligned, and highly effective in achieving the intended outcomes related to graduation, college readiness, and postsecondary preparation. Continued investment in college course access, counseling supports, technology resources, college exposure opportunities, and individualized student supports will help sustain and expand these positive outcomes for all students.

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

There are no planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Course Supports	Apple Ruth summer program; College and Career workshop Books for ARC Dual Enrollment classes Sac State ACEs	$51,250.00	No
3.2	Technology for Students	Purchase additional Chromebooks & other equipment, as well as, maintain existing equipment for a 1:1 student ratio. Unduplicated students are less likely to have personal resources at home for technology access. By providing 1:1 technology at NP3 a barrier is reduced, enabling unduplicated students to focus on learning in school.	$144,700.00	Yes
3.3	College and Career Supports	Provide PSAT test for all 10th-11th graders and SAT Class and SAT during the school day in Fall and Spring	$8,000.00	No
3.4	College Field Trips		$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	College Career Readiness	Extra-curricular college going programs	$30,000.00	No
3.6	504 Supports		$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	NP3 will provide a safe environment that cultivates emotional security, promotes the wellness of all students, and facilitates responsible decision-making where students feel connected and engaged in school.	Broad 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.

NP3 staff are committed to ensuring the success of every student, which begins by developing a positive climate and culture for each student to thrive. When students social and emotional needs are taken care of greater academic achievement is a natural outcome. NP3 partners with our students' families to create engaging school environments. The goals adopted in our LCAP address increasing student achievement, preparing students for college and careers, engaging with our parents and families to support student success, and creating a safe and welcoming environment. Our model practice addresses all of these goals.
The culture of the school has been shaped by our commitment to service learning and our belief that college is attainable for all students. Students are explicitly taught how to engage in civil discourse and are given opportunities to debate and discuss controversial issues. Through the study of the law, and the implementation of Peer Court, students take ownership of their actions and treat one another with tremendous respect. The diversity of our student body is celebrated and students feel safe on our campus. This is a direct result of the law curriculum and advisory program. When students social and emotional needs are taken care of greater academic achievement is a natural outcome. The goals adopted in our LCAP address increasing student achievement, preparing students for college and careers, engaging with our parents and families to support student success, and creating a safe and welcoming environment. Our model practice addresses all of these goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Attendance Rate	97% in 2024	97.4% in 2025	97.8% in 2026	Maintain 95% or higher	Increase of 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	% of students who are Chronically Absent (CDE Dataquest)	6.4% iun 2023	3.7% in 2024	3.6% in 2025	Maintain below 10%	-2.7%
4.3	% of students who are Suspended (CA School Dashboard)	1.9% = Orange	1.9% = Yellow	0.2% = Blue	BLUE or GREEN on the CA School Dashboard	same, improved to Yellow
4.4	% of students who feel safe at school	84%	87%	89%	95% or higher	+3%, high performance
4.5	% of students who feel comfortable to be themselves at school	74%	77%	79%	95% or higher	+3%, high performance
4.6	% of parents who feel students are safe at school	94%	100%	100%	95% or higher	+6%, high performance
4.7	% of parents who feel students are welcome at school	98%	96%	100%	95% or higher	-2%, high performance
4.8	% of parents who feel staff value their ideas and include them in school plans	81%	92%	84%	95% or higher	+11%, high performance
4.9	% of parents who complete the annual parent survey	109 of 500 = 22%	25 of 500 = 5%	38 of 500 = 8%	25% or higher	-17%
4.10	% of facilities maintained in good repair	100%	100%	100%	100%	same, 110%

Goal Analysis [2025-26]

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.

Fewer students required transportation and therefore those costs were half of what was expected the previous school year when budgeting the 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.

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

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

The actions implemented under Goal 4 have been largely effective in supporting positive school climate, student safety, attendance, and family engagement outcomes at NP3 High School. Actions including Parent Board Participation, Parent Engagement, School Counseling, and District Office Support contributed to maintaining strong conditions for student connectedness, school safety, and student support services.

