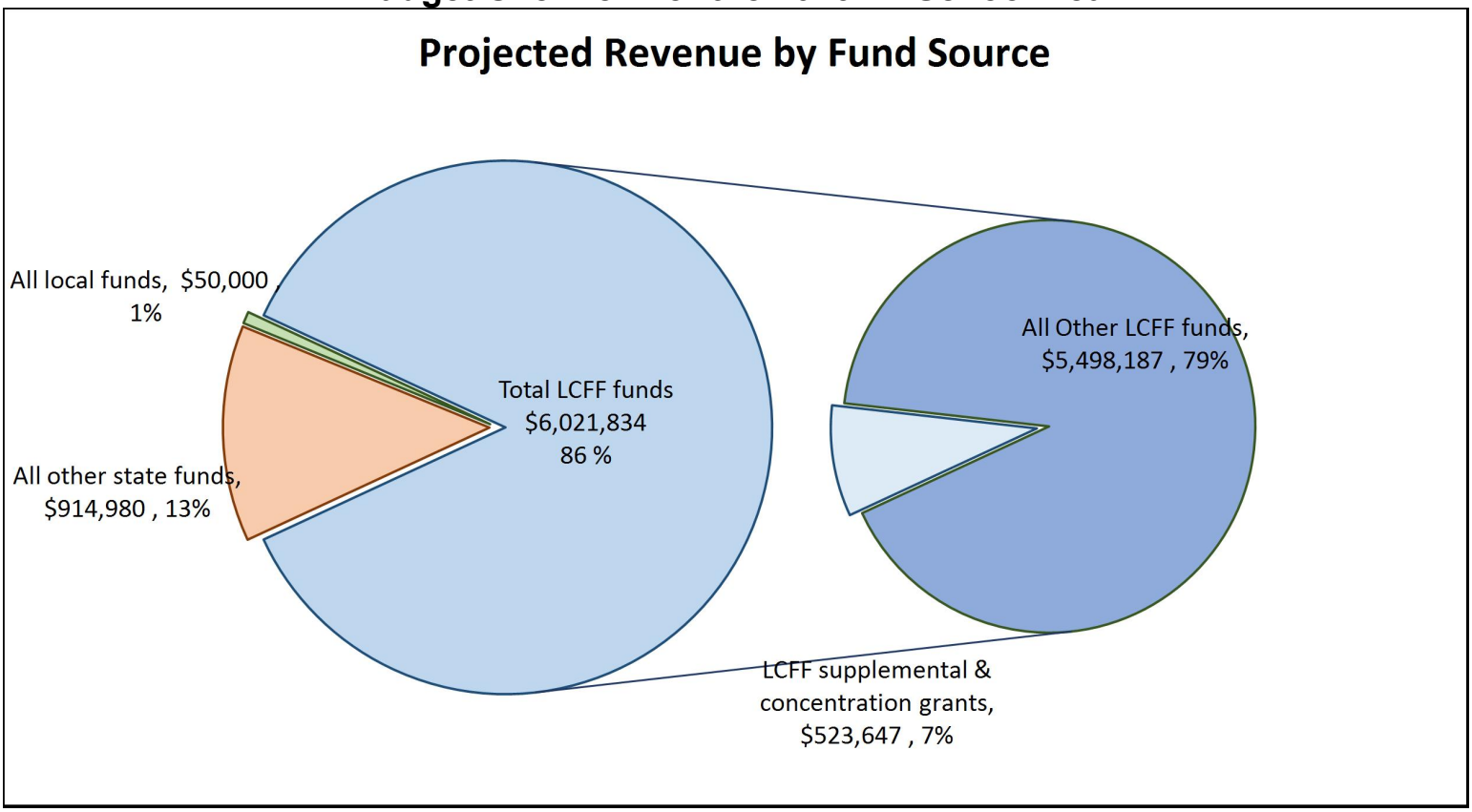
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Pacific Pathways Prep. Elementary School
CDS Code: 34752830134049
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

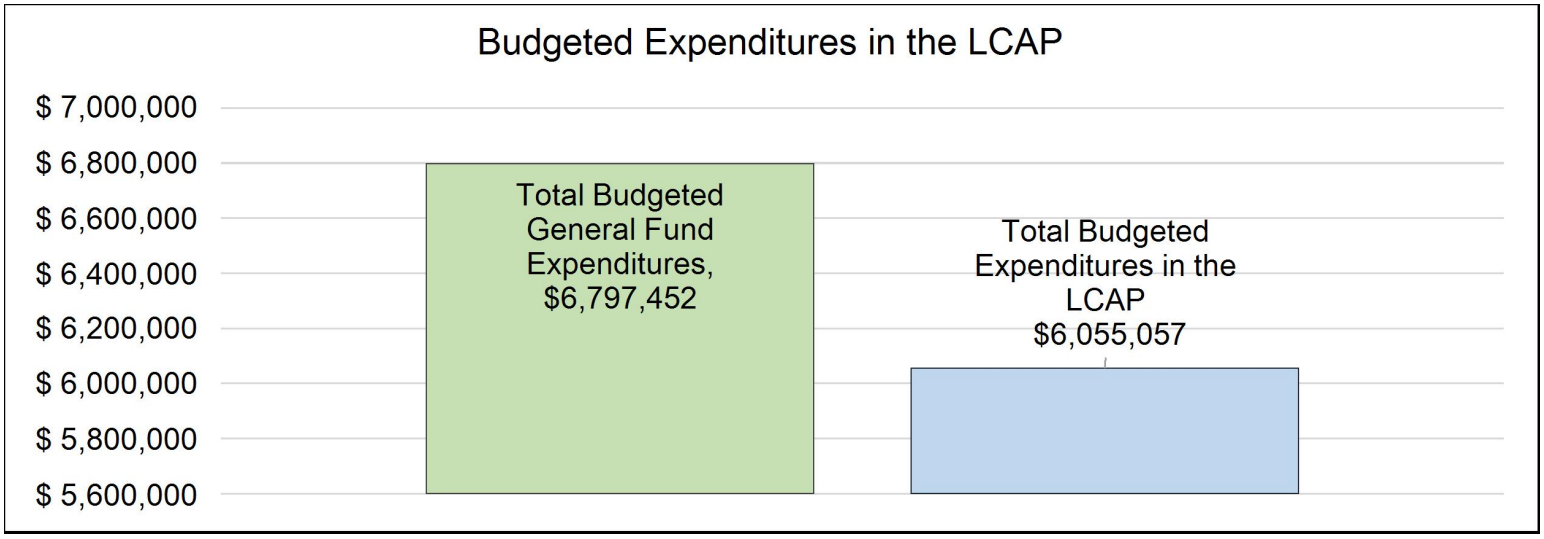


This chart shows the total general purpose revenue Natomas Pacific Pathways Prep. Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Natomas Pacific Pathways Prep. Elementary School is $6,986,814, of which $$6,021,834.00 is Local Control Funding Formula (LCFF), $$914,980.00 is other state funds, $$50,000.00 is local funds, and $ is federal funds. Of the $$6,021,834.00 in LCFF Funds, $$523,647.00 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. Elementary 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. Elementary School plans to spend $$6,797,452.00 for the 2026-27 school year. Of that amount, $$6,055,057.00 is tied to actions/services in the LCAP and $742,395 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

