LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland Unity Middle School

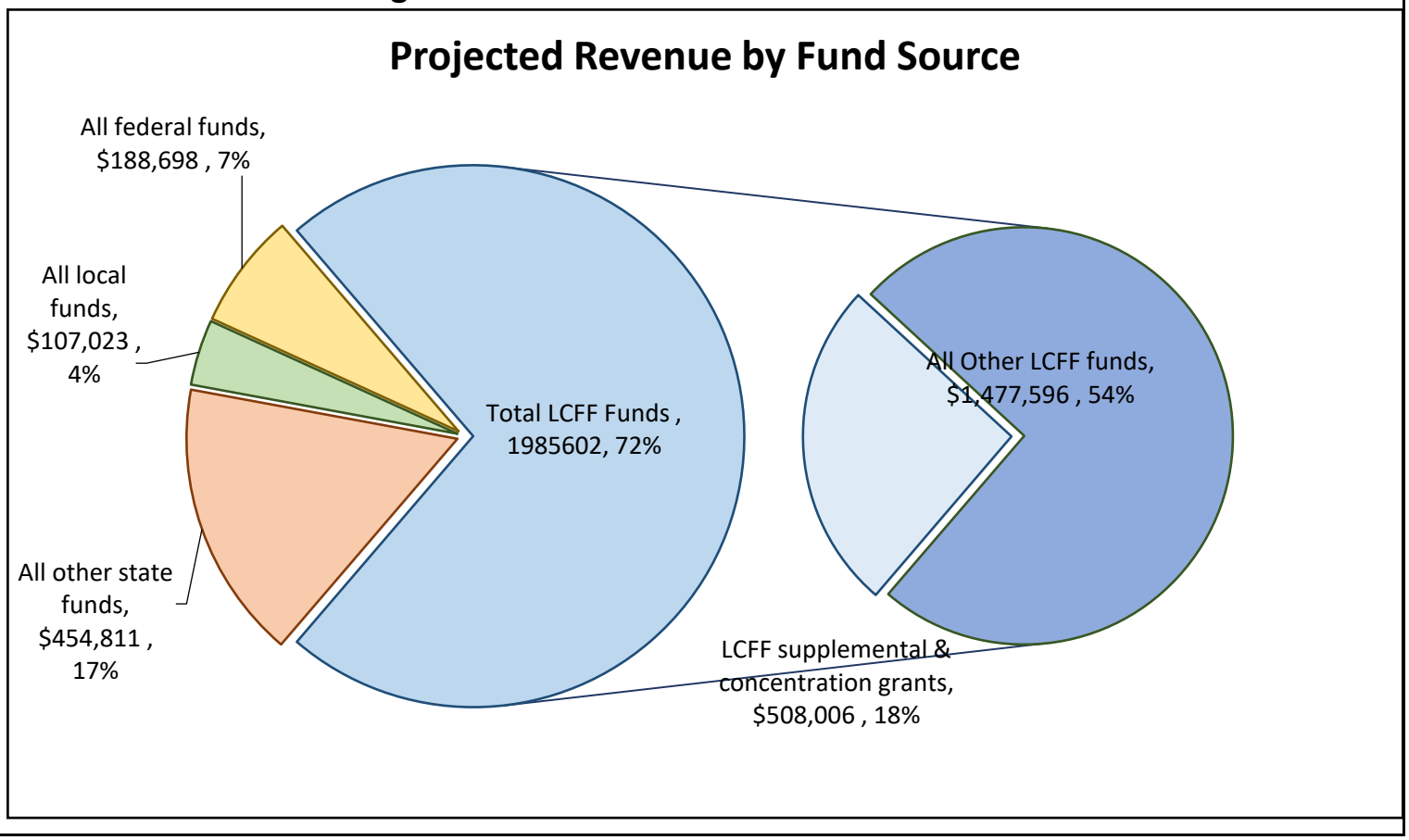
CDS Code: 1100170131581

School Year: 2025-26

LEA contact information: Damon Grant & Kate Goedeker

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

Budget Overview for the 2025-26 School Year

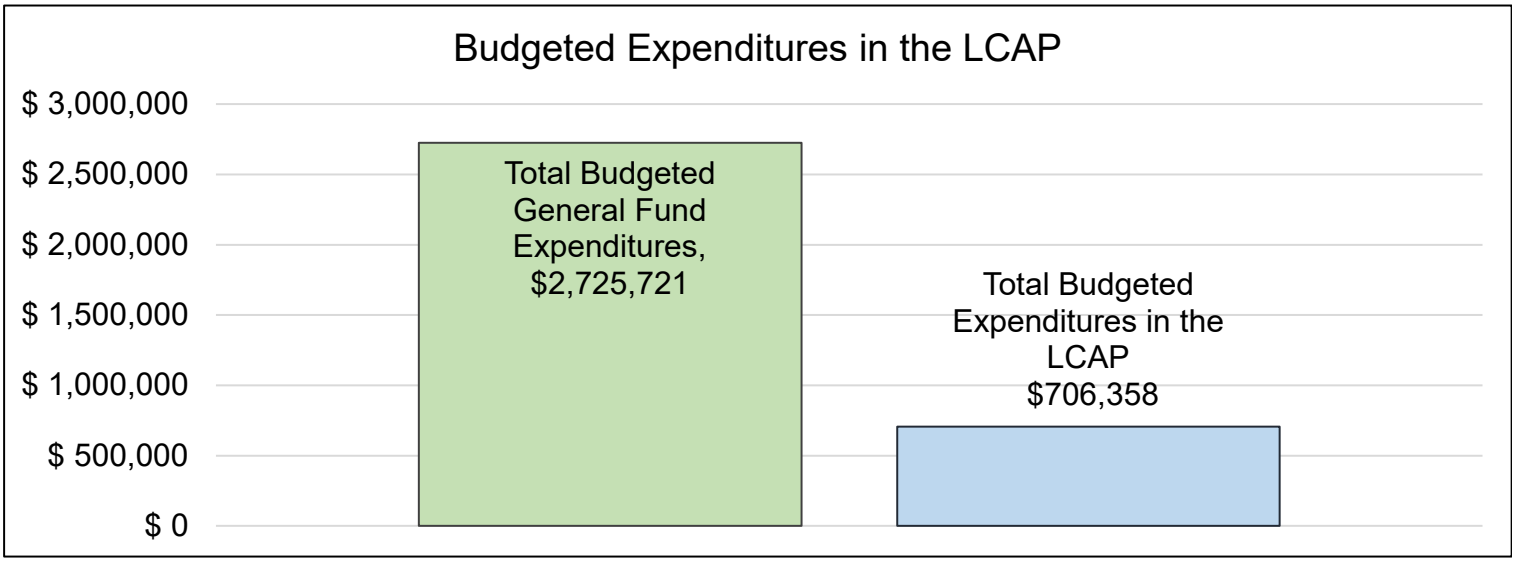


This chart shows the total general purpose revenue Oakland Unity Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Unity Middle School is $2,736,134.00, of which $1,985,602.00 is Local Control Funding Formula (LCFF), $454,811.00 is other state funds, $107,023.00 is local funds, and $188,698.00 is federal funds. Of the $1,985,602.00 in LCFF Funds, $508,006.00 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 Oakland Unity Middle School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Unity Middle School plans to spend $2,725,721.00 for the 2025-26 school year. Of that amount, $706,357.54 is tied to actions/services in the LCAP and $2,019,363.46 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