Attendance outcomes remained strong throughout the reporting period. Student attendance rates increased from 97% in 2024 to 97.8% in 2026, exceeding the goal of maintaining attendance rates at or above 95%. Chronic absenteeism rates also improved significantly, decreasing from 6.4% at baseline to 3.6% in 2025, well below the target threshold of 10%. These results suggest that School Counseling supports, attendance monitoring systems, and family outreach efforts helped maintain consistent student engagement and participation in school.

School climate and safety indicators also demonstrated substantial improvement. Suspension rates improved significantly over the reporting period, decreasing from 1.9% at baseline in the Orange performance category to 0.2% in 2026, resulting in Blue-level performance on the California School Dashboard and exceeding the Year 3 goal of achieving Green or Blue status. This improvement reflects the effectiveness of counseling supports, relationship-building practices, and proactive student interventions implemented through Goal 4 actions.

Student perception data further reflected a positive and improving school climate. The percentage of students reporting that they feel safe at school increased from 84% at baseline to 89% in 2026. Similarly, the percentage of students who reported feeling comfortable being themselves at school increased from 74% to 79% over the same period. These findings suggest that counseling services, student supports, and school climate initiatives contributed to creating a more inclusive and supportive environment for students.

Parent and family perception data also remained highly positive. Parent Engagement and Parent Board Participation efforts contributed to strong perceptions regarding school safety, belonging, and communication. In 2026, 100% of parents reported that students are safe at school, and 100% reported that students are welcome at school, both exceeding the Year 3 target of 95% or higher. Additionally, the percentage of parents who reported that staff value their ideas and include them in school plans increased from 81% at baseline to 84% in 2026, reflecting continued efforts to strengthen family voice and partnership opportunities.

District Office Support also contributed to maintaining safe and functional learning environments. Facilities remained in good repair at 100% throughout all years measured, ensuring students continued to have access to safe, well-maintained school facilities that support learning and engagement.

One area that continues to require improvement is parent survey participation. Although family perception outcomes remained highly positive, the percentage of parents completing the annual parent survey declined from 22% at baseline to 8% in 2026 and remained below

the target of 25% participation. This suggests that while family engagement opportunities and relationships remain strong, additional outreach and communication strategies may be necessary to increase participation in formal feedback processes and ensure broader representation of family perspectives.

Overall, the actions under Goal 4 have been effective in supporting strong attendance, improved school climate, student safety, and positive family perceptions. Continued focus on counseling supports, family engagement strategies, and inclusive school climate practices will help sustain these positive outcomes while also strengthening parent participation and ongoing opportunities for educational partner input.

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

There are no planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Board Participation		$0.00	No
4.2	Parent Engagement	Parent Engagement to Improve Student Attendance Parent Engagement to Increase College Going Parent workshop on college attending requirements (UC/CSU A-G requirements) Parent notification on student absences through phone and email messaging Intervention conferences with students who are not achieving expected attendance & achievement levels Written notification to parents for students with excessive absences Wellness workshop for parents to address social emotional and health needs of teenagers	$0.00	No
4.3	School Counseling	Social Emotional Staffing and Supports Maintain Psychologists & Behavior Support Specialists Rapid response program to support students in crisis Response to Intervention actions for social-emotional supports	$332,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Interventions to support students before suspension Maintain Safe and Civil Schools program at NP3 T-Dap vaccinations Support for English Learner students		
4.4	District Office Support	Human Resources, Attendance Software, Maintenance and Operations, Finance, Technology, Property and Liability Insurance	$607,894.00	No
4.5	Custodial, Maintenance, Grounds Staff and Services		$584,711.00	No
4.6	Implement Restorative Practices	Restorative Practices is a proven tool for repairing relationships after harmful behaviors.	$57,750.00	No
4.7	Transportation Services	NP3 provides transportation services for our students to reduce barriers to attend school for students who do not live within walking distance. This is a particularly important support for low income and foster students whose families may not have the time or resources to bring their children to school each day.	$176,964.00	Yes
4.8	Parent Engagement Resources	Parent and family communication system and website development (Parent Square and new Website)	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$668,633.00	$

