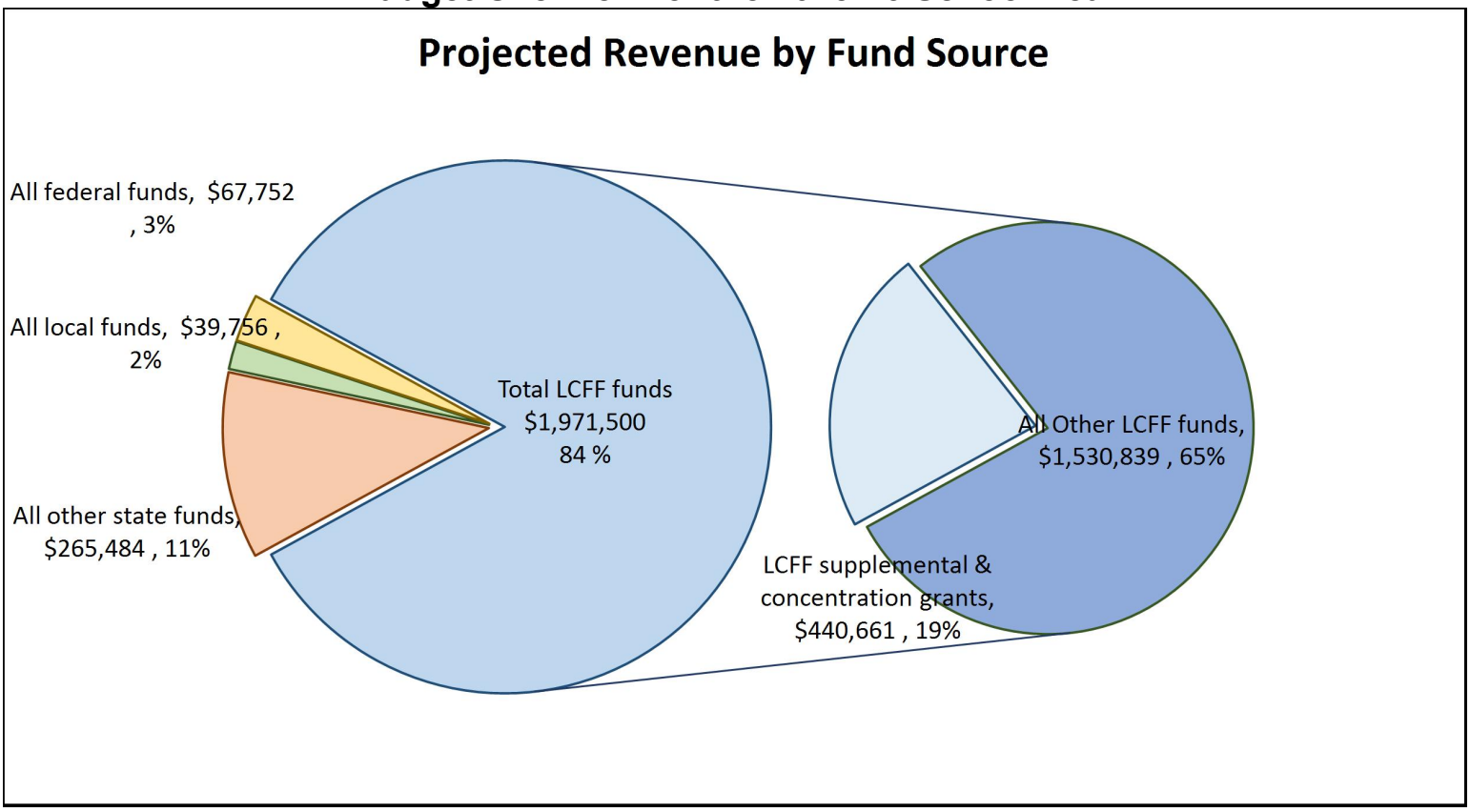
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Siskiyou Charter School
CDS Code: 47-10470-0137372
School Year: 2025-26
LEA contact information:
Shari Lovett
Director
slovett@nucharters.org
707.445.2660 x110

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

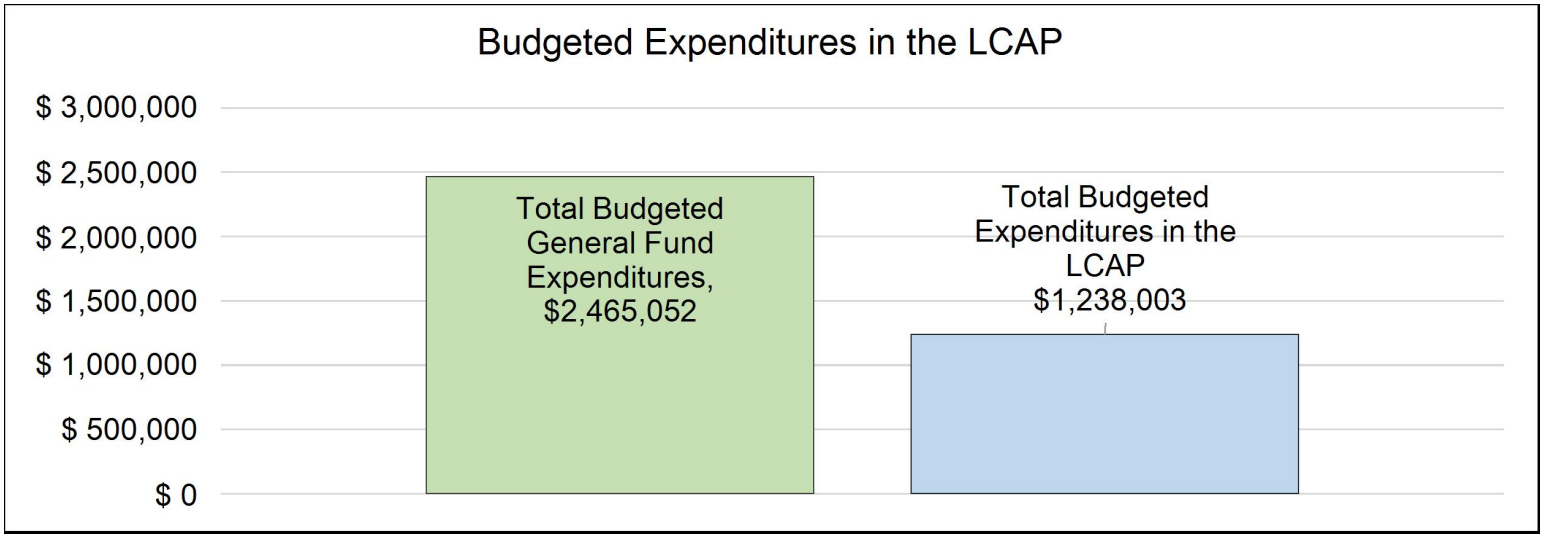


This chart shows the total general purpose revenue Northern United - Siskiyou Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Siskiyou Charter School is $2,344,492, of which $1971500 is Local Control Funding Formula (LCFF), $265484 is other state funds, $39756 is local funds, and $67752 is federal funds. Of the $1971500 in LCFF Funds, $440661 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 Northern United - Siskiyou Charter 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: Northern United - Siskiyou Charter School plans to spend $2465052 for the 2025-26 school year. Of that amount, $1238003 is tied to actions/services in the LCAP and $1,227,049 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