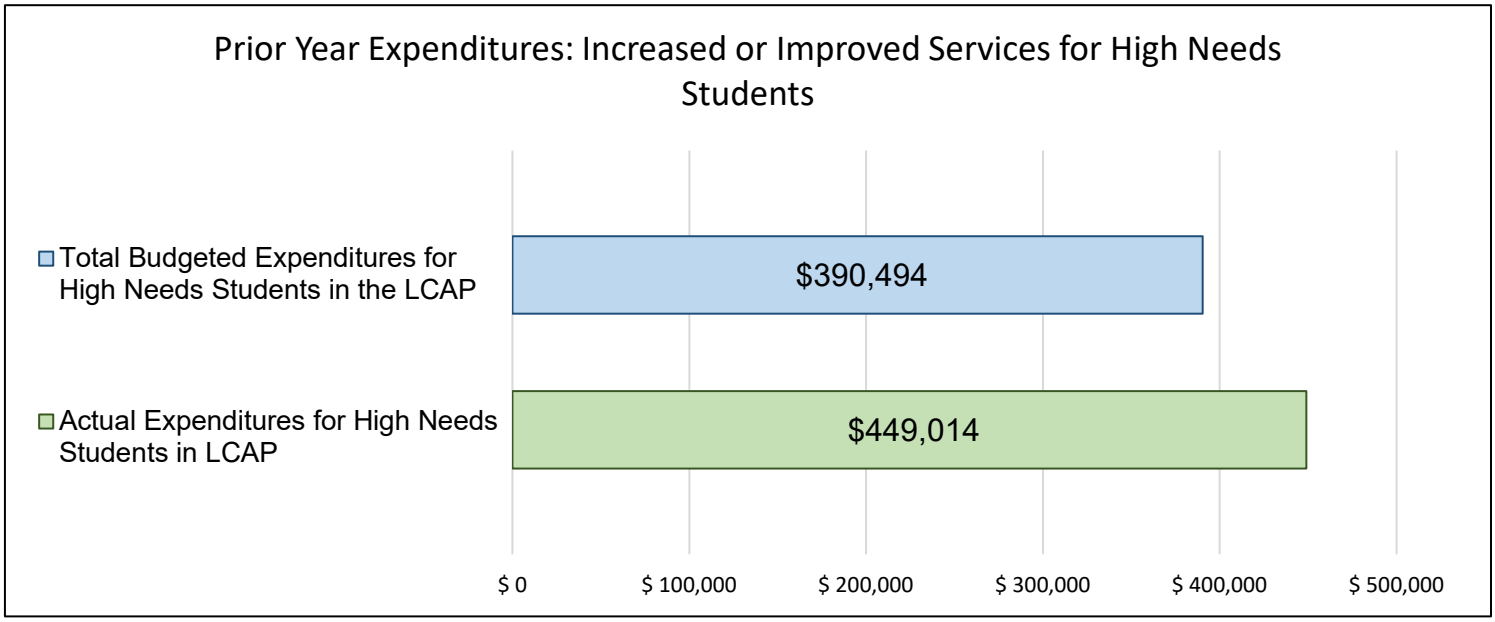
Administrators' Salaries and Benefits, Clerical and Office Salaries and Benefits, Other Noncertificated Salaries and Benefits, Travel and Conferences, Dues and Memberships, Operations and Housekeeping

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

In 2025-26, Oakland Unity Middle School is projecting it will receive $508,006.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Unity Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Unity Middle School plans to spend $508,006.00 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Oakland Unity Middle School 's LCAP budgeted $390,494.00 for planned actions to increase or improve services for high needs students. Oakland Unity Middle School actually spent $449,014.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Unity Middle School	Damon Grant, Co-Principal	dgrant@unitymiddle.org, 718-930-3683

Plan Summary 2024-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Oakland Unity Middle School (OUMS) is a school where all students acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. With unwavering high expectations for all stakeholders, Oakland Unity Middle School provides a high-quality college preparatory middle school option to East Oakland families whose educational program and structured environment effectively prepare students for success in rigorous high school coursework. Integrated into this educational program is an ongoing emphasis on the development of life-long professional skills and Habits of Heart and Mind. The habits of a self-directed learner are SHARP: Strategy shifting; Healthy, happy relationships; Appropriate challenge seeking appropriate help seeking; Response to Setbacks, and Persistence. These habits empower students and families to support sustained success through higher education, career, and beyond, helping families to recognize and build upon their assets so that they can achieve their future goals. OUMS balances these ambitious goals by developing and nurturing a valuable school experience that is rich, enjoyable, and memorable.

Reflections: Annual Performance

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

Reflecting on our performance in the 2024-25 school year, it's evident that there have been notable strides in academic progress, particularly in Math and English Language Arts (ELA). In the 2024-25 school year, we achieved 35% proficiency in Math and 51% proficiency in ELA. These figures serve as benchmarks for assessing the effectiveness of educational strategies and resource allocation outlined in the LCAP.

One remarkable achievement worth highlighting was that we outperformed the state average in both our ELA and Math levels, posting a 12% gain in proficiency in ELA.

Another positive indicator of our performance is the longevity and tenure of our staff. Our school is led by two Co-principals who have been the school's leadership since the founding of the school in 2015. The third member of the administrative team, our assistant principal, has been at the school since 2016. One sign of the benefit of stable leadership at the school is that all certificated staff and most non-certificated staff committed to return for 2025-26, with one departure. It's clear that at OUMS, our staff feel supported and seen in the important work they do with our students.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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
Administrators	Administrators meet weekly to plan upcoming professional development sessions, prioritize areas of need, and synthesize feedback from stakeholders. Administrators also meet weekly with the Executive Director to further work on prioritized areas of need.
Teachers and Staff	Through weekly staff meetings, teachers and staff provided feedback to the leadership team on what priorities they felt were important for the student body and community. Staff also engaged in twice yearly anonymous surveys, giving feedback how the school is meeting their needs and the needs of the students. The leadership team analyzes this data in order to identify trends and areas of need.
Parents	Staff conduct home visits with each incoming family in August of their first year at OUMS in order to build relationships and learn about parent hopes and concerns for their children. Parents are engaged through monthly School Site Council meetings and 1-on-1 listening sessions conducted by the Family Coordinators. Parents are asked for feedback on priorities between January and March of each school year during those meetings and through the use of surveys. Parent surveys are given twice per year. Participation rate in parent surveys is traditionally higher than 80%.
Students	Students also take twice yearly anonymous surveys, the results of which are analyzed by and shared with the staff and leadership team and shared with the board of directors. Student feedback is also gathered through focus groups and listening sessions in which staff members try to learn about and understand priorities for the school from the student perspective.