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
7.707%	0.000%	$0.00	7.707%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Math Coach **Need:** To improve mathematics achievement for unduplicated student groups, particularly English Learners, Hispanic students, and Socioeconomically Disadvantaged students, who continue to perform below standard in mathematics. In 2025, All Students scored 19.3 points below standard on the CA School	These services are being provided to increase the math achievement of English Learners, Foster Youth, and Low Income socioeconomically disadvantaged students. However, because we expect that all students will benefit from improved math instruction this action is provided on an LEA-wide basis.	CA School Dashboard Mathematics Indicator CAASPP Mathematics Achievement Results Mathematics Distance from Standard data for unduplicated student groups Student subgroup performance data in mathematics

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
	Dashboard Mathematics Indicator, while English Learners scored 115.8 points below standard and Socioeconomically Disadvantaged students scored 41.1 points below standard. Although Hispanic students demonstrated improvement, mathematics performance for several student groups remains below state standards and indicates a continued need for targeted instructional support. How the Action Addresses the Need and Why it is Provided on a Schoolwide Basis: The Math Coach provides instructional coaching, collaboration, and targeted support to strengthen mathematics instruction and improve student achievement, particularly for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The Math Coach supports teachers through professional collaboration, instructional planning, data analysis, and implementation of standards-aligned instructional practices designed to improve student outcomes in mathematics. Because all students benefit from stronger instructional practices and consistent implementation of high-quality mathematics instruction, this action is provided on a schoolwide basis. **Scope:** Schoolwide		
1.4	**Action:** Intervention Teacher	The Intervention Teacher provides targeted academic support, literacy intervention, and instructional assistance designed to improve ELA	CA School Dashboard ELA Indicator

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
	Need: To improve English Language Arts (ELA) achievement and academic intervention supports for unduplicated student groups, particularly English Learners, Socioeconomically Disadvantaged students, and students needing additional literacy support. In 2025, the school maintained strong overall ELA performance at 81.3 points above standard on the CA School Dashboard; however, English Learners scored 20 points below standard, indicating a continued need for targeted intervention and literacy supports for specific student groups. Hispanic students and Socioeconomically Disadvantaged students performed above standard overall, but achievement gaps among student groups remain an area of focus. **Scope:** Schoolwide	achievement and access to grade-level curriculum for English Learners, Foster Youth, Low-Income students, and other students needing additional support. Intervention services include small-group instruction, targeted literacy development, progress monitoring, and collaboration with classroom teachers to strengthen instructional practices and student outcomes. Because improved literacy instruction and intervention systems benefit all students and contribute to overall academic success, this action is provided on a schoolwide basis.	CAASPP English Language Arts Achievement Results ELA Distance from Standard data for student groups English Learner progress and literacy achievement data
2.2	**Action:** Professional Consulting **Need:** To increase access to rigorous academic opportunities, improve instructional practices, and expand student achievement outcomes related to State Seal attainment for unduplicated student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Although many students earned State Seals, not all students successfully attained the State Seal of Biliteracy, State Seal of Civic	Professional Consulting services provide support for improving instructional practices, expanding equitable access to rigorous coursework and enrichment opportunities, and strengthening schoolwide systems that promote student achievement and engagement. Consulting services support staff collaboration, instructional alignment, culturally responsive practices, and implementation of programs that help students qualify for State Seal recognitions and postsecondary readiness opportunities. These services are designed to improve outcomes for English Learners, Foster Youth, and Low-Income students; however, because all students benefit	State Seal of Biliteracy attainment State Seal of Civic Engagement attainment Golden State Seal of Merit attainment College/Career Indicator (CCI) Graduation and A–G completion rates