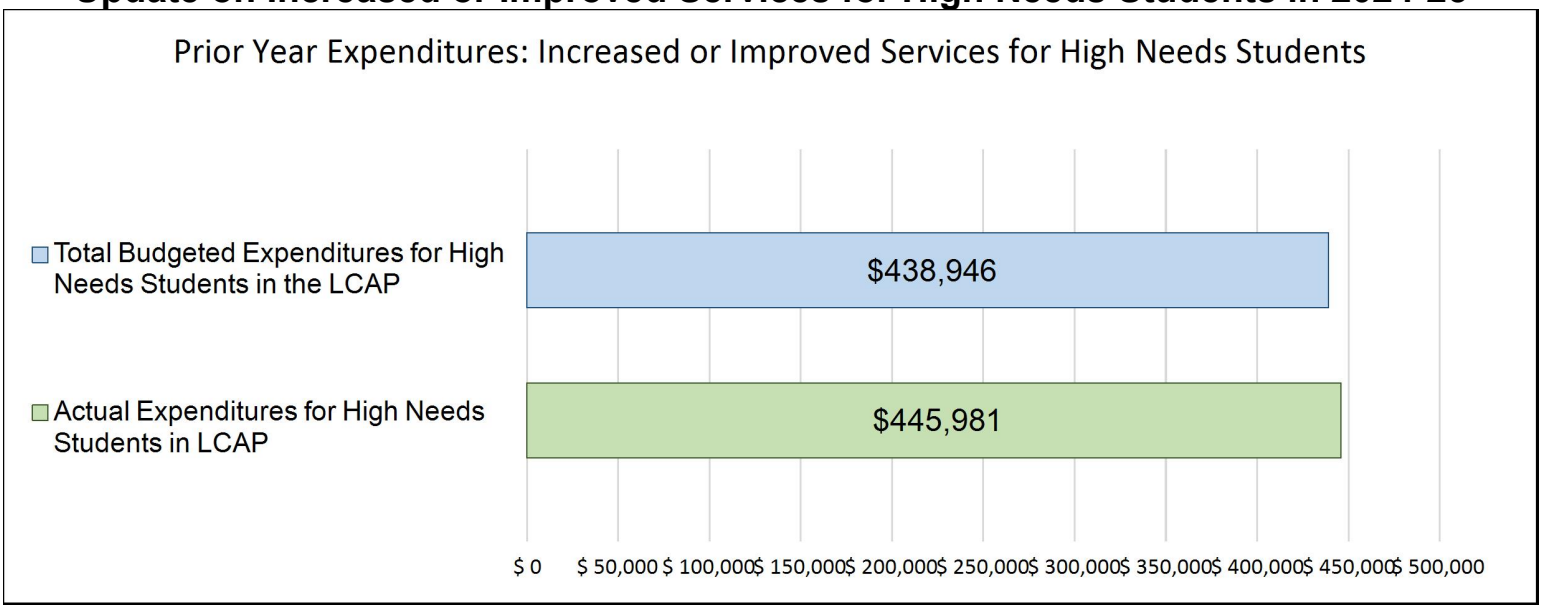
Director and Administration expenses, curriculum, supplies, utilities, leases, maintenance expenses, audit fees, legal fees, insurance and central business expenses.

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

In 2025-26, Northern United - Siskiyou Charter School is projecting it will receive $440661 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Siskiyou Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Siskiyou Charter School plans to spend $501528 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 Northern United - Siskiyou Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northern United - Siskiyou Charter 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, Northern United - Siskiyou Charter School's LCAP budgeted $438946 for planned actions to increase or improve services for high needs students. Northern United - Siskiyou Charter School actually spent $445981 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
Northern United - Siskiyou Charter School	Shari Lovett Director	slovett@nucharters.org 707.445.2660 x110

Plan Summary [2025-26]

General Information

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

Northern United - Siskiyou Charter School (NU-SCS) is an independent study charter school serving Siskiyou County. NU-SCS serves students in grades TK-12, with four facilities in two Siskiyou County communities. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including concurrent enrollment, CTE pathways, and outdoor science education. NU-SCS is a non-classroom based charter serving students through a standards-based comprehensive education.

The enrollment in NU-SCS decreased since 2021, with some fluctuations in the demographic distribution. The percentage of White and Hispanic students generally increased, while the proportion of American Indian, African American, Asian, and students of two or more races decreased. The percentage of students with disabilities and socio-economically disadvantaged students increased, while the percentage of homeless and foster students varied. There were no English Learners recorded in any of the data points.

Enrollment numbers and demographics:
2021 2022 2023 2024 [3-4-24] 2025 [3-4-25]
Enrollment 164 120 123 124 127
White 59.8% 62.5% 69.1% 62.9% 62.9%
American Indian/Alaskan Native 4.3%% 2.5% 1.6% 5.65% 14.5%
African American 0.6% 0% 0% 0% 0.8%
Asian 1.2% 0% 0.8% 1.61% 0.8%

Two or more races 14.6% 9.2% 8.9% 8.06% 14.2%
Hispanic 19.5% 25.8% 19.5% 19.35% 11.8%
Students with disabilities 8.5% 11.6% 14.6% 16.13% 16.5%
Homeless and Foster 8.5% 5% 8% 8% 13.5%
Socio-economically disadvantaged 80.5% 81.7% 87% 82% 87.9%
English Learners 0% 0% 0% 0% 0.8%

Students who choose NU-SCS, typically do so for one or more of the following reasons:

- flexibility in school schedule,
- small learning environment,
- relaxed social atmosphere,
- special education services,
- credit deficiencies,
- personalize learning opportunities,
- small teacher to student ratio,
- individualized pacing and,
- geographical isolation of families and
- students who needed educational options.