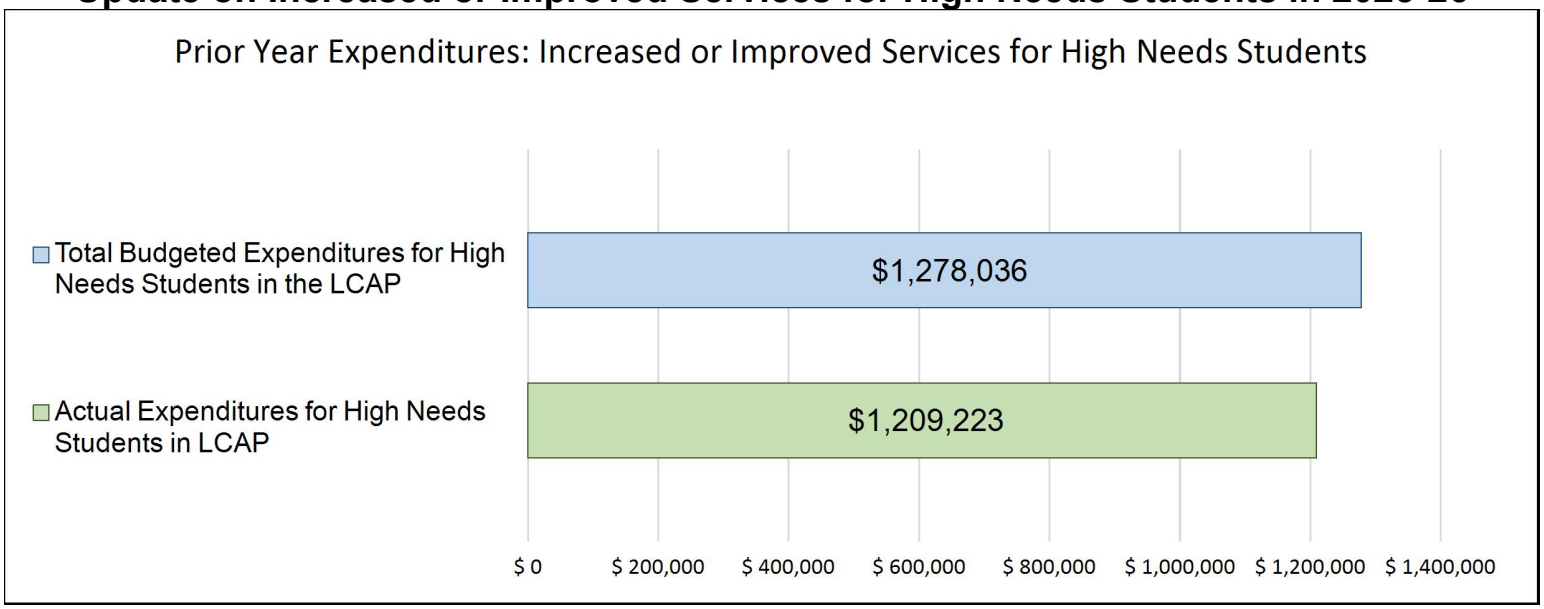
Fewer student chromebooks were purchased this year than previously thought necessary. Chromebook refresh will continue again in 2026-2027;

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

In 2026-27, Natomas Pacific Pathways Prep. Elementary School is projecting it will receive $$523,647.00 based on the enrollment of foster youth, English learner, and low-income students. Natomas Pacific Pathways Prep. Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Natomas Pacific Pathways Prep. Elementary School plans to spend $$1,065,863.00 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. Elementary 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. Elementary 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. Elementary School's LCAP budgeted $$1,278,036.00 for planned actions to increase or improve services for high needs students. Natomas Pacific Pathways Prep. Elementary School actually spent $$1,209,223.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $68,813 had the following impact on Natomas Pacific Pathways Prep. Elementary School’s ability to increase or improve services for high needs students:

Other Operating Expenses

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. Elementary School	Sharon Macinni Executive Director	smacinni@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 Elementary School (NP3 ES) is a charter school authorized by the Natomas Unified School District. The School serves approximately 440 students. Nearly all of the NP3 ES 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 49% of the School's student body population with a higher percent of English Learners than the district as a whole. NP3 ES 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.

Reflections: Annual Performance

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

Based on the 2025 California School Dashboard and local data, Natomas Pacific Pathways Prep Elementary demonstrated strong academic achievement, positive student growth, and a highly supportive school climate, while also identifying targeted areas for continued improvement. The school earned Green ratings in English Language Arts, Mathematics, and Science, a Blue rating in Suspension Rate, and a Yellow rating in Chronic Absenteeism. In addition, both English Language Arts Growth and Mathematics Growth were rated Accelerated, reflecting strong year-to-year academic progress for students.

In English Language Arts, students performed 43.1 points above standard, improving by 5 points from the prior year. Mathematics performance also showed strong growth, with students scoring 32.8 points above standard, an increase of 9.5 points. Student growth data further reflected strong outcomes, with 77.5% of students improving their ELA scores and 82.5% improving their Mathematics scores from the previous year. English Learners demonstrated particularly strong gains in Mathematics, performing 24.3 points above standard with a 21.1-point increase from the prior year. Hispanic students, socioeconomically disadvantaged students, and Asian students also performed above standard in both ELA and Mathematics.

The school climate and student engagement indicators also reflected continued strength. NP3 Elementary maintained a 0% suspension rate for the sixth consecutive reporting year, earning a Blue rating across all student groups. Chronic absenteeism remained low at 2.8%, significantly outperforming the statewide rate of 17.1%, although the indicator increased slightly from the prior year and remains an area for ongoing monitoring, particularly for English Learners and socioeconomically disadvantaged students.

Local indicator data further demonstrated strong implementation of instructional programs and family engagement systems. NP3 Elementary met all local indicators, including Implementation of Academic Standards, Parent and Family Engagement, Access to a Broad Course of Study, and Local Climate Survey. The school reported Full Implementation and Sustainability ratings across all academic content areas and professional learning systems. Family engagement data highlighted strong relationships between staff and families, multilingual communication supports, student-led conferences, and consistent opportunities for parent participation and feedback.