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
	Engagement, or Golden State Seal of Merit. In 2025, 24% of graduates earned the State Seal of Biliteracy, 63% earned the State Seal of Civic Engagement, and 62% earned the Golden State Seal of Merit, indicating continued opportunities to strengthen equitable access to advanced coursework, civic engagement opportunities, and academic supports. **Scope:** Schoolwide	from improved instructional quality, expanded opportunities, and strengthened school culture, this action is provided on a schoolwide basis.	
3.1	**Action:** College Course Supports **Need:** Although NP3 High School maintains strong graduation, A–G completion, and college/career readiness rates, continued support is needed to ensure all students—particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students—have equitable access to rigorous coursework, academic supports, and postsecondary opportunities. In 2025, 100% of students graduated and completed A–G requirements, while 86.7% of students met the College/Career Indicator standard. Continued supports are necessary to sustain these high outcomes and ensure all student groups remain prepared for college and career success. **Scope:**	College Course Supports are provided to strengthen a college-going culture and increase access to rigorous coursework, dual enrollment opportunities, academic advising, intervention supports, and postsecondary planning resources. These supports help students successfully complete graduation and A–G requirements while preparing for college and career pathways. The action is specifically designed to support English Learners, Foster Youth, and Low-Income students who may require additional academic guidance and access to college readiness opportunities. However, because all students benefit from expanded college access, rigorous coursework, and academic support systems, this action is provided on a schoolwide basis.	Graduation Rate A–G Completion Rate College/Career Indicator (CCI) College enrollment and postsecondary readiness 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
3.2	**Action:** Technology for Students **Need:** To ensure all students, particularly Low-Income students, English Learners, and Foster Youth, have equitable access to technology, digital instructional resources, and online learning tools necessary for academic success and college/career readiness. Continued access to technology is necessary to reduce barriers to learning, support engagement in standards-aligned instruction, and ensure students can fully participate in coursework, research, assessments, and postsecondary planning activities. **Scope:** Schoolwide	echnology for Students provides all students with access to devices, digital learning platforms, and instructional technology tools to support classroom learning and create a consistent teaching and learning environment across the school. These supports help ensure students can access instructional materials, complete assignments, participate in assessments, conduct research, and engage in college and career readiness activities both at school and at home. The action is particularly important for Low-Income students and other unduplicated student groups who may have less reliable access to technology outside of school. However, because all students benefit from consistent access to technology and digital learning tools, this action is provided on a schoolwide basis.	% of students with technology
3.4	**Action:** College Field Trips **Need:** To increase college awareness, access, and postsecondary readiness for students who may have limited exposure to college environments, particularly first-generation college students, English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Many unduplicated students may be less likely to have family members who attended college or opportunities to visit college campuses and explore postsecondary	To increase college awareness, access, and postsecondary readiness for students who may have limited exposure to college environments, particularly first-generation college students, English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Many unduplicated students may be less likely to have family members who attended college or opportunities to visit college campuses and explore postsecondary pathways. Continued exposure to college environments and experiences is necessary to support long-term college and career readiness outcomes.	Graduation Rate A–G Completion Rate College/Career Indicator (CCI)

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
	pathways. Continued exposure to college environments and experiences is necessary to support long-term college and career readiness outcomes. **Scope:** Schoolwide		
4.3	**Action:** School Counseling **Need:** To continue supporting and strengthening a positive, engaging, and welcoming school climate for all students, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students who may require additional academic, behavioral, social-emotional, and college/career readiness supports. Although overall suspension, graduation, and college/career readiness outcomes remain strong, continued counseling services are necessary to sustain positive school climate outcomes, maintain low suspension and chronic absenteeism rates, and ensure all students remain connected, supported, and prepared for postsecondary success. In 2026, the suspension rate improved significantly to 0.2% (Blue on the CA School Dashboard), while attendance remained high at 97.8% and chronic absenteeism remained low at 3.6% **Scope:**	School Counseling services provide academic guidance, social-emotional support, college and career advising, behavioral intervention, attendance support, and restorative practices designed to improve student well-being, engagement, and academic success. Counseling services particularly support English Learners, Foster Youth, and Low-Income students by helping address barriers to learning, increasing connectedness to school, and ensuring students have access to academic and postsecondary planning resources. Counseling supports also contribute to maintaining positive school climate outcomes, reducing exclusionary discipline practices, and strengthening graduation and college/career readiness outcomes. Although these services are designed to address the needs of unduplicated student groups, all students benefit from comprehensive counseling supports and a positive school environment; therefore, this action is provided on a schoolwide basis.	Suspension Rate Graduation Rate College/Career Indicator (CCI) Attendance Rate Chronic Absenteeism Rate Student and parent school climate survey results