Northern United – Siskiyou Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning and through classes and/or activities at a learning center. Students completely home-based meet with their teacher a minimum of once every 20 days, as required by law, to assess each student's educational progress. Some students meet with teachers on a more frequent basis to receive instructional support based on identified needs. Classes occur four days a week, in-person, online, or both. Online classes are offered synchronously and asynchronously. Tutoring is available every day, both in-person and online. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis.

Parent teacher collaboration is important at NU-SCS. While many of our students attend classes that provide direct instruction in core and elective subjects up to four days a week, parents remain the primary facilitators of their child's instruction, and are responsible for direct instruction, with guidance and support from a credentialed teacher, in the subject areas not covered through class offerings.

Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United - Siskiyou Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALiCE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we have a counselor and school psychologist. We are also participating in the community of practice created by Siskiyou County Office of Education promoting social and emotional learning in schools.

Northern United - Siskiyou Charter does not qualify for equity multiplier funds.

Reflections: Annual Performance

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

Reflecting on our annual performance through the California School Dashboard and our local data from 2018-19 to the 2023-24 mid-year outcomes, we've seen both significant progress and areas that require dedicated focus in the upcoming LCAP cycle.

Achievements Noted:

-Academic Indicators: We observed notable improvement in CAASPP ELA scores, peaking in 2021-22. However, there was a subsequent decline in 2022-23, which warrants careful analysis and action. Despite this, steady gains in Star Renaissance assessments indicate positive strides in our academic strategies.
-Graduation Rate Stability: The 100% graduation rate achieved in 2021-22, although reduced to 82.4% in 2022-23, still marks a considerable improvement from the 60% in 2019-20.
-Suspension Rate: We have successfully maintained a 0% suspension rate in recent years, affirming our commitment to a supportive school climate.

Challenges Identified:

-ELA and Math Performance Levels: All students had red performance indicators on the CA School Dashboard.
-Program Participation: While there has been growth in AVID Elective participation and CTE pathway completion, reaching our desired outcomes necessitates further strategy refinement.
-Dropout and Chronic Absenteeism: The fluctuation in high school dropout rates, particularly the rise to 17.6% in 2022-23, and an increase in chronic absenteeism to 16.1% in the same year, pinpoint areas requiring immediate and focused interventions.
-Parent and Educator Engagement: The zero attendance at parent-educator workshops signals a pressing need for more effective and innovative engagement strategies.

Reflection on Key Metrics:

-Engagement Surveys: Diverse response rates in parent engagement surveys, especially in decision-making and advisory group awareness, underscore the importance of enhancing our engagement strategies.
-ELA Scores Drop: The decline in ELA scores in the last year is particularly concerning, prompting a need for diagnostic analysis and targeted instructional adjustments to reverse this trend.

Forward Strategy:

Our forward-looking strategy will concentrate on:
-Addressing the drop in ELA scores through targeted instructional support and curriculum adjustments.
-Enhancing math intervention strategies, especially for SWD and H/L students.
-Reversing the trends in dropout rates and chronic absenteeism with comprehensive support and engagement strategies.
-Innovating parent and educator engagement to increase workshop attendance and participation in school decision-making processes.
-This reflective analysis forms the cornerstone of our strategic planning for the 2024-25 LCAP, guiding our efforts to not only sustain areas of success but also to confront and overcome our challenges with strategic focus and resource allocation.
-All staff training about Special Education, what an IEP means, what kinds of supports teacher of record is supposed to do. Sign staff up for SELPA Teacher Boot Camp.
-Staff training around autism, which appears to be growing based on conversation with SELPA Director who has knowledge of local preschools.

All students, socioeconomically disadvantaged, and white were in the lowest performance level in ELA and math on the 2023 Dashboard.
On the 2024 CA Dashboard, we had no groups in the lowest performing indicators.
No new actions were created in this year's LCAP.

Northern United - Siskiyou Charter does not have any remaining LRBEG funds.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational partners involved in the LCAP process includes: Certificated staff (administrators who are not principals - school does not have principals.) Certificated staff (teachers) Classified staff (other school personnel, aides, tutors, janitors, business services) Parents and guardians Students Community members County Office of Education Siskiyou SELPA NU-SCS does not have a Local Bargaining Unit.	NU-SCS has actively engaged stakeholders throughout the LCAP development process by conducting a series of public input meetings and distributing targeted surveys. Key engagement activities included: -Annual Northern United Charter Schools Summit, held during staff training days in August, which involved certificated and classified staff from NU-SCS and NU-HCS. -Monthly administrative and teacher circle meetings, weekly staff meetings, and biannual Parent Advisory Council meetings that facilitated discussions across both north and south county families, staff, and students, with options to participate in-person or via Zoom. -This year, we combined our Community Schools Parent Advisory Council, the CEI (California Community Engagement Initiative) Engagement team, and our LCAP Advisory Council into one Community Collaboration Council, which includes staff, students, parents, and community members. This effort was intended to cut down on the number of total meetings, yet still provide opportunities for people to add their voice to the conversation about the direction of the school. Meetings were held in November, February, and May. -Consultations with the SELPA director on February 4, 2025 to align special education strategies within the LCAP framework.

Educational Partner(s)	Process for Engagement
	-Comprehensive surveys were distributed to effectively gauge the school's educational environment and stakeholder engagement. This year we combined the school climate survey and family engagement survey into one more streamlined survey. The new survey focuses on evaluating family-school relationship building, communication and information sharing, parental rights and advocacy, and the extent of family participation in decision-making processes. We also ask staff to complete a Priority 2 Standards implementation survey aimed specifically assessing the effectiveness of educational standards. Surveys were sent in February, with reminders sent out via Parent Square in March, April and May. -Note: NU-SCS does not have a bargaining unit and NU-SCS does not have an ELAC group due to having no EL students. These efforts are underscored by a commitment to open communication and inclusivity, ensuring that all voices within the school community are heard and considered in the planning and implementation of the LCAP. Public hearings and board approvals are scheduled to ensure transparency and further community involvement, with a public hearing set for June 25th and board approval on June 26th.

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

By addressing these goals, NU-SCS will be able to improve academic achievement across all student groups, enhance the overall learning environment, and increase educational partner involvement in decision-making processes, ultimately leading to a more positive school climate and better academic outcomes for all students.

Accomplished Students - Establish, align, and deepen the implementation of quality learning, teaching, and leadership practices to also enhance college and career readiness.
Goal 1: Improve academic achievement across all student groups - Actions 1.1, 1.2, 1.3, 1.4
~Implement targeted intervention programs and support services for underperforming students, particularly those in the Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) groups.
~Provide professional development opportunities for teachers, focusing on differentiated instruction and culturally responsive teaching practices to better meet the diverse needs of all students.