While overall performance was strong, English Learner Progress remained an identified area for improvement. The English Learner Progress Indicator declined to 44.7% making progress toward proficiency, resulting in an Orange rating. Although English Learners continued to perform above standard academically in both ELA and Mathematics, the Dashboard results suggest a continued need to strengthen language acquisition supports and targeted English language development interventions.

Overall, the 2025 Dashboard results demonstrate that NP3 Elementary continues to maintain high levels of academic achievement, accelerated student growth, and a safe, inclusive, and supportive learning environment. The data support continuing the current strategic direction and LCAP actions, particularly those focused on strong core instruction, student supports, family engagement, and positive school climate, while refining targeted supports for English Learners and monitoring attendance trends among unduplicated student groups.

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 educational partner surveys during the Spring of 2026 to gather feedback regarding school climate, student supports, family engagement, and overall program effectiveness. The school also continued to engage families and staff throughout the year through weekly Captain's Log emails, ParentSquare communication, website updates, teacher outreach, leadership meetings, staff meetings, and Board meetings. A total of 23 parents/family members and 18 staff members participated in the 2026 surveys. Feedback from these educational partners continues to demonstrate strong confidence in the school's positive culture, supportive environment, and commitment to continuous improvement. Parent and Family Engagement The 2026 NP3 Elementary Parent/Family Survey results reflected consistently positive perceptions across school climate, communication, student supports, and family engagement. Families overwhelmingly affirmed that students feel physically safe at school (100%), emotionally safe (100%), and welcomed and included within the school community (97%). Additionally, 100% of respondents indicated that NP3 staff care about students, while 97% reported that staff build trusting and respectful relationships with families. Families also expressed strong confidence in the school's commitment to diversity, equity, and inclusion. Ninety-seven percent

Educational Partner(s)	Process for Engagement
	of respondents agreed that staff value diversity and are culturally responsive to students, while 92% reported that staff learn about students' and families' strengths, cultures, languages, and goals. Survey responses further demonstrated that families feel included in school planning and decision-making, with 89% indicating that their ideas are valued and included in school plans and 84% reporting opportunities to provide input on policies, programs, and strategies supporting underrepresented groups. Communication and family engagement remained areas of strength. Ninety-seven percent of families reported that the school engages in strong communication between educators and families, while 92% agreed that the school provides information and resources to support learning at home. Families also reported positive perceptions of school responsiveness and collaboration, with 87% indicating that the school gathers family feedback to improve practices and 82% affirming that families and staff work together to plan, design, implement, and evaluate family engagement activities. Families also acknowledged strong systems of support for student learning and specialized populations. Seventy-one percent of respondents indicated that the school provides resources and supports for English Learners, while 74% reported positive support for Students with Disabilities. Although these areas remain positive overall, they continue to represent opportunities for ongoing growth and refinement in support systems and communication with families regarding specialized services. Staff Engagement The 2026 NP3 Elementary Staff Survey reflected overwhelmingly positive perceptions of the school environment, student supports, family partnerships, and collaborative culture. Staff responses demonstrated exceptionally strong confidence in student safety, relationships, and school climate. One hundred percent of staff respondents agreed that students are welcomed at school, that staff care about students, and that students feel emotionally safe. In

Educational Partner(s)	Process for Engagement
	addition, 97% reported that students feel physically safe and that staff build trusting and respectful relationships with families. Staff also expressed strong support for the school's inclusive and culturally responsive practices. Ninety-seven percent of staff respondents agreed that the school values diversity, equity, and inclusion and is culturally responsive to students. Staff similarly affirmed that the school maintains a positive school climate (97%) and that students and families are consistently supported through collaborative relationships and ongoing communication. Communication and engagement with families also continued to receive strong ratings from staff. Ninety-five percent agreed that the school engages in effective communication between educators and families, while 89% reported that the school provides information and resources to support student learning at home. Staff additionally recognized the school's efforts to include family voice and participation in school improvement processes, with 86% affirming opportunities for family input on policies and programs supporting underrepresented groups. Staff perceptions of support systems for specialized student groups remained positive, though somewhat lower than overall climate indicators. Sixty-one percent of staff respondents agreed that the school provides adequate resources and supports for English Learners, while 62% indicated strong supports for Students with Disabilities. These responses suggest continued opportunities to strengthen systems, resources, and communication regarding targeted supports for specialized student populations. Overall, the 2026 educational partner survey results demonstrate that NP3 Elementary continues to maintain a strong, positive, and inclusive school climate characterized by high levels of trust, safety, communication, and collaboration. The results support continuing the current LCAP actions and services focused on family engagement, culturally responsive practices, student supports, and positive school climate while continuing to refine supports for English Learners and Students with Disabilities.

Educational Partner(s)	Process for Engagement
Students	NP3 conducted student surveys in Spring 2026 with students in grades 4 and 5 to gather feedback regarding school climate, engagement, relationships, and student supports. Survey responses continued to reflect a highly positive and improving school experience across many indicators, demonstrating the effectiveness of ongoing efforts to strengthen school culture, student voice, and inclusive practices. Results from the 2026 student survey indicate sustained growth in students' perceptions of school climate, support, and engagement. Ninety-seven percent of students reported that NP3 Elementary has a positive school culture, while 96% shared that the school provides support and helps them succeed academically. Students also reported strong opportunities for participation and voice, with 93% stating that they are given opportunities to share their thoughts, ideas, and expectations, and 94% reporting inclusion in morning meetings or CPR activities. Communication and responsiveness remained strong, with 90% of students indicating that the school communicates with and listens to students. Student perceptions of safety and belonging also remained very positive. Ninety-three percent of students reported feeling physically safe at school, while 79% stated they feel comfortable being themselves at school. Relationships between students and staff continued to be a significant strength, with 92% of students reporting that staff care about students, 91% indicating staff build trusting and respectful relationships, and 91% agreeing that staff work together with students. Additionally, 91% of students reported that staff value all students and their differences, reflecting continued progress in maintaining an inclusive and welcoming environment. Academic motivation and personalized support also demonstrated improvement. Eighty percent of students reported feeling motivated to do their schoolwork, representing substantial growth from prior years. Students also reported stronger academic communication and support from staff, with 87% indicating that staff talk with them about

Educational Partner(s)	Process for Engagement
	their learning progress and 89% reporting that staff learn about students' strengths, cultures, languages, and goals. Furthermore, 85% of students stated that the school provides resources to support learning at home. Student feedback also provided important insight into areas for continued growth. While overall perceptions remained positive, 68% of students reported that staff value their ideas and include them in school plans, and 78% stated that the school values and includes their ideas overall. Student comments emphasized a desire for additional extracurricular opportunities, including sports, clubs, field trips, assemblies, and student-centered activities. Students also expressed interest in expanded opportunities for student leadership, voice, and participation in decision-making processes. Overall, the 2026 student survey results demonstrate that NP3 Elementary continues to foster a positive, inclusive, and student-centered environment where students feel safe, supported, and connected. The survey findings support continuing the current LCAP actions and services focused on school climate, student engagement, restorative practices, enrichment opportunities, and culturally responsive supports while continuing to strengthen student voice, leadership opportunities, and student ownership of the school experience.