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
	Schoolwide		
4.7	**Action:** Transportation Services **Need:** To reduce barriers to school attendance and improve consistent access to instruction for students who may experience transportation challenges, particularly Low-Income students, Foster Youth, and other students who do not live within walking distance of school. Reliable transportation remains an important support for families who may have limited transportation resources or difficulty consistently transporting students to school. Maintaining transportation access is necessary to support strong attendance outcomes and reduce chronic absenteeism. In 2026, student attendance remained high at 97.8% and chronic absenteeism remained low at 3.6%, indicating the continued importance of attendance support systems. **Scope:** Schoolwide	Transportation Services ensure students have reliable access to school and reduce attendance barriers that may negatively impact academic engagement and participation. These services are designed to support Low-Income students, Foster Youth, and families facing transportation challenges by increasing access to daily attendance and reducing missed instructional time. Transportation supports also contribute to improved school connectedness, attendance stability, and access to academic and extracurricular opportunities. Although this action is particularly important for unduplicated student groups, all students who experience transportation barriers benefit from reliable transportation access; therefore, this action is provided on a schoolwide basis.	Student Attendance Rate Chronic Absenteeism Rate Student engagement and participation data Graduation and school climate indicators
4.8	**Action:** Parent Engagement Resources **Need:** To increase parent and family involvement for English Learner families, Socioeconomically Disadvantaged families, Foster Youth families, and other families who may face barriers to	Parent Engagement Resources provide additional supports, communication tools, family outreach activities, and engagement opportunities designed to strengthen partnerships between families and the school. These resources support English Learner families, Socioeconomically Disadvantaged families, and Foster Youth families by increasing access to information, school	Parent engagement and survey participation rates Parent perceptions of school climate and communication Parent survey indicators related to safety, belonging, and inclusion

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
	participating in school activities and decision-making processes. Continued family engagement supports are needed to strengthen communication, increase family participation, and ensure families feel welcomed, informed, and connected to the school community. Although parent perception data remained highly positive in 2026, parent survey participation rates remained below target, indicating a continued need to expand outreach and engagement opportunities for all families. **Scope:** Schoolwide	participation opportunities, and resources that help families support student learning and success. Parent engagement efforts also help strengthen trust, communication, and collaboration between school staff and families. Although these services are designed to address the needs most associated with unduplicated student groups, all families benefit from increased communication, engagement opportunities, and stronger school-family partnerships; therefore, this action is provided on a schoolwide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Development (ELD) Course **Need:** To improve English language acquisition, academic achievement, and overall school success for English Learner students. In 2025, 30.6% of English Learners made progress toward English proficiency, which remained below the 42% baseline and below the long-	The English Learner Development (ELD) Course provides designated language instruction focused on developing English proficiency in speaking, listening, reading, and writing for English Learner students. The course is designed to strengthen academic language skills, improve access to grade-level curriculum, and support progress toward reclassification and academic success. Instruction includes targeted language development strategies, scaffolded academic	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	term goal of achieving Green or Blue performance on the California School Dashboard. English Learners also continued to perform below standard in English Language Arts and Mathematics, indicating a continued need for targeted language development and academic support services. **Scope:** Limited to Unduplicated Student Group(s)	supports, and intervention aligned to individual student language needs. This action is specifically provided to support English Learner students and improve long-term academic and college/career readiness outcomes.	
1.6	**Action:** English Learner Mini Grants for Professional Resources and Development **Need:** To improve instructional practices, language acquisition supports, and academic outcomes for English Learner students. English Learners continued to demonstrate lower academic performance and lower English proficiency progress rates compared to other student groups. In 2025, only 30.6% of English Learners made progress toward English proficiency, indicating the continued need for targeted instructional supports and professional learning focused on effective strategies for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	English Learner Mini Grants for Professional Resources and Development provide teachers and staff with access to professional learning opportunities, instructional resources, conferences, and materials specifically designed to improve support for English Learner students. These resources strengthen instructional practices related to language development, culturally responsive teaching, scaffolding strategies, and academic intervention for multilingual learners. The action is intended to improve the quality and consistency of instruction provided to English Learners across content areas and increase student progress toward English proficiency and academic success.	ELPI