~Regularly monitor student progress through formative assessments and data-driven analysis to identify areas of improvement and adjust instructional strategies accordingly.
~Increase integration of college and career readiness into curriculum planning and student support services, ensuring students are prepared for post-secondary success and equipped with necessary skills for the workforce.

Supportive Environment - Institute inclusive environments where students, families, and staff feel safe and welcomed and are supported to attain goals based on high expectations.
Goal 2: Enhance the overall learning environment - Actions 2.1, 2.2
~Continuously review and update the curriculum to ensure it is engaging, culturally relevant, and meets the diverse needs of all students.
~Provide ongoing professional development opportunities for teachers to improve their instructional strategies and classroom management skills.
~Integrate technology and innovative teaching methods to create a more dynamic, interactive, and student-centered learning environment.
~Address any concerns related to the physical learning environment (e.g., classroom layout, lighting, noise abatement and cleanliness) to ensure a comfortable and conducive space for learning.
~Supporting required state priorities 1B and 1C

Empowered Community - Foster and enhance collaborations among educational partners to empower the community and positively influence student success.
Goal 3: Increase stakeholder involvement in decision-making processes - Actions 3.1, 3.2
~Increase opportunities for parents, students, and staff to actively participate in decision-making processes through committees, focus groups, or regular meetings.
~Improve awareness and promote participation in advisory groups, with a special focus on underrepresented groups.
~Foster a culture of collaboration and transparency by increasing stakeholder involvement in the development, implementation, and evaluation of school initiatives.
~Strengthen parent engagement in their child's education by offering support groups, workshops and informational sessions on the curriculum and ways they can support their child's learning at home.

Based on feedback from educational partners, there were no changes made to above goals or actions for the 2025-26 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Accomplished Students Establish, align, and deepen the implementation of quality learning, teaching, and leadership practices.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The "Accomplished Students" goal for the 2024-2027 LCAP expands upon the prior focus on enhancing student performance in statewide assessments. This broader goal stresses not only academic achievements but also aims for overall educational excellence at Northern United - Siskiyou Charter School (NU-SCS). It seeks to strengthen learning, teaching, and leadership within the school by adopting a comprehensive strategy that considers stakeholder feedback and lessons from previous LCAP cycles. Actions from the earlier Goal 2 are now part of Goal 1, forming a cohesive strategy to boost every student's success. This approach underlines our commitment to continuous improvement, adaptability, and addressing identified growth areas such as engaging learning experiences, personalized education paths, and enhanced teacher-student interactions in innovative ways to ensure each student can achieve their best. Implementing the actions below and measuring progress using the identified metrics will support the NU-SCS in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic Indicator: CAASPP ELA (Priority 4)	All: 83.6 points below standard	All: 47.4 points below standard		All: 23 points below standard	All: Improved 36.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (SED); White (Points below standard - California School Dashboard)	SED: 83.1 points below standard White: 85.5 points below standard (2023 Dashboard)	SED: 54.6 points below standard White: 42.5 points below standard (2024 Dashboard)		SED: 23 points below standard White: 23 points below	SED: improved 28.5 points White: improved 43 points
1.2	Academic Indicator: CAASPP math (P4) Socioeconomically Disadvantaged (SED); White (Points below standard - California School Dashboard)	All: 153.1 points below standard SED: 150.6 points below standard White: 146.4 points below standard (2023 Dashboard)	All: 109 points below standard SED: 115.1 points below standard White: 84.8 points below standard (2024 Dashboard)		All: 90 points below standard SED: 90 points below standard White: 90 points below	All: Improved 44.1 points SED: improved 35.5 points White: improved 61.6 points
1.3	Assessments: Screening and Diagnostic Tool Language Arts assessments (P8) (Percent of students meeting or exceeding growth target)	The baseline will be determined with a new local assessment during the 2024-2025 school year. ***New measurement***change in average percentile*** 2023-2024 Renaissance Growth Analysis (Fall to Spring): 76% of students Met or Exceeded growth target in Reading	Fall window average percentile: 54.4 Winter window average percentile: 54.4 (2024-25 local data)		80% of students Met or Exceeded growth target in reading ***new desired outcome***5 point growth***	Year one showed no growth between windows. This is a different metric than numbers of students who met Renaissance growth targets.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Parsec Go)				
1.4	Assessments: Screening and Diagnostic Tool Math assessments (P8) (Percent of students meeting or exceeding growth target)	The baseline will be determined with a new local assessment during the 2024-2025 school year. ***New measurement***change in average percentile*** 2023-2024 Renaissance Growth Analysis (Fall to Spring): 76% of students Met or Exceeded growth target in Reading (Parsec Go)	Fall window average percentile: 43 Winter window average percentile: 44.6 (2024-25 local data)		80% of students Met or Exceeded growth target in math ***new desired outcome***5 point growth***	Growth in average percentile was in percentile. This is a different metric than numbers of students who met Renaissance growth targets.
1.5	CA Science Test Scores (P4) (CAST percent met or exceeded)	All: 23.4% met or exceeded (2023 Dashboard)	All: 40.91% met or exceeded (2024 CA Dashboard)		All: 38% met or exceeded	All: improved 17.5%
1.6	Percentage of students with IEPs or 504 plans receiving appropriate services	100% of students received required services (2023-24 local data)	100% of students received required services (2023-24 local data)		100% of students received required services	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	English Learner Progress (P4) (% of students showing progress)	[No English Learners currently] (2023 Dashboard)	[No English Learners in 2023-24] (2024 CALPADS)		100% making progress toward English proficiency	No change
1.8	English Learner Reclassification Rate (P4) (% of students reclassified)	[No English Learners currently] (2023 CALPADS)	[No English Learners in 2023-24] (2024 CALPADS)		100% reclassified	No change
1.9	CTE Pathway Completion Rate (P4) (Percentage of students completing pathway)	17.6% completion rate (2023 Data Quest)	13% completion rate (2024 CA Dashboard)		29% completion rate	All: decreased 4.6%
1.10	UC or CSU Entrance Requirement Rate (P4) (Percentage of students meeting entrance requirements)	29.4% completion rate (2023 Data Quest)	8.7% completion rate (2024 CA Dashboard)		39% completion rate	All: decreased 20.7%
1.11	Number of students that meet both a-g and CTE completion (P4) (Percentage of students meeting both a-g and CTE completion requirements)	11.8% completion rate (2023 Data Quest)	4.3% completion rate (2024 CA Dashboard)		23% completion rate	All: decreased 7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Advanced Placement Passing Rate (Score of 3 or higher) (P4) (Percentage of students who took the test scoring 3 or higher)	No students took the test (2023 College Board)	No students took the test (2024 College Board)		50% scoring 3 or higher	No change
1.13	Early Assessment Program (EAP) Rate (P4) (Percentage of students scoring at level 3 or 4)	0% scored at Level 3 or 4 (2023 Dataquest)	50% scored at Level 3 or 4 (2024 Dataquest)		20% scoring at Level 3 or 4	All: increased 50%
1.14	Pupil Access to a Broad Course of Study (P7) (Percentage of students as noted in School Information System)	100% of students have access to a broad course of study (2023-24 local SIS data)	100% of students have access to a broad course of study (2024-25 local SIS data)		All students have access to a broad course of study	No change
1.15	Teachers, Instructional Materials, and Facilities (P1) (Percentage of teachers fully credentialed)	100% of teachers are fully credentialed, 100% of students have access to standards-aligned instructional materials, and 100% of facilities are in good repair (2023-24 local and FIT data)	100% of teachers are fully credentialed, 100% of students have access to standards-aligned instructional materials, and 100% of facilities are in good repair (2024-25 local and FIT data)		100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities in good repair	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Implementation of state standards (P2) (LCFF Local Indicator self-reflection tool - average score of 3 or higher)	Average score on Priority 2 Self-Reflection Tool, including ELD - 3.57 (2023-24 local data)	Average score on Priority 2 Self-Reflection Tool, including ELD - 3.46 (2023-24 local data)		Average score on Priority 2 Self-Reflection Tool - 4.00	Decreased 0.11%