Insert or delete rows, as necessary.

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

After gathering input from a variety of stakeholders as detailed above, it is clear that many of our priorities should remain similar, although the input is very influential in terms of the specific actions we should take in support of our goals. Parents and teachers emphasized the importance of smaller class sizes to provide more individualized attention and support to students, particularly for those from low-income backgrounds and English Language Learners (ELLs). In response to this feedback, the LCAP includes a strategy to reduce class sizes, ensuring that teachers can offer more personalized instruction and support. This change aims to enhance student engagement, improve academic outcomes, and create a more supportive classroom environment. Educational partners, including teachers and bilingual education advocates, highlighted the need for more robust language support programs for ELL students to improve their language proficiency and academic performance. The LCAP incorporates expanded language support services, such as additional support courses and targeted language development programs. These initiatives are designed to meet the specific needs of ELL students, ensuring they receive the necessary support to succeed academically. Students, parents, and counselors stressed the importance of addressing students' social-emotional and mental health needs, particularly in light of increased stress and anxiety among students. The LCAP includes provisions for implementing comprehensive SEL programs and increasing access to mental health resources. This includes hiring more school counselors, providing professional development for staff on SEL practices, and creating programs that promote student well-being and resilience. Parents and community members expressed the need for better communication and engagement between schools and families, especially for non-English speaking and low-income families. To address this, the LCAP outlines strategies to improve communication channels, such as multilingual communication platforms, regular community meetings, and parent workshops. These efforts aim to ensure that all families are well-informed and actively involved in their children's education.

Goal #1

Goal #	Description	Type of Goal
1	Unity staff will align instructional practices, curricula, and assessments with the Common Core State Standards, striving for excellence to inspire curiosity, foster critical thinking, and empower every student to excel academically and thrive as lifelong learners.	Broad Goal

State Priorities addressed by this goal.

Priority #2, Priority #4

An explanation of why the LEA has developed this goal.

OUMS developed a goal centered on aligning instructional practices, curricula, and assessments with the Common Core State Standards to enhance academic achievement, promote consistency and equity in education, meet state and district expectations, prepare students for assessments, and foster teacher collaboration and professional development. By setting this goal, OUMS demonstrated its commitment to academic excellence, equity, and preparing students for success in college, career, and beyond.

A central part of our mission is to improve academic outcomes (and therefore future educational outcomes) for students from low-income backgrounds and students of color. While we recognize that the performance on SBAC is merely one measure of what our students know

and can do, we want to ensure that OUMS student results exceed those of the schools they would otherwise attend and that we outperform various subgroups in the city and state at large.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	OUMS performance (as measured by the Smarter Balanced Assessment) will exceed that of the OUSD neighborhood schools that students would otherwise attend.	In the 2022-23 school year, our ELA proficiency was 39% and our Math proficiency rate was 38%. Our nearest OUSD school had an ELA proficiency rate of 21% and a Math proficiency rate of 7%.	In the 2024-25 school year, we are on track to achieve a ELA proficiency rate of 50% and our Math proficiency rate 35%. Our nearest OUSD school had an ELA proficiency rate of 22% and a Math proficiency rate of 7%.	[Insert outcome here]	ELA proficiency rate of 60%. Math proficiency rate of 45%.	We are currently 38% above neighboring district schools in ELA and 28% above neighboring district schools in Math.
2	The distance from standard of OUMS students (as measured by the Smarter Balanced Assessment) will be less than that of OUSD neighborhood schools that students would otherwise attend.	In the 2022-23 school year, our average ELA DFS was -25 and our average Math DFS was -34.7.	In the 2024-25 school year, we are on track to achieve an average ELA DFS of +2.3 and an average Math DFS of -22.6.		Average ELA DFS of +10. Average Math DFS of -16.	Based on data available on the 23-24 CA state dashboard, we are currently ~+157 points above the average ELA DFS and ~+186 points above the average Math DFS of the neighborhood schools.

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The planned actions were successfully implemented with some necessary adjustments that ultimately enhanced effectiveness. Professional development partnerships were established and department meetings for data analysis became embedded practice. Staffing levels were maintained below district averages as planned, enabling smaller class sizes throughout implementation.

Technology platforms (Google Classroom and Jumprope) were successfully utilized, though some staff will need to continue to refine the use of these platforms. Key implementation challenges included coordinating resources between professional development costs and staffing needs, finding adequate meeting time without reducing instructional hours, and providing individualized coaching support beyond initial expectations. Notable successes included exceptional teacher engagement with professional development (exceeding planned participation) and sustainable embedding of data analysis systems. SBAC Interim assessment data analysis occurred more frequently than planned (quarterly vs. semester-based), which strengthened curriculum revision processes. The core actions maintained high implementation fidelity, which contributed directly to achieving the goal of exceeding neighborhood school performance on Smarter Balanced Assessments.

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 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.

Since OUMS exceeded the performance of OUSD neighborhood schools on the Smarter Balanced Assessment, our comprehensive approach to instructional improvement proved successful.

Professional Development Focus: The systematic approach to identifying professional needs and contracting with specialized partners (like Instruction Partners) appears to have been highly effective. This targeted professional development likely directly contributed to improved instructional quality, as evidenced by the assessment results exceeding neighboring schools.

Data-Driven Instruction: The emphasis on using SBAC Interim assessment data for curriculum revision and instructional unit improvement was clearly effective. This action created a feedback loop that allowed teachers to adjust instruction based on actual student performance data.

Reduced Class Sizes: Maintaining staffing levels below district averages was likely a significant factor in success. Smaller classes enabled the individualized attention and differentiation that directly supports improved student outcomes.

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.

We decided to add a metric related to Distance from Standard. The distance from standard metrics provide valuable complementary information to proficiency rates because they capture the magnitude of academic gaps, not just whether students have crossed a threshold. This metric is crucial because schools can maintain stable proficiency rates while students actually fall further behind, detect meaningful progress among low-performing students that wouldn't register in proficiency measures, make more informed resource allocation decisions based on the intensity of intervention needed, monitor whether achievement gaps are widening or narrowing over time, and set realistic improvement targets that acknowledge students' starting points rather than focusing solely on the binary outcome of proficiency.