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

The Spring 2026 educational partner surveys, combined with the strong performance reflected on the 2025 California School Dashboard, demonstrated that NP3 Elementary continues to provide a highly positive, supportive, and inclusive learning environment for students and families. As a result of these consistently strong outcomes, the school has determined that maintaining a similar course of action for the 2026–2027 school year is appropriate. Current LCAP actions and services have shown evidence of effectiveness in supporting academic achievement, positive school climate, family engagement, and equitable access to resources and supports.

Survey results from families and staff highlighted strong and consistent positive perceptions across several domains. In the area of school climate and student safety, 100% of family respondents affirmed that students are physically safe at school and that staff care about students, while 100% also described the school as welcoming. Families additionally reported high levels of emotional safety and positive relationships with staff. Staff responses mirrored these perceptions, with nearly all staff affirming that students are welcomed, respected, and supported within a positive and inclusive school environment. These findings align with the school's strong California School Dashboard

results in suspension and chronic absenteeism and support the continued implementation of existing actions related to restorative practices, counseling supports, and school climate initiatives.

Staff engagement and relationships also remained a significant strength. Families reported high levels of trust and confidence in staff, including strong ratings related to diversity, equity, inclusion, and culturally responsive practices. Staff similarly reported overwhelmingly positive perceptions regarding collaboration, equity, and respect for diverse student backgrounds and family experiences. These data reinforce the effectiveness of current professional development, culturally responsive teaching practices, and inclusive schoolwide systems already embedded within the LCAP. Because these actions continue to produce positive outcomes, the school will maintain these supports and continue refining implementation through ongoing professional learning and collaboration.

Family engagement and communication continued to demonstrate strong results. Families reported high satisfaction with communication between the school and families, access to information and learning resources, and opportunities to provide feedback and participate in school planning processes. Staff responses similarly reflected strong confidence in the school's communication systems and collaborative relationships with families. These consistently positive trends support the continuation of current parent engagement actions, including regular communication systems, outreach efforts, and opportunities for family participation in school decision-making and engagement activities.

Survey results also reflected continued growth in the area of student support services and equitable access to resources. Families and staff both reported strong confidence in supports for English Learners, Students with Disabilities, and students needing additional academic or social-emotional assistance. These findings align with positive Dashboard outcomes in English Learner Progress, academic achievement, and school climate indicators. As a result, the school will continue implementing existing intervention, counseling, academic support, and student wellness actions while maintaining targeted supports for student groups requiring additional assistance.

Student survey responses further reinforced the effectiveness of the school's current approach. Students reported high levels of safety, belonging, positive relationships with staff, academic support, and opportunities for voice and participation. Students also expressed appreciation for the school's inclusive culture, supportive adults, and engaging learning environment. While students identified areas for continued growth—such as additional extracurricular opportunities, student voice, and enrichment activities—the overall results indicate that the current systems and supports are producing strong outcomes and a positive school experience.

Overall, the educational partner feedback and California School Dashboard results demonstrate that NP3 Elementary's current LCAP actions and services are effectively supporting students academically, socially, and emotionally. Given the consistently strong performance trends and overwhelmingly positive survey results, the school will continue implementing a similar set of actions and services in the 2026–2027 school year while using ongoing stakeholder input and data review to guide continuous improvement efforts.

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 Schools have 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 elementary school means more students will be prepared for middle school, high school, and college/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	Percent of Students meeting ELA Standards	61% in 2023	67% in 2024	73% in 2025	65%	+6%
1.2	Percent of Students meeting Math Standards	55% in 2023	66% in 2024	57% in 2025	60%	+9%
1.3	CA School Dashboard ELA Indicator	23.4 points above standard = GREEN	38.1 points above standard = GREEN	43.1 points above standard = GREEN	GREEN or BLUE on the CA School Dashboard	+14.7, still green
1.4	CA School Dashboard Math Indicator	11.7 points above standard = GREEN	23.4 points above standard = GREEN	32.8 points above standard = GREEN	GREEN or BLUE on the CA School Dashboard	+11.7, still green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of teachers that are appropriately assigned and fully credentialed	100%	100%	100%	100%	same, 100%
1.6	English Learner Progress on CA School Dashboard	52.9% making progress = YELLOW	51.8% making progress = YELLOW	44.7% making progress = ORANGE	GREEN or BLUE on the CA School Dashboard	-1.1%, still yellow

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.

Less money was needed for instructional aides because not all people were in positions for the entire school year. Fewer students enrolled in afterschool programs leading to lower staffing costs.

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.

NP3 Elementary continued to demonstrate strong academic performance and overall progress toward Goal 1 outcomes during the 2025–2026 school year. Student achievement in English Language Arts increased from 61% meeting standards in 2023 to 73% in 2025, exceeding the Year 3 target of 65%. Mathematics performance also remained above baseline levels, increasing from 55% meeting standards in 2023 to 57% in 2025. In addition, California School Dashboard indicators showed continued strong performance, with the ELA Indicator increasing from 23.4 points above standard to 43.1 points above standard and the Mathematics Indicator increasing from 11.7 points above standard to 32.8 points above standard, both maintaining GREEN status on the Dashboard.

The school successfully maintained 100% appropriately assigned and fully credentialed teachers, ensuring students continued to receive instruction from qualified staff. Key actions such as intervention support, differentiated instruction, instructional aides, benchmark assessments, and targeted academic interventions contributed to sustained gains in student achievement and overall academic growth. These actions were particularly effective in supporting broad access to rigorous instruction and improving overall schoolwide performance in ELA and Mathematics.

While academic indicators demonstrated strong growth overall, the English Learner Progress Indicator showed continued need for improvement. English Learner progress declined from 52.9% making progress in 2023 to 44.7% in 2025, moving from YELLOW to ORANGE

status on the California School Dashboard. This suggests that while current instructional and intervention supports are benefiting many students, additional refinement and targeted strategies are needed to accelerate language acquisition and academic progress for English Learners.