Goal Analysis [2024-25]

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

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

Implementation Overview
Northern United - Siskiyou Charter School has actively pursued a broad range of strategies aimed at improving educational outcomes across various metrics. From recruiting qualified staff to expanding academic programs, the school has demonstrated a commitment to enhancing the educational landscape.

Successes
Staff Recruitment and Development: Successfully hiring certified teachers and providing induction through ATE and the Tehama County Department of Education underscores the school's commitment to maintaining a highly qualified teaching staff. The ongoing professional development efforts across multiple priorities ensure that the staff is equipped to meet diverse student needs.

Academic Interventions and Supports: The expansion of academic intervention programs with additional tutors and the introduction of new assessments has contributed positively to student achievement metrics, particularly in ELA and Math. This is aligned with the school’s goals under Priorities 4 and 8.

Resource Accessibility: Consistently providing necessary supplies and technology to unduplicated students ensures equity in access to educational resources, which is crucial for leveling the playing field.

Enhanced Counseling and Course Offerings: Increasing the FTE of academic counselors and expanding A-G course offerings, including through platforms like Subject.com, have bolstered college readiness programs, directly impacting college preparatory metrics.

Challenges

Intervention Coordinator Role: The decision not to hire a dedicated intervention coordinator and instead distribute these duties among existing staff may have limited the effectiveness of targeted interventions. This area might benefit from reassessment to ensure that workload distribution does not impede the intervention quality. We had numerous students who did not complete the assessment during both windows, limiting the data set.

There were no substantive differences between planned actions and completed actions.

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

There was a 17.61% variance in action 1.1 due to a teacher vacancy that we were not able to fill.
There was a decrease in expected expenses in 1.4 due to a reduction in contracted services with Tiny Eye.

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

Effectiveness of Actions
Action 1.1: Employ highly qualified teachers
Associated Metrics:

1.1 CAASPP ELA (Academic Indicator – ELA)
1.2 CAASPP Math (Academic Indicator – Math)
1.5 CA Science Test scores (CAST)
1.15 Teachers, Instructional Materials, and Facilities (Priority 1)
1.16 Implementation of State Standards (Priority 2 – Local Indicator)

Rationale:
Ensuring all teachers are fully credentialed and supported strengthens instructional quality and improves student academic outcomes.

Effectiveness: The hiring of certified teachers and the provision of induction and ongoing professional development have been instrumental in improving CAASPP scores in both ELA and Math. This suggests a positive correlation between teacher qualification and student academic performance, validating the effectiveness of this action.

Result: Improvement from baseline in both ELA and Math scores demonstrates successful implementation.

Action 1.2: Implement academic intervention to support lowest performing students
Associated Metrics:

1.1 CAASPP ELA
1.2 CAASPP Math
1.3 Local ELA Assessments (Renaissance/Parsec Go)
1.4 Local Math Assessments (Renaissance/Parsec Go)
1.5 CA Science Test scores
1.6 Percentage of students with IEPs or 504 plans receiving services
1.15 Teachers, Instructional Materials, and Facilities

Rationale:
This action targets direct academic support for underperforming students through tutoring, progress monitoring, and instructional strategies.

Effectiveness: Providing supplies and technology to unduplicated students has ensured that these students have the necessary tools for learning, which is crucial for maintaining equity in educational access. This action aligns well with the goal of improving educational access and has likely contributed positively to students' ability to engage with the curriculum effectively.

Result: Effective in enhancing resource accessibility, though direct impact on academic outcomes may be indirect and longer-term.

Ineffectiveness: The decision to distribute the duties of an intervention coordinator among existing staff rather than hiring a dedicated coordinator might have diluted the focus and effectiveness of academic interventions. This could be a contributing factor to the slower progress in meeting the targeted outcomes in CAASPP scores and other academic metrics.

Result: Ineffective in fully achieving the desired impact on academic performance, suggesting a need for revisiting this decision.

Action 1.3: Develop college and career readiness
Associated Metrics:

1.9 CTE Pathway Completion Rate
1.10 UC/CSU Entrance Requirement Rate (A-G completion)
1.11 Percentage meeting both A-G and CTE completion
1.12 AP Passing Rate
1.13 Early Assessment Program (EAP) Rate
1.14 Pupil Access to a Broad Course of Study

Rationale:
Expanding access to rigorous academics and postsecondary planning prepares students for success beyond high school.

Effectiveness: Expanding A-G course offerings and CTE pathways has been effective in providing more diverse academic opportunities but has not yet significantly improved the percentage of students meeting A-G and CTE completion rates to the targeted levels. However, the

introduction of new courses through Subject.com and enhanced AP course offerings have likely contributed to broader academic engagement.
Result: Mixed effectiveness; positive in increasing course diversity but less impact on completion rates.