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	**Professional Development for English and Math Teachers**	Leadership identifies the professional needs of the group with regards to implementing high quality, standards-aligned, and rigorous instruction. Instructional leaders plan and facilitate department meetings in both ELA and Math in order to analyze student data and support teachers in curriculum and instruction. Leadership will identify and contract with outside partners who specialize in training school leaders and teachers on rigorous instruction models (e.g. Instruction Partners). Leadership and staff will identify high quality professional development opportunities for teachers to engage in in order to better understand standards and rigor (e.g. Standards Institute).	[$ 97,925]	Yes
2	**Application of Professional Learning**	Staff will continue to refine and improve their Google classroom and the Jumprope grading platform to ensure that students are exposed to rigorous content. Teachers will participate in on site and outside professional development to refine their instructional practices as related to Common Core implementation. Teachers will use data, including SBAC Interim assessments data, to reflect upon the prior year's curriculum and revise/improve instructional units.	[$ 302,733]	Yes
3	**Reduction of Class Sizes**	Ensure staffing levels that keep class sizes lower than district averages in order to increase individualized attention, improve student-teacher relationships, enhance participation, and facilitate differentiation to better serve all students.	$64,000	

Insert or delete rows, as necessary.

Goal #2

Goal #	Description	Type of Goal
2	Empower English Learner (EL) students to achieve proficiency in English language skills and academic success, fostering a supportive environment where every EL student reaches their full potential and is confidently reclassified as Fluent English Proficient (RFEP) on the ELPAC Reclassification test.	Focus Goal

State Priorities addressed by this goal.

Priority #2, Priority #4

An explanation of why the LEA has developed this goal.

OUMS prioritized a goal to empower EL students, ensuring proficiency in English and academic success. This aimed to foster a supportive environment where each student reached their full potential and confidently transitioned to Fluent English Proficient (RFEP) status on the ELPAC Reclassification test. This reflected the school's commitment to equity and diversity, providing equal opportunities for all students to thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	OUMS will increase the percentage of English Learner (EL) students making progress towards English proficiency as measured by the ELPAC test.	In the 2023-24 school year, the percentage of English Learner (EL) students made progress towards English proficiency was 16.7%.	In the 24-25 school year, 34% of English Learners (EL) made progress towards English proficiency.	[Insert outcome here]	45% of English Learners make progress towards English proficiency	Increase of 17.5%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25 LCAP

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.

The overall implementation of our English Learner reclassification strategy has proceeded largely as planned. Professional development sessions were successfully delivered to all teaching staff, though we shifted to department specific workshops to better address differentiated needs. The progress monitoring system was implemented on schedule and has functioned effectively, providing the data-driven insights needed to guide instruction. However, our targeted intervention component faced capacity constraints that required us to prioritize the highest-need students rather than serving all identified at-risk learners as originally envisioned. Community collaboration efforts took longer to establish than anticipated due to the time needed to build authentic partnerships, but these relationships have now become a significant strength of our program. The monitoring and evaluation system has operated smoothly and provided valuable feedback for continuous improvement. Class size reduction was successfully maintained below district averages, creating the individualized learning environment essential to our students' achievement. Major successes included robust data systems that inform decision-making, and the achievement of our goal to increase EL reclassification rates by 10%, demonstrating the collective effectiveness of our comprehensive approach.

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 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.

Professional Development for Teachers: The targeted professional development program has shown significant impact on classroom instruction quality. Teachers report increased confidence in implementing differentiated instruction strategies and culturally responsive teaching practices. Classroom observations indicate more frequent use of language-rich curriculum materials and scaffolding techniques. This foundational investment in teacher capacity has created a more supportive learning environment for EL students across all grade levels.

Progress Monitoring: The comprehensive assessment system has provided valuable data for tracking student progress and identifying intervention needs. Regular formative assessments and progress monitoring tools have enabled teachers to make timely instructional adjustments. The systematic approach to data collection has improved our ability to predict which students are likely to meet reclassification criteria and has informed targeted support decisions.

Targeted Intervention: Small-group instruction and tutoring services have shown positive results for participating students, with measurable improvements in language proficiency scores. However, these intervention spaces could be leveraged even more effectively to support student growth.

Community Collaboration: Partnerships with community organizations have expanded participation of EL families. While engagement has been strong among participating families, outreach efforts need strengthening to reach more families who could benefit from these services. The collaboration has shown promise but requires sustained effort to maximize impact.

Monitoring and Evaluating Effectiveness: Regular data analysis and stakeholder feedback mechanisms have provided clear insights into program strengths and areas for improvement. The systematic review process has enabled mid-course corrections and has maintained alignment with district priorities. This ongoing evaluation has been crucial in demonstrating progress toward our reclassification goal.

Reduction of Class Sizes: Maintaining class sizes below district averages has demonstrably increased individualized attention for EL students. Teachers report greater ability to provide targeted language support and facilitate meaningful participation. The smaller class environment has enhanced differentiation efforts and created more opportunities for academic discourse, directly supporting language development goals.

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.

We adjusted the metric to measure the effectiveness of our actions towards this goal. This metric revision shifts focus from a narrow reclassification outcome to recognizing broader English language development progress. The original metric only captured students who achieved full reclassification, potentially overlooking meaningful advancement by English learners who made significant gains but didn't yet reach the reclassification threshold. The revised metric acknowledges that English language acquisition is a multi-year process where incremental progress—such as moving from Beginning to Expanding levels—represents important educational success that should be measured and celebrated.

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	**Professional development for teachers**	Develop and implement a targeted professional development program for teachers focused on effective instructional strategies for supporting English Learners' language development and academic achievement, including differentiated instruction, language-rich curriculum materials, and culturally responsive teaching practices.	$25,000	Yes
2	**Progress Monitoring**	Implement a comprehensive assessment system to monitor EL students' language proficiency and academic progress regularly, including formative assessments, progress monitoring tools, and the ELPAC Reclassification test, to identify areas of need and track progress towards reclassification goals.	$5,000	Yes
3	**Targeted Intervention**	Provide targeted intervention and support services for EL students identified as at-risk for not meeting reclassification criteria on the ELPAC Reclassification test, including small-group instruction, tutoring, language development workshops, and access to academic enrichment programs.	$5,000	Yes
4	**Community Collaboration**	Collaborate with community organizations, cultural centers, and language support agencies to provide additional resources and services for EL students and their families, including language classes, tutoring, mentoring, and access to community-based programs aimed at supporting language development and academic success.	$5,000	Yes
5	**Monitoring and Evaluating Effectiveness**	Establish a system for monitoring and evaluating the effectiveness of interventions and strategies implemented to support EL students' reclassification process on the ELPAC Reclassification test, including regular data analysis, stakeholder feedback, and program review to inform continuous improvement efforts and ensure alignment with district goals and priorities.	$5,000	Yes
6	**Reduction of Class Sizes**	Ensure staffing levels that keep class sizes lower than district averages in order to increase individualized attention, improve language acquisition, enhance participation, and facilitate differentiation to better serve our English Language Learners.	$32,000	Yes

Goal #3

Goal #	Description	Type of Goal
3	Cultivate robust parent/guardian education and outreach initiatives aimed at empowering families to actively engage in and support their children's academic journey throughout middle school, fostering a collaborative partnership between schools and families to ensure student success and well-being.	Broad Goal

State Priorities addressed by this goal.