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	1 to 60	
Staff-to-student ratio of certificated staff providing direct services to students	1 to 28	

2026-27 Total Planned 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	$8,676,212.00	$668,633.00	7.707%	0.000%	7.707%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,293,913.00	$435,047.00	$0.00	$0.00	$7,916,873.00	$6,227,553.00	$1,689,320.00

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	Certificated Teacher Salaries	All	No			All Schools	2024-2027	$4,879,373.00	$210,805.00	$5,006,033.00	$84,145.00			$5,090,178.00	
1	1.2	Additional Staffing Support	All	No			All Schools	2024-2027	$244,046.00	$0.00	$204,827.00	$39,219.00			$244,046.00	
1	1.3	Math Coach	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$49,088.00	$0.00	$49,088.00				$49,088.00	
1	1.4	Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$68,250.00	$0.00	$68,250.00				$68,250.00	
1	1.5	English Learner Development (ELD) Course	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$26,250.00		$26,250.00			$26,250.00	
1	1.6	English Learner Mini Grants for Professional Resources and Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.7		English Learners			English Learners	All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.8	Supplies	All	No			All Schools	2024-2027	$0.00	$190,475.00	$105,000.00	$85,475.00			$190,475.00	
1	1.9	Conferences	All	No			All Schools	2024-2027	$0.00	$17,000.00	$17,000.00				$17,000.00	
1	1.10	Transition Planning	All	No			All Schools	2024-2027	$0.00	$55,000.00	$55,000.00				$55,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Textbooks	All	No			All Schools	2024-2027	$0.00	$52,958.00		$52,958.00			$52,958.00	
2	2.2	Professional Consulting	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$65,000.00	$65,000.00				$65,000.00	
3	3.1	College Course Supports	All	No			All Schools	2024-2027	$0.00	$51,250.00	$51,250.00				$51,250.00	
3	3.2	Technology for Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$144,700.00	$80,700.00	$64,000.00			$144,700.00	
3	3.3	College and Career Supports	All	No			All Schools	2024-2027	$0.00	$8,000.00		$8,000.00			$8,000.00	
3	3.4	College Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
3	3.5	College Career Readiness	All	No			All Schools	2024-2027	$0.00	$30,000.00		$30,000.00			$30,000.00	
3	3.6	504 Supports	Students with Disabilities Students with 504s	No			All Schools	2024-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.1	Parent Board Participation	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.2	Parent Engagement	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.3	School Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$332,359.00	$0.00	$332,359.00				$332,359.00	
4	4.4	District Office Support	All	No			All Schools	2024-2027	$245,283.00	$362,611.00	$607,894.00				$607,894.00	
4	4.5	Custodial, Maintenance, Grounds Staff and Services	All	No			All Schools	2024-2027	$232,190.00	$352,521.00	$584,711.00				$584,711.00	
4	4.6	Implement Restorative Practices	All	No			All Schools	2024-2027	$0.00	$57,750.00	$57,750.00				$57,750.00	
4	4.7	Transportation Services	Low Income	Yes	Schoolwide	Low Income	All Schools	2024-2027	$176,964.00	$0.00	$176,964.00				$176,964.00	
4	4.8	Parent Engagement Resources	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	