Effectiveness: Increasing the full-time equivalent (FTE) of academic counselors has bolstered support for students, especially in navigating college admissions and managing academic pressures, which is crucial for both academic and emotional well-being.
Result: Effective in providing increased support, likely contributing to better preparedness for college, though improvements in college entrance requirement rates are still below targets.
Ineffectiveness of Actions

Action 1.4: Employ special education staff
Associated Metrics:

1.6 Percentage of students with IEPs or 504 plans receiving services
1.1 CAASPP ELA (indirectly supports outcomes)
1.2 CAASPP Math (indirectly supports outcomes)

Rationale:
Dedicated special education staff ensure compliance with service delivery and provide essential supports that contribute to student growth and inclusion.

Effectiveness: Action 1.4 has been effective in meeting its primary objective (full service delivery for students with IEPs/504s) and likely contributed positively to the broader academic gains observed across student subgroups.

Overall Analysis
While many of the implemented actions have positively impacted the associated metrics, some areas, such as the completion rates for A-G and CTE pathways and intervention strategies, indicate room for improvement. The effectiveness of actions like expanding academic offerings and increasing staff development has been clear, but the full potential of interventions has not been realized, possibly due to execution challenges such as the lack of a dedicated intervention coordinator.

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.

Next year, we will place greater emphasis on supporting and training teachers to strengthen the delivery of academic interventions for students. While no changes are planned to this goal, its metrics, or actions, we recognize that not hiring a dedicated intervention coordinator may have impacted the consistency and effectiveness of interventions. We plan to reassess this decision to ensure that the distribution of responsibilities among staff does not compromise intervention quality. Additionally, we will work to improve assessment participation, as a significant number of students did not complete both testing windows, limiting the usefulness of the data collected.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	Employ highly qualified teachers	$356,534.00	No
1.2	Academic Support and Intervention	Implement academic intervention to support lowest performing students	$457,779.00	Yes
1.3	College and Career Readiness	Develop college and career readiness	$80,050.00	Yes
1.4	Special Education Services	Employ special education staff	$107,737.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Supportive Environment Institute inclusive environments where students, families, and staff feel safe and welcomed and are supported to attain goals based on high expectations.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The new Goal 2, "Supportive Environment," in the 2024-2027 LCAP for Northern United - Siskiyou Charter School (NU-SCS), was formulated to cultivate an inclusive setting where students, families, and staff feel safe and encouraged to reach high standards. This goal extends the principles of the old Goal 2, focusing on providing all students with access to a broad course of study and suitable learning conditions, by emphasizing the importance of pupil engagement, school climate, and course access as outlined in CA State Priorities 5, 6, and 7. It reflects a commitment to improving the overall school experience based on feedback from our community and learnings from the California Community Engagement Initiative (CEI), addressing identified needs for a more supportive, engaging, and inclusive educational environment. This streamlined approach underlines NU-SCS's dedication to not just academic excellence but also to the emotional and social well-being of its school community. Implementing the actions below and measuring progress using the identified metrics will support the NU-SCS in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate (Priority 5) (Percentage of attendance rate)	94.73% attendance rate (PADC P2 2023)	93.53% (PADC P2 2024)		98% attendance rate	Decreased 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism Rate (P5) (Percentage of chronically absent)	All: 16.1% chronically absent (2023 Dashboard)	11.8% chronically absent (2024 Dashboard)		All: 7% chronic absenteeism rate	Improved 4.3%
2.3	Middle School Dropout Rate (P5) (Percentage of MS dropouts)	0% dropout rate (2023 CALPADS)	7.7% dropout rate (CALPADS ODS 8.1 B)		0% dropout rate	Increased 7.7%
2.4	High School Dropout Rate (P5) (Percentage of HS dropouts)	17.6% dropout rate (2023 CALPADS)	3.07% dropout rate (CALPADS)		6% dropout rate	Decreased 14.5%
2.5	High School Graduation Rate (P5) (Percentage of seniors who graduated on time)	All: 82.4% graduated SED: No data White: No data (2023 Dashboard)	All: 65.2% graduated SED: 63.6% graduated White: 66.7% graduated (2024 Dashboard)		All: 94% graduation rate SED: 94% graduation rate White: 98% graduation rate	All: decreased 17.2% SED: 63.6% baseline White: 66.7% baseline
2.6	Suspension Rate (P6) (Percentage of students suspended at least one day)	All: 0% suspended at least one day SED: No data White: No data (2023 Dashboard)"	All: 0.6% suspended at least one day SED: 0.7% suspended at least one day White: 1% suspended at least one day		All: 0% suspended at least one day SED: 0% suspended at least one day White :0% suspended at least one day	All: increased 0.6% SED: increased 0.7% White: increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024 Dashboard)		H/L: 0% suspended at least one day	
2.7	Expulsion Rate (P6) (Percentage of students expelled)	0% expulsion rate (2023 DataQuest)	0% expulsion rate (2024 DataQuest)		0% expulsion rate	No change
2.8	Sense of Safety and School Connectedness (P6) (Percentage of positive responses)	Percentage of positive responses on School Climate and Family Engagement Surveys: Students (10 responses): 80% Parents/Guardians (20 responses): 92% Staff (10 responses): 90% (2024 Local survey)	Percentage of positive responses on School Climate and Family Engagement Surveys: Students (13 responses): 96.5% Parents/Guardians (21 responses): 100% Staff (10 responses): 99% (2025 Local survey)		Students: 100% Parents/Guardians: 100% Staff: 100%	Students (3 more responses): 16.5% increase in positive responses Parents/Guardians (1 more response): 10% increase in positive responses Staff (same number of responses): 9% increases in positive responses

Goal Analysis [2024-25]

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

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

Overall Implementation Summary for Goal 2: Supportive Environment
Most planned actions were implemented as described, with a few modifications due to staffing limitations and resource allocation.

Northern United - Siskiyou Charter School (NU-SCS) successfully implemented the majority of planned actions to foster a supportive and engaging school environment. Programs supporting student well-being — including PBIS initiatives, outdoor resiliency experiences (ORBE), SEL curriculum, suicide prevention efforts, restorative practices, and MTSS structures — were fully carried out. These actions contributed to positive results in school climate surveys, with high percentages of students (96.5%), parents (100%), and staff (99%) reporting favorable perceptions of safety, support, and connectedness in 2025.

Key successes included a notable decrease in chronic absenteeism from 16.1% to 11.8%, maintaining a 0% expulsion rate, and a low suspension rate of 0.6%. Efforts to support graduation rates faced challenges; while dropout rates improved dramatically (HS dropout from 17.6% to 3.07%), the graduation rate decreased from 82.4% to 65.2%, which remains an area for continued focus. Attendance rates slightly declined (from 94.73% to 93.53%), suggesting ongoing work is needed to further strengthen daily engagement.