Priority #3

An explanation of why the LEA has developed this goal.

OUMS prioritized a goal aimed at cultivating robust parent/guardian education and outreach initiatives to empower families in actively engaging and supporting their children's academic journey throughout middle school. This goal reflects the school's commitment to equity and inclusivity, bridging the gap between home and school to ensure that all families have access to resources and opportunities to support their children's education. By fostering a collaborative partnership between schools and families, the goal aimed to create a supportive environment where every student feels valued, supported, and motivated to succeed academically and personally. Additionally, the initiative aligns with research demonstrating the positive impact of parental involvement on student outcomes, emphasizing the importance of holistic student development and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Parent Survey**	85% of parents took the survey in Spring 2023-24. 10% of parents responded in the "neutral" category to questions related to parent input and engagement.	80% of parents took the survey in Spring 2024-25. 5% of parents responded in the "neutral" category to questions related to parent input and engagement.	[Insert outcome here]	90% of parents taking the survey. <5% of parents responding in the "neutral" category to questions related to parent input and engagement.	5% fewer responses 5% decrease
2	**Parent/Guardian Participation Rates**	Average attendance rate for monthly parent meetings is 10% of the parent population.	Average attendance rate for monthly parent meetings was 20% of the parent population.		Average attendance rate for monthly parent meetings is 35% of the parent population.	10% increase
3	**Attendance at Parent-Teacher Conferences**	Average attendance at parent-teacher conferences is 90%.	Average attendance at parent-teacher conferences was 87%.		Average attendance at parent-teacher conferences is 92%.	3% decrease
4	**Student Attrition Rates**	From 2022-23 to 2023-24, 99% of students returned to OUMS.	From 2023-24 to 2024-25, 99% of students returned to OUMS.		Maintain 99% of rate of return.	Maintained

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The implementation of our parent engagement initiatives followed a phased rollout approach that yielded measurable improvements in family participation and satisfaction. Our enhanced communication channels and structured programming contributed to strong engagement metrics, with an increase in attendance at monthly parent meetings and 87% attendance at parent-teacher conferences, demonstrating robust family involvement in their children's education. Only 5% of surveyed parents responded neutrally to questions about parent input and engagement, suggesting the majority felt positively about their involvement opportunities. The collaborative partnership approach between school and family appears to be contributing to overall school climate and retention, as evidenced by our exceptional 99% student return rate from 2023-24 to 2024-25. Ongoing challenges included language barriers, technology access gaps, and scheduling conflicts, but these were addressed through translation services, multiple communication methods, and flexible programming that ultimately strengthened our school-family partnerships and supported student success and well-being.

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 Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The specific actions have demonstrated mixed but overall positive effectiveness in progressing toward our goal of cultivating robust parent engagement and collaborative school-family partnerships. The structured parent-teacher conferences have proven highly effective, with 87% attendance rates indicating strong family commitment to collaborative planning for student success. Enhanced communication channels have also been successful, as evidenced by 85% parent survey participation and overwhelmingly positive feedback, with only 5% of parents responding neutrally to engagement questions, suggesting most families feel meaningfully connected to their children's academic journey. Parent engagement events show moderate effectiveness, with our 99% student retention rate potentially reflecting the positive school climate fostered by these family connection opportunities. Partnership with community organizations and parent training workshops show some effectiveness, as demonstrated by a growth to 20% average attendance at monthly parent meetings. However, there is still room for growth, indicating these actions may not be sufficiently accessible or appealing to the broader parent population. While the high parent-teacher conference attendance and positive survey responses suggest we are successfully empowering many families to support their children's middle school experience, the low participation in regular programming indicates we need to reassess our workshop delivery methods, timing, and content to better meet diverse family needs and achieve the "robust" engagement outlined in our 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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Partnership with community organizations**	Partner with community organizations to host workshops and events focused on empowering parents/guardians with skills to support middle school success.	$20,000	Yes
2	**Parent Training Workshops**	Conduct regular workshops covering topics like middle school curriculum, effective communication with teachers, and creating a positive home learning environment.	$5,000	Yes
3	**Enhanced Communication Channels**	Utilize newsletters, email updates, social media, and a dedicated parent portal to keep families informed about school events and resources.	$5,000	Yes
4	**Parent Engagement Events**	Host back-to-school nights, curriculum fairs, and family literacy nights to encourage parental involvement and interaction with school staff.	$5,700	Yes
5	**Structured Parent-Teacher Conferences**	Implement conferences where educators and parents collaboratively develop action plans tailored to each student's needs, focusing on academic and social-emotional growth.	$10,000	Yes

Goal #4

Goal #	Description	Type of Goal
4	Cultivate an inclusive and transformative school environment where students feel not only safe and supported but also inspired to embrace their full potential, fostering a culture of empowerment, belonging, and readiness to actively participate in their academic and social-emotional growth journey.	Maintenance Goal

State Priorities addressed by this goal.

Priority #6

An explanation of why the LEA has developed this goal.

We developed this goal centered on creating a safe and supportive school climate through extensive stakeholder engagement. This process involved addressing community needs stemming from urban challenges, promoting equity and inclusion among its diverse student population, supporting academic achievement by fostering an environment conducive to learning, and addressing the social-emotional needs of students during this critical period of development. By prioritizing this goal, Oakland Unity Middle School aimed to create a welcoming environment where all students felt safe, supported, and empowered to succeed academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Student Survey Data**	In 2023-24, 90% of students stated that they feel emotionally safe and supported on the Unity campus.	In 2024-25, 96% of students stated that they feel emotionally safe and supported on the Unity campus.		Maintain 90+%	6% increase
2	**Student Attrition Rates**	From 2022-23 to 2023-24, 99% of students returned to OUMS.	From 2023-24 to 2024-25, 99% of students returned to OUMS		Maintain 99% of rate of return	No difference
3	**Suspension Rates**	In 2023-24, our suspension rate was 1.67%.	In 2024-25, our suspension rate was .75%		Maintain a suspension rate of < 1%	55% decrease
4	**Staff Survey Data**	In 2023-24, 77% of teachers agreed or strongly agreed that the school has a shared positive culture that is inclusive and intentionally cultivated.	In 2024-25, 100% of teachers agreed or strongly agreed that the school has a shared positive culture that is inclusive and intentionally cultivated.		Maintain 100%	23% increase
5	**Participation in Extracurricular Activities**	In 2023-24, 30% of our students attended extracurricular activities at the school site.	In 2024-25, 37% of our students attended extracurricular activities at the school site.		50% of students attending extracurricular activities at the school site.	7% increase

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The implementation of our comprehensive school culture and climate actions has been largely successful, as evidenced by the substantial improvements across all measured metrics, with particularly notable achievements including a 55% reduction in suspension rates (from 1.67% to 0.75%), a 23% increase in staff agreement on positive school culture (from 77% to 100%), and meaningful gains in student emotional safety perceptions and extracurricular participation. Our SEL program integration and mental health services expansion have been implemented as planned, with strong teacher buy-in facilitated by targeted professional development that contributed to the unanimous staff agreement on our positive culture. Family and community engagement initiatives have shown steady progress, though building sustainable participation remains an ongoing focus area. Our proactive approach to creating safe learning environments through comprehensive anti-bullying measures and our systematic celebration of diversity have exceeded expectations, creating a campus culture where students demonstrate increased willingness to engage in both academic and social-emotional growth opportunities, as reflected in the improved participation rates and the remarkable 99% student retention rate maintained across both years.