Overall, the actions and services implemented under this goal were effective in improving and sustaining strong academic outcomes for the majority of students, as reflected in both local assessment data and California School Dashboard performance indicators. Based on these results, NP3 Elementary will continue implementing the current course of action while refining English Learner supports and interventions to better address the needs of multilingual learners.

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

No changes to planned goal, metrics, targets, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Teacher Salaries	General Education Instructional Salaries, Benefits, Supplies, Services & Special Education	$3,661,760.00	No
1.2	Reading Specialist	Although NP3 had a GREEN indicator overall for ELA achievement performing well above standard, low income students and English Learners had lower performance with a YELLOW indicator performing.	$175,088.00	Yes
1.3	Instructional Aides	Instructional Aide will assist with differentiated instruction.	$603,506.00	Yes
1.4	Implement iReady system	NP3 will research and analyze data to drive decision making using student assessment results in the iReady system	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Teacher Supplies & Equipment		$100,000.00	No
1.6	Instructional stipends, extra assignments, substitutes	On going support for instructional assistant	$148,050.00	No
1.7	Testing Services	K-2 Reading Screener	$3,535.00	No
1.8	AfterSchool Program Supplies		$90,000.00	No
1.9	English Learner Mini Grants for Teachers	Action ended in 2025. Opportunities for teachers to fund trainings, conferences, resources, etc to support English Learner Students		

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
2.1	% of students with access to broad course of study	100%	100%	100%	100%	same, 100%
2.2	% of students with access to standards-aligned instructional material	100%	100%	100%	100%	same, 100%
2.3	% of students participating in Leader in Me Framework	100%	100%	100%	100%	same, 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Digital Leadership Binders (portfolios)	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.

Fewer textbooks needed to be purchased.

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.

All metrics under Goal 2 were fully met and maintained during the 2025–2026 school year. The school sustained 100% access to a broad course of study, standards-aligned instructional materials, participation in the Leader in Me framework, and implementation of digital leadership binders and portfolios. These results demonstrate consistent implementation of schoolwide systems designed to support equitable access, student leadership development, and college and career readiness.

Key actions supporting these outcomes included continued investment in standards-aligned curriculum and instructional materials, implementation of the Leader in Me framework, integration of digital leadership portfolios, and ongoing professional development focused on culturally responsive instruction and student engagement. These actions contributed to maintaining equitable learning opportunities and ensuring all students had access to rigorous academic programs and leadership experiences.

The effectiveness of these actions is also reflected in local survey data and positive school climate outcomes. Student, family, and staff surveys demonstrated strong perceptions of school culture, student support, communication, and inclusion, indicating that the systems and structures implemented under this goal continue to positively support the overall educational experience for students.

Overall, actions and services under Goal 2 continue to be highly effective. Full participation and access rates across all measured areas demonstrate strong implementation fidelity and alignment with the school's equity, leadership, and instructional priorities. Based on these consistently positive outcomes, NP3 Elementary will maintain the current course of action during the 2026–2027 school year while continuing to refine and strengthen implementation through ongoing feedback and continuous improvement efforts.

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 changes to the goal, metrics, targets, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Textbooks	Ensure students have access to standards aligned curricular materials	$42,009.00	No
2.2	Professional Consulting	All staff will receive PD from SchoolWorks Culturally Responsive Curriculum and Pedagogy to support all students with particular attention on the needs of unduplicated students who are most vulnerable in our school.	$60,000.00	Yes
2.3	Leader in Me	Leadership opportunities and community outreach via Leader in Me Action Teams to support all students with particular attention to the needs of unduplicated students who are most vulnerable in our school.	$60,000.00	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 7: Course Access (Conditions of Learning)
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 with access to Chromebooks	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.

There were no substantive differences in planned actions and actual 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.

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.

NP3 maintained 100% student access to Chromebooks, supporting digital literacy and readiness for future academic pathways. This reflects strong infrastructure and planning. However, there is limited metric diversity in this goal, with a sole focus on access rather than usage or outcomes related to civic engagement or digital competencies.

While effective in ensuring access, further work is needed to assess and expand the impact of digital tools and law-themed instruction on student engagement and readiness beyond technology availability.

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 made to the 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
3.1	Student Chromebooks	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.	$33,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Conferences	Conferences and/or on-site coaching	$6,000.00	No
3.3	504 Supports		$7,500.00	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	Percent of Parents that complete the Annual Parent Survey	78 = 31%	35 = 15%	23 = 10%	30% or higher	-16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percent of Parents who feel their ideas are valued and included in school plans	93%	91%	89%	95% or higher	-2%
4.3	Chronic Absentee Indicator on CA School Dashboard	5.8% Chronically Absent = GREEN	1.8% Chronically Absent = BLUE	2.8% Chronically Absent = YELLOW	GREEN or BLUE on the CA School Dashboard	-4%, improved to blue
4.4	Suspension Rate on CA School Dashboard	0% Suspended = BLUE	0% Suspended = BLUE	0% Suspended = BLUE	GREEN or BLUE on the CA School Dashboard	0%, still blue
4.5	Percent of Parents who feel students are safe at school	97%	100%	100%	95% or higher	+3%, high performance
4.6	Percent of Parents who feel students are welcome at school	100%	91%	97%	95% or higher	-9%, high performance
4.7	Percent of Students who feel safe at school	94%	93%	93%	95% or higher	-1%, high performance
4.8	Percent of Students who feel welcome at school	86%	85%	87%	95% or higher	-1%, high performance
4.9	Student Attendance Rate	97%	97%	97%	95% or higher	same, high performance

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 were no substantive differences in planned actions and actual 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.

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.

Overall, actions and services under Goal 4 continued to demonstrate strong effectiveness in supporting school climate, student safety, attendance, and family engagement during the 2025–2026 school year. Multiple metrics met or exceeded target outcomes, and survey data from students, families, and staff reflected consistently positive perceptions regarding school safety, belonging, communication, and relationships.

School climate and safety indicators remained particularly strong. The California School Dashboard Suspension Rate Indicator maintained BLUE status with 0% suspensions, while chronic absenteeism improved significantly from the baseline of 5.8% chronically absent to 2.8%, representing a substantial overall reduction. Student attendance rates remained stable at 97%, exceeding the Year 3 target of 95% or higher. Parent perceptions of school safety also remained exceptionally positive, with 100% of families reporting that students feel safe at school and 97% reporting that students feel welcome at school. Student survey results similarly reflected strong perceptions of safety and belonging, with 93% of students reporting that they feel physically safe at school and 87% indicating that students feel welcome at school.