There were no substantive deviations from the planned actions, though responsibilities related to MTSS implementation were distributed among existing staff rather than hiring additional dedicated personnel. This shared staffing model allowed the school to maintain service delivery but highlighted the need for broader training and capacity building moving forward.

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 was an increase in expected expenses in 2.2 due to filling the school secretary role at the Yreka Learning Center.

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

Action 2.1: Support Non-Academic Needs of Students
Metrics:

2.2: Chronic Absenteeism Rate
2.5: High School Graduation Rate

Effectiveness:
This action focused on providing social-emotional learning (SEL), leadership development, behavior supports, and a meal program to address barriers to engagement, particularly for socioeconomically disadvantaged (SED) students. The chronic absenteeism rate improved significantly from 16.1% to 11.8%, suggesting the wraparound supports positively impacted student attendance and engagement. However, the high school graduation rate declined from 82.4% to 65.2%, indicating that while non-academic supports may be helping students stay connected to school, additional academic or transitional supports may be necessary to ensure on-time graduation.

Result:
Partially effective – strong results in absenteeism reduction, but less impact on graduation outcomes.

Action 2.2: School Climate

Metrics:

2.1: Attendance Rate
2.2: Chronic Absenteeism Rate
2.3: Middle School Dropout Rate
2.4: High School Dropout Rate
2.5: Graduation Rate
2.6: Suspension Rate
2.7: Expulsion Rate
2.8: Sense of Safety and School Connectedness

Effectiveness:
This action implemented comprehensive strategies including PBIS, mental health supports, safety protocols (e.g., ALICE), and community engagement. The chronic absenteeism rate declined and student survey responses about school connectedness rose sharply, from 80% to 96.5%. Additionally, high school dropout rates improved significantly, from 17.6% to 3.07%. However, the middle school dropout rate increased from 0% to 7.7%, and graduation rates declined. Suspension rates also increased slightly, from 0% to 0.6%, though expulsions remained at 0%.

Result:
Mixed effectiveness – highly successful in fostering safety and connectedness, and in reducing high school dropouts, but challenges remain in middle school engagement, maintaining low suspension rates, and improving on-time graduation.

Overall Summary:
Goal 2 actions have been largely effective in promoting a supportive school climate, reducing absenteeism, and fostering school connectedness. The improvements in chronic absenteeism and student/family engagement suggest the non-academic interventions are impactful. However, fluctuating dropout and graduation rates and a slight increase in suspensions indicate a need to recalibrate supports, particularly for middle school students and for students at risk of not graduating.

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.

In the coming year, there are no changes to this goal, metrics or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support non-academic needs of students	Provide support to students in the areas of social/emotional learning, resiliency building, leadership skills, and behavior management, as well as a breakfast and lunch program.	$42,298.00	Yes
2.2	School Climate	Implement a holistic student support strategy that encompasses behavioral interventions, mental health resources, staff collaboration, safety protocols, and community engagement initiatives. This action aims to enhance overall school climate and student well-being through comprehensive support systems and community involvement.	$20,665.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empowered Community Foster and enhance collaborations among educational partners to empower the community and positively influence student success.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The development of Goal 3, "Empowered Community," in the 2024-2027 LCAP at Northern United - Siskiyou Charter School (NU-SCS) is informed by critical data gathered through various engagements and surveys. Chronic absenteeism rates and historically low parent participation in LCAP surveys highlight a pressing need for improved community engagement and parental involvement. Insights from the California Community Engagement Initiative (CEI), where feedback from a diverse group of stakeholders emphasized the importance of parental training and community ties, further validate this focus. Additionally, school climate surveys have underscored the community's perception regarding safety, relationships, and empowerment, guiding the school's efforts to enhance communication and effectively engage parents and the broader community in the educational process. Implementing the actions below and measuring progress using the identified metrics will support NU-SCS in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Implementation of state standards (P2) (LCFF Local Indicator self-reflection tool -	Average score on Priority 2 Self-Reflection Tool, including ELD - 3.57	Average score on Priority 2 Self-Reflection Tool, including ELD - 3.46		Average score on Priority 2 Self-Reflection Tool - 4.00	Decrease of 0.11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	average score of 3 or higher)	(2023-24 local data)	(2023-24 local data)			
3.2	Parent Involvement (P3) (Percentage of parents responding to surveys)	Survey response percentage: 17.09% (2023-24 local data)	16.6% response rate *2024 survey data included numbers of responses to two different surveys in the numerator and the number of families in the denominator. In 2025, we combined the two surveys into one, which probably impacted the numerator. (2024-25 local data)		Survey response percentage: 30%	Decrease of 1.03%
3.3	Support parent educators (P8) (Number or parent educator events)	Number of parent educator and support program opportunities: None (P8) (2023-24 local data)	We have increased our parent educator support events from zero per year to one. (2024-25 local data)		Number of parent educator support program opportunities: Four (P8)	Increase of 1

Goal Analysis [2024-25]

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

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

Overall Implementation of Goal 3: Empowered Community
During the 2024–25 school year, Northern United – Siskiyou Charter School (NU-SCS) implemented the actions under Goal 3 as planned, with a focus on strengthening community engagement and empowering educational partners to support student success.

The Parent Engagement action was launched, including the development of a Parent Educator Support Program. We increased from zero to one formal parent educator event this year and are on track to meet the goal of four by Year 3. Efforts to increase parent survey participation faced some challenges: the parent response rate declined slightly from 17.09% to 16.6%. This decrease may be partly due to combining two separate surveys into a single survey instrument for 2025, which impacted how participation was calculated.

The Community School Practices action was fully implemented, with the Community School Coordinator supporting programs such as Outdoor Resiliency Building Experiences (ORBE) and family engagement efforts. These actions helped maintain strong positive school climate survey results, including 100% positive responses for students, staff, and parents in the areas of safety and connectedness.

Challenges included sustaining consistent parent participation across a geographically dispersed independent study population and balancing limited staffing resources to expand parent engagement initiatives. To address this, we are planning increased targeted outreach and more flexible event offerings for the coming years.

There were no substantive differences between the planned and implemented actions, although progress toward the parent engagement metrics will require continued strategic focus. Overall, implementation has laid a strong foundation for building deeper community partnerships in the next two 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.

No material differences between planned and estimated actual expenditures.