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 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.

Comprehensive Social-Emotional Learning (SEL) Programs: The integration of SEL curricula and associated professional development has been highly effective, directly contributing to the 6-percentage-point increase in students feeling emotionally safe and supported (from 90% to 96%) and helping achieve 100% staff agreement on positive school culture through enhanced teacher capacity and buy-in.

Mental Health and Wellness Services: The expansion of counseling, therapy, and support services has proven effective in supporting student well-being, as evidenced by improved emotional safety perceptions and the maintained 99% student retention rate, indicating students feel adequately supported during challenging times.

Family and Community Engagement: Strengthened partnerships and collaborative opportunities have contributed to the strong sense of belonging reflected in our exceptional 99% student retention rate, though building sustained participation remains an ongoing area for continued focus and development.

Safe and Supportive Learning Environments: Our proactive prevention efforts and responsive interventions have been exceptionally effective, resulting in a dramatic 55% reduction in suspension rates (from 1.67% to 0.75%) and demonstrating improved conflict resolution and positive behavior support systems.

Celebrate Diversity and Achievement: Recognition events and activities highlighting student accomplishments have effectively fostered inclusivity and belonging, contributing to increased student engagement as shown by the 7-percentage-point increase in extracurricular participation (from 30% to 37%).

Reduction of Class Sizes: While maintaining staffing levels below district averages has presented implementation challenges, particularly in specialized subjects, this action has enhanced individualized attention and student-teacher relationships, contributing to the remarkable 23-percentage-point increase in staff agreement on positive school culture and supporting overall student success outcomes.

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

There are no changes to the 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
1	**Implement Comprehensive Social-Emotional Learning (SEL) Programs**	Integrate SEL programs into the curriculum to promote self-awareness, social awareness, responsible decision-making, relationship skills, and self-management. Provide professional development opportunities for teachers to effectively implement SEL practices in the classroom.	$20,000	Yes
2	**Provide Mental Health and Wellness Services**	Expand and maintain access to mental health and wellness services for students, including counseling, therapy, and support groups. Collaborate with community organizations and mental health professionals to provide comprehensive services and resources.	$32,000	Yes
3	**Strengthen Family and Community Engagement**	Develop partnerships with families and community stakeholders to support students' academic and social-emotional growth. Provide opportunities for families to participate in decision-making processes, workshops, and events that promote collaboration and communication.	$10,000	Yes
4	**Ensure Safe and Supportive Learning Environments**	Create physically and emotionally safe learning environments where students feel supported and empowered to take risks and learn from their experiences. Address issues of bullying, harassment, and discrimination through proactive prevention efforts and responsive interventions.	$20,000	Yes
5	**Celebrate Diversity and Achievement**	Recognize and celebrate the diverse backgrounds, cultures, and achievements of students within the school community. Organize events, assemblies, and activities that highlight student accomplishments and contributions.	$5,000	Yes
6	**Reduction of Class Sizes**	Ensure staffing levels that keep class sizes lower than district averages in order to increase individualized attention, improve student-teacher relationships, enhance participation, and facilitate differentiation to better serve our low income and ELL students.	$32,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 24-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[508,006]	$[58,536]

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
[34.38]%	[-]%	$[-]	[34.38]%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 **Actions 1-3**	Ensuring that our students are in classrooms where the instruction is aligned to Common Core State standards will support both ELL and Low-Income students to bridge achievement gaps through high-quality instruction. ELL and Low-Income students both benefit from rigorous instruction and differentiated support. By better preparing teachers to deliver standards aligned curriculum, we are supporting students to build and develop their higher-order thinking skills in addition to their language skills. These skills will prepare them for future academic and career success, fostering long-term self-sufficiency and opportunities.	**Professional Development for English and Math Teachers:** Leadership identifies the professional needs of the group with regards to implementing high quality, standards-aligned, and rigorous instruction. Instructional leaders plan and facilitate department meetings in both ELA and Math in order to analyze student data and support teachers in curriculum and instruction. Leadership will identify and contract with outside partners who specialize in training school leaders and teachers on rigorous instruction models (e.g. Instruction Partners). Leadership and staff will identify high quality professional development opportunities for teachers to engage in in order to better understand standards and rigor (e.g. Standards Institute). **Application of Professional Learning:** Staff will continue to refine and improve their Google classroom and the Jumprope grading platform to ensure that students are exposed to rigorous content. Teachers will participate in on site and outside professional development to refine their instructional practices as related to Common Core implementation. Teachers will use data, including SBAC Interim assessments data, to reflect upon the prior year's curriculum and revise/improve instructional units. **Reduction of Class Sizes:** Ensure staffing levels that keep class sizes lower than district averages in order to increase individualized attention, improve student-teacher relationships, enhance participation, and facilitate differentiation to better serve all students.	

Goal 2 Actions 1-6	Our enrollment data and input from the parents and teachers of English Language Learner students identified that many English Language Learner students have limited foundational English skills, which may affect their ability to access the curricula. Our most recent data on the CAASPP Language Arts and Math show lower performance for ELL students at OUMS compared to their RFEP peers.	**Professional development for teachers:** Develop and implement a targeted professional development program for teachers focused on effective instructional strategies for supporting English Learners' language development and academic achievement, including differentiated instruction, language-rich curriculum materials, and culturally responsive teaching practices. **Progress Monitoring:** Implement a comprehensive assessment system to monitor EL students' language proficiency and academic progress regularly, including formative assessments, progress monitoring tools, and the ELPAC Reclassification test, to identify areas of need and track progress towards reclassification goals. **Targeted Intervention:** Provide targeted intervention and support services for EL students identified as at-risk for not meeting reclassification criteria on the ELPAC Reclassification test, including small-group instruction, tutoring, language development workshops, and access to academic enrichment programs. **Community Collaboration:** Collaborate with community organizations, cultural centers, and language support agencies to provide additional resources and services for EL students and their families, including language classes, tutoring, mentoring, and access to community-based programs aimed at supporting language development and academic success.	**Goal 2, Metric #1:** OUMS will increase the percentage of English Learner (EL) students successfully reclassified as Fluent English Proficient (RFEP) on the ELPAC Reclassification test by at least 10% compared to the previous year's cohort.