Actions supporting these outcomes included restorative practices, counseling services, parent engagement resources, transportation services, and schoolwide efforts focused on relationship-building, communication, and inclusive school culture. Survey responses from families and staff demonstrated continued confidence in the school's supportive environment, communication systems, and responsiveness to student and family needs. Staff and family feedback also reflected strong perceptions of collaboration, trust, and culturally responsive practices, reinforcing the effectiveness of the current approach.

While overall outcomes remained highly positive, parent survey participation declined from the baseline year, indicating a continued opportunity to strengthen family outreach and increase survey engagement. Despite lower participation rates, survey responses remained overwhelmingly positive across nearly all measures of school climate, safety, communication, and family involvement.

Overall, the actions implemented under Goal 4 were highly effective in maintaining a safe, welcoming, and supportive school environment. Strong Dashboard outcomes, stable attendance, positive stakeholder feedback, and continued high perceptions of safety and belonging demonstrate that the school's current systems and supports are effectively meeting student and family needs. Based on these results, NP3 Elementary will continue implementing a similar course of action during the 2026–2027 school year while continuing to strengthen family participation and engagement opportunities.

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 made to the 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
4.1	Parent Board Participation	Parent representation on NP3 Board	$0.00	No
4.2	Parent Engagement	Parent notification on student absences through phone and email messaging. Intervention conferences with students who are not achieving expected attendance & achievement levels. Provide parent training on 7 Habits, Social Emotional Learning Written notification to parents for students with excessive absences Continue best practices and use of distance learning platform for extended absences.	$0.00	No
4.3	School Counselor	Staff training in specific Restorative Practice trainings, more counselor driven education in classrooms. Rapid response program to support students in crisis. Response to Intervention actions for social emotional supports. Interventions to support students prior to suspension"	$174,769.00	Yes
4.4	District Office Support	Human Resources, Attendance Software, Maintenance and Operations, Finance, Technology, Property and Liability Insurance	$418,727.00	No
4.5	Custodial, Maintenance, Grounds Staff and Services		$423,185.00	No
4.6	Implement Restorative Practices	Restorative Practices is a proven tool for repairing relationships after harmful behaviors.	$7,500.00	Yes
4.7	Parent Engagement Resources	Parent and family communication system and website development (Parent Square and new Website)	$20,000.00	No

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
$$523,647.00	$

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
8.696%	0.000%	$0.00	8.696%

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
1.2	**Action:** Reading Specialist **Need:** For Action 1.2, NP3 Elementary identified a need to continue strengthening literacy outcomes for English Learners and socioeconomically disadvantaged students, despite overall strong schoolwide ELA performance. Although the school maintained a GREEN status on the California School	This action is provided on a schoolwide basis because literacy development benefits all students while also ensuring that unduplicated student groups receive targeted academic intervention and support. The Reading Specialist supports classroom instruction, assists with intervention planning, analyzes student data with teachers during PLC collaboration, and helps provide equitable access to grade-level literacy instruction. This schoolwide approach strengthens Tier 1 instruction while also providing additional	CAASPP ELA performance

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 for English Language Arts, English Learners and low-income students demonstrated lower levels of performance and slower progress compared to the overall student population. To address these needs, NP3 Elementary implemented a Reading Specialist position focused on targeted literacy intervention, differentiated instruction, small-group support, and collaboration with classroom teachers to improve foundational reading skills and comprehension strategies for students requiring additional support. **Scope:** Schoolwide	intervention and acceleration opportunities for students with the greatest academic needs. Current outcome data indicates that the action has been effective. NP3 Elementary maintained GREEN status in ELA performance with students scoring 43.1 points above standard, an increase of 5 points from the prior year. English Learners also demonstrated strong performance, scoring 26.1 points above standard and maintaining GREEN status, substantially outperforming the state average for English Learners. Hispanic students scored 38.2 points above standard and socioeconomically disadvantaged students scored 30.6 points above standard, both significantly exceeding statewide performance levels. Additionally, ELA Growth data showed “Accelerated” growth overall, with 77.5% of students improving their ELA scores from the prior year. These results indicate that the Reading Specialist and related literacy supports are contributing positively to student achievement and growth outcomes.	
1.3	**Action:** Instructional Aides **Need:** For Action 1.3, NP3 Elementary identified a need to provide additional instructional support for English Learners and socioeconomically disadvantaged students who demonstrated lower levels of academic performance despite the school’s overall GREEN status in English Language Arts. Instructional Aides were implemented schoolwide to provide targeted small-group instruction, individualized	This action is provided on a schoolwide basis because all students benefit from increased instructional support and access to individualized assistance within the classroom setting. Instructional Aides work closely with classroom teachers to reinforce core instruction, support intervention groups, monitor student progress, and provide differentiated support during instruction. While the action is principally directed toward English Learners and low-income students, the schoolwide implementation ensures timely support for any student demonstrating academic need.	CAASPP performance

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
	scaffolding, intervention support, and classroom assistance designed to accelerate learning and improve access to grade-level curriculum. These supports are particularly important for students requiring additional academic assistance, language development support, or differentiated instruction. **Scope:** Schoolwide	The effectiveness of this action is reflected in strong CAASPP outcomes and continued academic growth across multiple student groups. NP3 Elementary maintained GREEN status in both English Language Arts and Mathematics on the California School Dashboard, with students performing 43.1 points above standard in ELA and 32.8 points above standard in Mathematics. English Learners demonstrated notable improvement, scoring 26.1 points above standard in ELA and 24.3 points above standard in Mathematics, while Hispanic students and socioeconomically disadvantaged students also performed above standard in both academic areas. Additionally, student growth data showed “Accelerated” growth in both ELA and Mathematics, with 77.5% of students improving in ELA and 82.5% improving in Mathematics from the prior year. These outcomes suggest that instructional aide support has contributed positively to student achievement, intervention effectiveness, and equitable access to academic success.	
2.2	**Action:** Professional Consulting **Need:** For this action, NP3 Elementary identified a need to continue supporting unduplicated student groups, including English Learners, socioeconomically disadvantaged students, and foster youth, through professional consulting and professional development focused on school climate, instructional practices, and culturally responsive support systems. While the school demonstrated	Professional Consulting is provided on an LEA-wide basis because improving school culture, instructional practices, and staff capacity benefits all students while also addressing the needs of unduplicated pupils. Professional development and consulting services support teachers and staff in implementing culturally responsive practices, strengthening student engagement, improving classroom climate, and building positive relationships with students and families. These supports also align with the school’s focus on restorative practices, inclusive learning environments, and social-emotional supports that	% of students with access to broad course of study and % of students with access to Leader in Me Framework