2026-27 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
$8,676,212.00	$668,633.00	7.707%	0.000%	7.707%	$792,361.00	0.000%	9.133 %	**Total:**	$792,361.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$792,361.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Math Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$49,088.00	
1	**1.4**	Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$68,250.00	
1	**1.5**	English Learner Development (ELD) Course	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	**1.6**	English Learner Mini Grants for Professional Resources and Development	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	**1.7**				English Learners	All Schools	$0.00	
2	**2.2**	Professional Consulting	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
3	**3.2**	Technology for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,700.00	

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 (%)
3	3.3	College and Career Supports				All Schools		
3	3.4	College Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.3	School Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$332,359.00	
4	4.7	Transportation Services	Yes	Schoolwide	Low Income	All Schools	$176,964.00	
4	4.8	Parent Engagement Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,273,133.00	$7,611,727.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Certificated Teacher Salaries	No	$4,713,903.00	$4,993,573.00
1	**1.2**	Additional Staffing Support	No	$202,526.00	$178,000.00
1	**1.3**	Math Coach	Yes	$46,750.00	$50,450.00
1	**1.4**	Intervention Teacher	Yes	$65,000.00	$68,700.00
1	**1.5**	English Learner Development (ELD) Course	Yes	$25,000.00	$25,000.00
1	**1.6**	English Learner Mini Grants for Professional Resources and Development	Yes	$20,000.00	$17,500.00
1	**1.7**			$0.00	
1	**1.8**	Supplies	No	$198,000.00	$142,162.00
1	**1.9**	Conferences	No	$17,000.00	$17,000.00
1	**1.10**	Transition Planning	No	$100,000.00	$100,000.00
2	**2.1**	Textbooks	No	$48,092.00	$25,100.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Professional Consulting	Yes	$55,000.00	$58,560.00
3	3.1	College Course Supports	No	$50,000.00	$50,000.00
3	3.2	Technology for Students	Yes	$228,034.00	$90,000.00
3	3.3	College and Career Supports	No	$10,000.00	$10,000.00
3	3.4	College Field Trips	Yes	$20,000.00	$20,000.00
3	3.5	College Career Readiness	No	$40,000.00	$40,000.00
3	3.6	504 Supports	No	$5,000.00	$6,483.00
4	4.1	Parent Board Participation	No	$0.00	
4	4.2	Parent Engagement	No	$0.00	
4	4.3	School Counseling	Yes	$477,731.00	$$323,490.00
4	4.4	District Office Support	No	$342,392.00	$615,716.00
4	4.5	Custodial, Maintenance, Grounds Staff and Services	No	$451,563.00	$535,873.00
4	4.6	Implement Restorative Practices	No	$55,000.00	$55,000.00
4	4.7	Transportation Services	Yes	$82,142.00	$171,620.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.8**	Parent Engagement Resources	Yes	$20,000.00	$17,500.00

2025-26 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)
$668,633.00	$791,623.00	$780,320.00	$11,303.00	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)
1	1.3	Math Coach	Yes	$46,750.00	$50,450.00		
1	1.4	Intervention Teacher	Yes	$65,000.00	$68,700.00		
1	1.5	English Learner Development (ELD) Course	Yes				
1	1.6	English Learner Mini Grants for Professional Resources and Development	Yes				
2	2.2	Professional Consulting	Yes	$55,000.00	$58,560.00		
3	3.2	Technology for Students	Yes	$45,000.00	$90,000.00		
3	3.4	College Field Trips	Yes				
4	4.3	School Counseling	Yes	$477,731.00	$323,490.00		
4	4.7	Transportation Services	Yes	$82,142.00	$171,620.00		
4	4.8	Parent Engagement Resources	Yes	$20,000.00	$17,500.00		

2025-26 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)
8,067,020	$668,633.00	0%	8.288%	$780,320.00	0.000%	9.673%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024