		Monitoring and Evaluating Effectiveness: Establish a system for monitoring and evaluating the effectiveness of interventions and strategies implemented to support EL students' reclassification process on the ELPAC Reclassification test, including regular data analysis, stakeholder feedback, and program review to inform continuous improvement efforts and ensure alignment with district goals and priorities. **Reduction of Class Sizes:** Ensure staffing levels that keep class sizes lower than district averages in order to increase individualized attention, improve language acquisition, enhance participation, and facilitate differentiation to better serve our English Language Learners.	

Goal 3 **Actions 1-5**	Based on the fact that over 85% of our students qualify for free and reduced lunch, we know that the families of these students may experience language or cultural barriers to supporting their child's education and growth. These families might need more modes and means of communication in order to receive important information from the school. Low income families may have a historical distrust of education institutions and it will require extra resources to build trust and relationships with these families. Some families may have a limited awareness and understanding of the school system, educational expectations, or available resources. If we can meet these needs, we can obtain better social-emotional and academic outcomes for these students.	**Partnership with community organizations:** Partner with community organizations to host workshops and events focused on empowering parents/guardians with skills to support middle school success. **Parent Training Workshops:** Conduct regular workshops covering topics like middle school curriculum, effective communication with teachers, and creating a positive home learning environment. **Enhanced Communication Channels**: Utilize newsletters, email updates, social media, and a dedicated parent portal to keep families informed about school events and resources. **Parent Engagement Events:** Host back-to-school nights, curriculum fairs, and family literacy nights to encourage parental involvement and interaction with school staff. **Structured Parent-Teacher Conferences:** Implement conferences where educators and parents collaboratively develop action plans tailored to each student's needs, focusing on academic and social-emotional growth.	**Goal 3, Metrics 1-4:** 1. Parent Survey 2. Parent/Guardian Participation Rates 3. Attendance at Parent-Teacher Conferences 4. Student Attrition Rates

Goal 4 Actions 1-4	It's imperative that we create a safe and supportive environment for our students. Our ELL students may face the challenge of adapting to a new language and culture, which can make them feel vulnerable and isolated. Our low income students may face instability and stress outside of school, making it essential for the school to be a stable and secure environment. Our students will also benefit from empowerment and belonging. Our ELL students will be more likely to feel that their linguistic and cultural backgrounds are valued and respected within the school community. Our low income students also may lack access to resources and enrichment opportunities to support their social-emotional and academic growth.	**Implement Comprehensive Social-Emotional Learning (SEL) Programs:** Integrate SEL programs into the curriculum to promote self-awareness, social awareness, responsible decision-making, relationship skills, and self-management. Provide professional development opportunities for teachers to effectively implement SEL practices in the classroom. **Provide Mental Health and Wellness Services:** Expand access to mental health and wellness services for students, including counseling, therapy, and support groups. Collaborate with community organizations and mental health professionals to provide comprehensive services and resources. **Strengthen Family and Community Engagement:** Develop partnerships with families and community stakeholders to support students' academic and social-emotional growth. Provide opportunities for families to participate in decision-making processes, workshops, and events that promote collaboration and communication. **Ensure Safe and Supportive Learning Environments:** Create physically and emotionally safe learning environments where students feel supported and empowered to take risks and learn from their experiences. Address issues of bullying, harassment, and discrimination through proactive prevention efforts and responsive interventions.	**Goal 4, Metrics 1-5** 1. Student Survey Data 2. Student Attrition Rates 3. Suspension Rates 4. Staff Survey Data 5. Participation in Extracurricular Activities

		Celebrate Diversity and Achievement: Recognize and celebrate the diverse backgrounds, cultures, and achievements of students within the school community. Organize events, assemblies, and activities that highlight student accomplishments and contributions.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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

[Provide description here]

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.

Our school maintains a small, supportive learning environment, with an average class size of 20 students. This allows for more individualized instruction and stronger student-teacher engagement."

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	1:19	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:20	N/A

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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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.
    - *o* 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.
    - *o* 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

- 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.

- 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.

- 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.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 1,477,596	$ 508,006	34.381%	0.000%	34.381%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 512,601	$ 117,413	$ 27,629	$ 48,714	$ 706,357.98	$ 602,158	$ 104,200

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	Professional Development for English and Math Teachers	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 97,925	$ -	$ 71,064	$ 16,277	$ 3,830	$ 6,753	$ 97,925	0.000%
1	2	Application of Professional Learning	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 293,733	$ 9,000	$ 219,692	$ 50,321	$ 11,841	$ 20,878	$ 302,733	0.000%
1	3	Reduction of Class Sizes	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 64,000	$ -	$ 46,445	$ 10,638	$ 2,503	$ 4,414	$ 64,000	0.000%
2	1	Professional development for teachers	EL	Yes	Schoolwide	English Learners	Oakland Unity Middle School	Ongoing	$ 25,000	$ -	$ 18,142	$ 4,156	$ 978	$ 1,724	$ 25,000	0.000%
2	2	Progress Monitoring	EL	Yes	Schoolwide	English Learners	Oakland Unity Middle School	Ongoing	$ 5,000	$ -	$ 3,628	$ 831	$ 196	$ 345	$ 5,000	0.000%
2	3	Targeted Intervention	EL	Yes	Schoolwide	English Learners	Oakland Unity Middle School	Ongoing	$ -	$ 5,000	$ 3,628	$ 831	$ 196	$ 345	$ 5,000	0.000%
2	4	Community Collaboration	EL	Yes	Schoolwide	English Learners	Oakland Unity Middle School	Ongoing	$ -	$ 5,000	$ 3,628	$ 831	$ 196	$ 345	$ 5,000	0.000%
2	5	Monitoring and Evaluating Effectiveness	EL	Yes	Schoolwide	English Learners	Oakland Unity Middle School	Ongoing	$ 5,000	$ -	$ 3,628	$ 831	$ 196	$ 345	$ 5,000	0.000%
2	6	Reduction of Class Sizes	EL	Yes	Schoolwide	English Learners	Oakland Unity Middle School	Ongoing	$ 32,000	$ 0	$ 23,222	$ 5,319	$ 1,252	$ 2,207	$ 32,000	0.000%
3	1	Partnership with community organizations	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 10,000	$ 10,000	$ 14,514	$ 3,324	$ 782	$ 1,379	$ 20,000	0.000%
3	2	Parent Training Workshops	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 2,500	$ 2,500	$ 3,628	$ 831	$ 196	$ 345	$ 5,000	0.000%
3	3	Enhanced Communication Channels	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ -	$ 5,000	$ 3,628	$ 831	$ 196	$ 345	$ 5,000	0.000%
3	4	Parent Engagement Events	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ -	$ 5,700	$ 4,136	$ 947	$ 223	$ 393	$ 5,700	0.000%
3	5	Structured Parent-Teacher Conferences	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 10,000	$ -	$ 7,257	$ 1,662	$ 391	$ 690	$ 10,000	0.000%
4	1	Implement Comprehensive Social-Emotional Learning (SEL) Programs	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ -	$ 20,000	$ 14,514	$ 3,324	$ 782	$ 1,379	$ 20,000	0.000%
4	2	Provide Mental Health and Wellness Services	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ -	$ 32,000	$ 23,222	$ 5,319	$ 1,252	$ 2,207	$ 32,000	0.000%
4	3	Strengthen Family and Community Engagement	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 5,000	$ 5,000	$ 7,257	$ 1,662	$ 391	$ 690	$ 10,000	0.000%
4	4	Ensure Safe and Supportive Learning Environments	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 20,000	$ (0)	$ 14,514	$ 3,324	$ 782	$ 1,379	$ 20,000	0.000%
4	5	Celebrate Diversity and Achievement	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ -	$ 5,000	$ 3,628	$ 831	$ 196	$ 345	$ 5,000	0.000%
4	6	Reduction of Class Sizes	All	Yes	Schoolwide	All	Oakland Unity Middle School	Ongoing	$ 32,000	$ -	$ 23,222	$ 5,319	$ 1,252	$ 2,207	$ 32,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,477,596	$ 508,006	34.381%	0.000%	34.381%	$ 512,601	0.000%	34.692%	**Total:**	$ 512,601
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 512,601