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
	strong overall outcomes on the California School Dashboard, subgroup data and stakeholder feedback indicated the importance of maintaining a positive, inclusive, and supportive campus culture to ensure continued academic success, engagement, and attendance for all student groups. **Scope:** LEA-wide	contribute to positive student outcomes across grade levels. Current data indicates that this action has been effective in maintaining strong school climate and engagement outcomes. NP3 Elementary maintained a BLUE status for Suspension Rate with 0% suspension and demonstrated strong attendance outcomes with a 97% attendance rate. Parent, staff, and student survey results also reflected overwhelmingly positive perceptions of school climate, safety, relationships, and inclusion. Parent surveys showed 100% of families felt students were safe at school and 97% felt students were welcome at school. Student surveys demonstrated high levels of physical safety (93%), positive school culture (94%), and strong staff-student relationships (91%). Staff surveys similarly reflected near-universal positive responses regarding school climate, inclusivity, collaboration, and family engagement. These outcomes suggest that professional consulting and related school culture supports are contributing positively to a safe, inclusive, and supportive educational environment while reinforcing strong academic and engagement outcomes.	
2.3	**Action:** Leader in Me **Need:** For this action, NP3 Elementary identified a need to continue supporting English Learners, socioeconomically disadvantaged students, and foster youth through programs that strengthen student engagement, leadership development, school connectedness, and	The Leader in Me framework is provided on an LEA-wide basis because all students benefit from opportunities to develop leadership skills, goal setting, collaboration, personal responsibility, and positive interpersonal relationships. The framework supports social-emotional learning and student engagement through schoolwide leadership practices, student voice opportunities, classroom leadership roles, and activities that build confidence and school connectedness. While	% of students with access to broad course of study

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
	positive school culture. Data from the California School Dashboard and local survey results demonstrated strong overall performance in attendance, suspension, and school climate indicators, while also reinforcing the importance of maintaining systems that promote belonging, student voice, and leadership opportunities for all students. The school recognizes that creating a positive and inclusive learning environment is essential for sustaining strong academic outcomes and long-term student success. **Scope:** LEA-wide	the action is principally directed toward supporting unduplicated student groups who may experience greater barriers to engagement and academic success, the schoolwide implementation ensures consistent access to leadership development and positive culture-building experiences for every student. Current data indicates that this action has been highly effective in supporting school climate, engagement, and student belonging. NP3 Elementary maintained a BLUE status for Suspension Rate with 0% suspensions and sustained a strong attendance rate of 97%. Student survey results reflected positive perceptions of school culture, safety, and inclusion, including 94% of students reporting a positive school culture, 93% reporting they feel physically safe at school, and 91% indicating staff build respectful relationships with students. Parent and staff survey results similarly demonstrated overwhelmingly positive perceptions of the school environment, with 100% of parents reporting students are safe at school and 100% of staff affirming students are welcomed, cared for, and emotionally safe. These outcomes suggest that the Leader in Me framework is contributing positively to student engagement, leadership development, and the overall positive culture at NP3 Elementary.	
3.1	**Action:** Student Chromebooks **Need:** NP3 Elementary identified a continued need to provide equitable access to technology for all	This action is provided on an LEA-wide basis because all students benefit from equitable access to technology and a standardized digital learning environment. Chromebooks allow students to engage fully in classroom instruction, complete assignments, access intervention and enrichment	% of students with access to Chromebooks

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
	students, particularly socioeconomically disadvantaged students who may have limited access to devices and digital learning resources outside of school. Ensuring that every student has access to a Chromebook supports consistent instructional delivery, access to online learning platforms, digital collaboration, intervention programs, assessments, and communication between school and home. **Scope:** LEA-wide	resources, and develop digital literacy skills that support academic achievement. While this action is principally directed toward supporting low-income students and reducing technology access gaps, providing devices to all students ensures equitable participation and consistent instructional opportunities across the school community. Current data indicates that this action continues to be highly effective. NP3 Elementary maintained 100% student access to Chromebooks and technology resources. Student survey results also reflected strong levels of academic support and communication, with 88% of students reporting that the school provides resources to support learning at home. Parent surveys similarly demonstrated positive perceptions regarding communication and learning support, including 91% of families indicating the school provides information and resources to support student learning at home. These outcomes suggest that continued investment in student technology access supports equitable learning opportunities and strong instructional engagement for all students	
4.3	**Action:** School Counselor **Need:** NP3 Elementary identified a need to continue supporting student attendance, engagement, and social-emotional well-being, particularly for English Learners, socioeconomically disadvantaged students, and foster youth. While the school maintained strong overall attendance and school climate outcomes,	The School Counselor position is provided on an LEA-wide basis because all students benefit from access to social-emotional support, attendance intervention, conflict resolution, and relationship-building services. The counselor provides direct student support, collaborates with families and staff, supports attendance improvement efforts, facilitates restorative conversations, and helps connect students and families with needed resources. While this action is principally designed to support unduplicated student groups, the	Attendance rate and suspension rate on the Ca School Dashboard

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
	subgroup data indicated that English Learners and low-income students experienced higher chronic absenteeism rates than the overall student population, demonstrating the need for targeted counseling and intervention supports. **Scope:** LEA-wide	schoolwide implementation ensures that all students have access to counseling and intervention services when needed. Current data demonstrates that this action has been effective in supporting attendance, school climate, and student well-being. NP3 Elementary maintained a 97% attendance rate and a BLUE status for Suspension Rate with 0% suspensions. Parent, student, and staff surveys reflected overwhelmingly positive perceptions of safety, relationships, and school culture. Student survey results showed that 93% of students feel physically safe at school and 91% reported that staff build trusting and respectful relationships with students. These outcomes indicate that counseling services continue to positively support student engagement, attendance, and overall school climate.	
4.6	**Action:** Implement Restorative Practices **Need:** NP3 Elementary identified a need to continue strengthening positive school climate, student relationships, and behavioral supports, particularly for socioeconomically disadvantaged students and English Learners who historically demonstrated higher rates of chronic absenteeism and discipline concerns in comparison to the overall student population. The school recognizes that proactive relationship-building and restorative approaches are essential for maintaining a safe, inclusive, and supportive learning environment.	Restorative Practices are implemented on an LEA-wide basis because all students benefit from positive relationship-building, conflict resolution strategies, and inclusive school culture practices. Restorative approaches help reduce exclusionary discipline practices, strengthen student voice and accountability, improve peer relationships, and create supportive classroom environments that contribute to increased engagement and attendance. While the action is principally directed toward supporting unduplicated student groups, providing restorative practices schoolwide ensures consistent expectations and equitable support for all students. Current outcomes indicate that this action has been highly effective. NP3 Elementary maintained	Suspension Rate on Ca School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	a BLUE status for Suspension Rate with 0% suspensions and demonstrated strong attendance outcomes with a 97% attendance rate. Student, parent, and staff survey results also reflected highly positive perceptions of school climate and belonging. Student survey data showed 94% of students reported a positive school culture and 93% reported feeling physically safe at school. Parent surveys indicated 100% of families felt students were safe at school and 97% felt students were welcome at school. These results suggest that restorative practices continue to contribute positively to student behavior, relationships, engagement, and the overall positive culture at NP3 Elementary.	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 40	
Staff-to-student ratio of certificated staff providing direct services to students	1 to 20	