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	Professional Development for English and Ma	Yes	Schoolwide	All	Oakland Unity Middle School	$ 71,064	0.000%
1	2	Application of Professional Learning	Yes	Schoolwide	All	Oakland Unity Middle School	$ 219,692	0.000%
1	3	Reduction of Class Sizes	Yes	Schoolwide	All	Oakland Unity Middle School	$ 46,445	0.000%
2	1	Professional development for teachers	Yes	Schoolwide	English Learners	Oakland Unity Middle School	$ 18,142	0.000%
2	2	Progress Monitoring	Yes	Schoolwide	English Learners	Oakland Unity Middle School	$ 3,628	0.000%
2	3	Targeted Intervention	Yes	Schoolwide	English Learners	Oakland Unity Middle School	$ 3,628	0.000%
2	4	Community Collaboration	Yes	Schoolwide	English Learners	Oakland Unity Middle School	$ 3,628	0.000%
2	5	Monitoring and Evaluating Effectiveness	Yes	Schoolwide	English Learners	Oakland Unity Middle School	$ 3,628	0.000%
2	6	Reduction of Class Sizes	Yes	Schoolwide	English Learners	Oakland Unity Middle School	$ 23,222	0.000%
3	1	Partnership with community organizations	Yes	Schoolwide	All	Oakland Unity Middle School	$ 14,514	0.000%
3	2	Parent Training Workshops	Yes	Schoolwide	All	Oakland Unity Middle School	$ 3,628	0.000%
3	3	Enhanced Communication Channels	Yes	Schoolwide	All	Oakland Unity Middle School	$ 3,628	0.000%
3	4	Parent Engagement Events	Yes	Schoolwide	All	Oakland Unity Middle School	$ 4,136	0.000%
3	5	Structured Parent-Teacher Conferences	Yes	Schoolwide	All	Oakland Unity Middle School	$ 7,257	0.000%
4	1	Implement Comprehensive Social-Emotional	Yes	Schoolwide	All	Oakland Unity Middle School	$ 14,514	0.000%
4	2	Provide Mental Health and Wellness Services	Yes	Schoolwide	All	Oakland Unity Middle School	$ 23,222	0.000%
4	3	Strengthen Family and Community Engagem	Yes	Schoolwide	All	Oakland Unity Middle School	$ 7,257	0.000%
4	4	Ensure Safe and Supportive Learning Enviror	Yes	Schoolwide	All	Oakland Unity Middle School	$ 14,514	0.000%
4	5	Celebrate Diversity and Achievement	Yes	Schoolwide	All	Oakland Unity Middle School	$ 3,628	0.000%
4	6	Reduction of Class Sizes	Yes	Schoolwide	All	Oakland Unity Middle School	$ 23,222	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 622,158.00	$ 622,339.00

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	Professional Development	Yes	$ 119,000	$ 119,000
1	2	Applying professional learning	Yes	$ 432,658	$ 432,658
2	1	SBAC	Yes	$ 7,500	$ 7,500
2	2	ELPAC	Yes	$ 7,500	$ 7,500
2	3	Chronic Absence/ADA	Yes	$ 7,500	$ 7,500
2	4	College Aspiration	Yes	$ 7,500	$ 7,500
3	1	Parent Outreach	Yes	$ 6,000	$ 6,000
3	2	Parent Square	Yes	$ 6,000	$ 3,025
3	3	Behavior and Homework	Yes	$ 6,000	$ 6,000
4	1	Climate	Yes	$ 5,000	$ 5,000
4	2	Attendance & Chronic Absence	Yes	$ 5,000	$ 5,000
4	3	Student Bewhavior and Discipline	Yes	$ 5,000	$ 5,000
5	1	College Awareness & Motivation	Yes	$ 7,500	$ 7,500

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 449,014	$ 449,204	$ 449,204	$0.00 - No Difference	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Development	Yes	$ 93,104	$ 93,104	0.000%	0.000%
1	2	Applying professional learning	Yes	$ 312,791	$ 312,791	0.000%	0.000%
2	1	SBAC	Yes	$ 4,607	$ 4,607	0.000%	0.000%
2	2	ELPAC	Yes	$ 4,607	$ 4,607	0.000%	0.000%
2	3	Chronic Absence/ADA	Yes	$ 4,607	$ 4,607	0.000%	0.000%
2	4	College Aspiration	Yes	$ 4,607	$ 4,607	0.000%	0.000%
3	1	Parent Outreach	Yes	$ 3,686	$ 3,686	0.000%	0.000%
3	2	Parent Square	Yes	$ 3,686	$ 3,686	0.000%	0.000%
3	3	Behavior and Homework	Yes	$ 3,686	$ 3,686	0.000%	0.000%
4	1	Climate	Yes	$ 3,072	$ 3,072	0.000%	0.000%
4	2	Attendance & Chronic Absence	Yes	$ 3,072	$ 3,072	0.000%	0.000%
4	3	Student Bewhavior and Discipline	Yes	$ 3,072	$ 3,072	0.000%	0.000%
5	1	College Awareness & Motivation	Yes	$ 4,607	$ 4,607	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,298,759	$ 449,014	0.000%	34.573%	$ 449,204	0.000%	34.587%	$0.00 - No Carryover	0.00% - No Carryover