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	$6,021,834.00	$523,647.00	8.696%	0.000%	8.696%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,551,950.00	$503,107.00	$0.00	$0.00	$6,055,057.00	$4,954,742.00	$1,100,315.00

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	$3,494,334.00	$167,426.00	$3,566,291.00	$95,469.00			$3,661,760.00	
1	1.2	Reading Specialist	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	2024-2027	$175,088.00	$0.00	$175,088.00				$175,088.00	
1	1.3	Instructional Aides	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$603,506.00	$0.00	$603,506.00				$603,506.00	
1	1.4	Implement iReady system	All	No			All Schools	2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.5	Teacher Supplies & Equipment	All	No			All Schools	2024-2027	$0.00	$100,000.00	$45,000.00	$55,000.00			$100,000.00	
1	1.6	Instructional stipends, extra assignments, substitutes	All	No			All Schools	2024-2027	$148,050.00	$0.00	$14,711.00	$133,339.00			$148,050.00	
1	1.7	Testing Services	All	No			All Schools	2024-2027	$0.00	$3,535.00	$3,535.00				$3,535.00	
1	1.8	AfterSchool Program Supplies	All	No			All Schools	2024-2027	$0.00	$90,000.00		$90,000.00			$90,000.00	
1	1.9	English Learner Mini Grants for Teachers						2024-2025								
2	2.1	Textbooks	All	No			All Schools	2024-2027	$0.00	$42,009.00		$42,009.00			$42,009.00	
2	2.2	Professional Consulting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.3	Leader in Me	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$0.00	$60,000.00	$45,000.00	$15,000.00			$60,000.00	
3	3.1	Student Chromebooks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth		2024-2027	$0.00	$33,428.00		$33,428.00			$33,428.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	Conferences	All	No			All Schools	2024-2027	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.3	504 Supports	Students with 504 plans	No			All Schools	2024-2027	$0.00	$7,500.00		$7,500.00			$7,500.00	
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		$0.00	$0.00	$0.00				$0.00	
4	4.3	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$174,769.00	$0.00	$174,769.00				$174,769.00	
4	4.4	District Office Support	All	No			All Schools	2024-2027	$142,459.00	$276,268.00	$417,365.00	$1,362.00			$418,727.00	
4	4.5	Custodial, Maintenance, Grounds Staff and Services	All	No			All Schools	2024-2027	$216,536.00	$206,649.00	$423,185.00				$423,185.00	
4	4.6	Implement Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$7,500.00	$7,500.00				$7,500.00	
4	4.7	Parent Engagement Resources	All	No			All Schools	2024-2027	$0.00	$20,000.00	$10,000.00	$10,000.00			$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
$6,021,834.00	$523,647.00	8.696%	0.000%	8.696%	$1,065,863.00	0.000%	17.700 %	**Total:**	$1,065,863.00
								LEA-wide Total:	$287,269.00
								Limited Total:	$0.00
								Schoolwide Total:	$778,594.00

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	1.2	Reading Specialist	Yes	Schoolwide	English Learners Low Income	All Schools	$175,088.00	
1	1.3	Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$603,506.00	
2	2.2	Professional Consulting	Yes	LEA-wide	English Learners Foster Youth Low Income		$60,000.00	
2	2.3	Leader in Me	Yes	LEA-wide	English Learners	All Schools	$45,000.00	
3	3.1	Student Chromebooks	Yes	LEA-wide	English Learners Foster Youth Low Income			
4	4.3	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,769.00	
4	4.6	Implement Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,939,771.00	$5,895,498.00

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	$3,345,787.00	$3,274,981.00
1	**1.2**	Reading Specialist	Yes	$166,750.00	$170,427.00
1	**1.3**	Instructional Aides	Yes	$596,553.00	$618,906.00
1	**1.4**	Implement iReady system	No	$25,000.00	$25,000.00
1	**1.5**	Teacher Supplies & Equipment	No	$98,825.00	$112,142.00
1	**1.6**	Instructional stipends, extra assignments, substitutes	No	$193,131.00	$216,400.00
1	**1.7**	Testing Services	No	$3,150.00	$2,427.00
1	**1.8**	AfterSchool Program Supplies	No	$87,000.00	$48,600.00
1	**1.9**	English Learner Mini Grants for Teachers			
2	**2.1**	Textbooks	No	$34,474.00	$131,878.00
2	**2.2**	Professional Consulting	Yes	$60,000.00	$54,000.00

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	**2.3**	Leader in Me	Yes	$60,000.00	$54,000.00
3	**3.1**	Student Chromebooks	Yes	$100,000.00	$12,500.00
3	**3.2**	Conferences	No	$4,500.00	$6,080.00
3	**3.3**	504 Supports	No	$5,000.00	$7,500.00
4	**4.1**	Parent Board Participation	No	$0.00	
4	**4.2**	Parent Engagement	No	$0.00	
4	**4.3**	School Counselor	Yes	$295,233.00	$291,890.00
4	**4.4**	District Office Support	No	$416,962.00	$423,214.00
4	**4.5**	Custodial, Maintenance, Grounds Staff and Services	No	$419,906.00	$420,553.00
4	**4.6**	Implement Restorative Practices	Yes	$7,500.00	$7,500.00
4	**4.7**	Parent Engagement Resources	No	$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)
$523,647.00	$1,278,036.00	$1,209,223.00	$68,813.00	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	1.2	Reading Specialist	Yes	$166,750.00	$170,427.00		
1	1.3	Instructional Aides	Yes	$596,553.00	$618,906.00		
2	2.2	Professional Consulting	Yes	$52,000.00	$54,000.00		
2	2.3	Leader in Me	Yes	$60,000.00	$54,000.00		
3	3.1	Student Chromebooks	Yes	$100,000.00	$12,500.00		
4	4.3	School Counselor	Yes	$295,233.00	$291,890.00		
4	4.6	Implement Restorative Practices	Yes	$7,500.00	$7,500.00		

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)
5,761,365.00	$523,647.00	0%	9.089%	$1,209,223.00	0.000%	20.988%	$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).

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