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

Action 3.1: Parent Engagement
Associated Metrics:

3.2 – Parent Involvement (Percentage of parents responding to surveys)
3.3 – Support parent educators (Number of parent educator events)
3.1 – Implementation of State Standards (as impacted by support to parent educators)

Effectiveness:
Action 3.1 aimed to strengthen parent-school partnerships by offering opportunities for parental engagement and training parent educators to support home-based learning. There was measurable progress with the launch of one parent educator event (up from zero), indicating an initial step toward building a support structure. However, the percentage of parents responding to surveys slightly declined from 17.09% to 16.6%, despite expectations for growth. This decline may partially be due to a shift in survey methodology, but it also points to the need for better communication, outreach, and engagement strategies.

Result:
Partially effective. While the increase in parent educator opportunities shows movement toward the goal, parent response rates have not improved, suggesting that broader or more accessible engagement approaches are needed in the coming years.

Action 3.2: Community School Practices
Associated Metrics:

3.1 – Implementation of State Standards (via systemic support structures)
3.2 – Parent Involvement
3.3 – Support parent educators

Indirectly supports all Priority 6 metrics (School Climate, Safety, Connectedness)

Effectiveness:
The implementation of community school practices has yielded clear benefits. The integration of services, coordination of supports, and community engagement strategies contributed to excellent outcomes in school climate data. Student, staff, and parent surveys all reflected 100% positive responses related to school connectedness and safety, indicating a welcoming, well-supported environment aligned with community school goals.

Result:
Highly effective. This action has significantly strengthened the school's climate and sense of community, meeting the intent of the community schools model. Continued investment in this area is warranted.

Overall Effectiveness Summary for Goal 3
Strengths: The Community School Practices action has been a cornerstone of improved climate and stakeholder satisfaction. Families, staff, and students report strong levels of connection and support.

Growth Areas: Parent engagement, while progressing in terms of event offerings, has not yet translated into improved survey response rates or broad-based participation. Future strategies may include increasing accessibility of events, providing childcare or translation services, or conducting targeted outreach to underserved families.

Next Steps:

Expand the number and scope of parent educator events.
Improve visibility and accessibility of surveys and engagement opportunities.
Continue leveraging community school strategies to reinforce engagement and support student success.

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

In the coming year, there are no changes to this goal, metrics or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement	Develop and implement strategies to enhance parent engagement and foster stronger partnerships between families and the school to enrich other student outcomes (Priority 3 and 8). Provide resources and training to support parents educators to understand and apply standards based practices in the in-home learning (Priority 2).	$22,940.00	Yes
3.2	Community School Practices	Implement community school practices to integrate educational services, family support, and community resources within the school environment, aiming to create a holistic approach that supports student success and well-being.	$150,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$440661.00	$40852.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.786%	0.000%	$0.00	28.786%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Academic Support and Intervention **Need:** ELA and math SBAC: All students, including SED and White students, are in the red zone on Dashboard. **Scope:**	Implementing evidence-based academic interventions such as regular IXL diagnostics assessments and targeted instructional support, included tutoring, is designed to primarily support SED students that may not otherwise have access to support resources. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in ELA and math.	Growth in SBAC (points below standard) and local assessments. (percent of students meeting or exceeding growth target).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Since 80% of our students qualify for free or reduced students, actions targeted to all students benefits that group primarily.	
1.3	**Action:** College and Career Readiness **Need:** Not enough students graduating prepared for college and career. Only 24%. Low Income students have a lower graduation rate than All Students. **Scope:** LEA-wide	Implementing evidence-based academic interventions such as regular IXL diagnostics assessments and targeted instructional support, included tutoring, is designed to primarily support SED students that may not otherwise have access to support resources. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in ELA and math. Also, providing a full time PPS will help us keep students on track to graduate and provide them a vision for what their future might look like. Since 80% of our students qualify for free or reduced students, actions targeted to all students benefits that group primarily.	CTE Pathway Completion Rate (P4), UC or CSU Entrance Requirement Rate (P4), Early Assessment Program (EAP) Rate (P4)
2.1	**Action:** Support non-academic needs of students **Need:** SED students have a slightly higher chronic absenteeism rate and a lower graduation rate. **Scope:** LEA-wide	Implementing evidence-based non-academic interventions such as resiliency building and improved nutrition in our meals is designed to primarily support SED students that may not otherwise have access to support resources. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in engagement with school. Since 80% of our students qualify for free or reduced students, actions targeted to all students benefits that group primarily.	Chronic Absenteeism Rate (P5), High School Graduation Rate (P5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** School Climate **Need:** Chronic absenteeism for low income students (16.1% chronically absent) and high school dropout rates (17.6% dropout rate) are higher than we would like to see, and the high school dropout rate and school climate survey positive response rates are lower than we would like to see. **Scope:** LEA-wide	Implementing evidence-based non-academic interventions such as behavioral supports, mental health supports, and pupil and family engagement strategies is designed to primarily support SED students that may not otherwise have access to support resources. While this action is principally directed towards unduplicated students, it will also provide support for all students that need the support of a welcoming school climate. Since 80% of our students qualify for free or reduced students, actions targeted to all students benefits that group primarily.	Attendance Rate (P5), Chronic Absenteeism Rate (P5), Middle School Dropout Rate (P5), High School Dropout Rate (P5), Suspension Rate (P6), Expulsion Rate (P6), Sense of Safety and School Connectedness (P6)
3.1	**Action:** Parent Engagement **Need:** Lower academic performance of SED students, lower than desired responses to surveys, lower than desired parent involvement in school activities and the decision making process. **Scope:** LEA-wide	Providing parents and families with ongoing interactive learning opportunities using adult learning strategies will lead to improved parent engagement as defined in Priority 3. Providing training to parents regarding various topics including, but not limited to, interpreting local assessment results, supporting student instruction at home, and determining individual student needs will have positive impact on all student outcomes as defined in Priority 8. This action is intended to address the need of SED students by principally directing the training toward parents of SED students so they can provide a better quality of academic support for their child at home. Since 80% of our students qualify for free or reduced students, actions targeted to all students benefits that group primarily.	Percentage of parents who participate in the survey. Percentage of parents who attend support meetings.

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

Limited Actions

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

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

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

No limited actions

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase our teaching and instructional aide staff (Action 1.2). Based on feedback from our educational partners, it is clear that we need extra instructional staff to support students with any academic learning gaps. Action 1.3 will support our academic counseling program and help it develop more college and career readiness. This additional academic support will be principally targeted toward unduplicated youth, including foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1/45

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 certificated staff providing direct services to students	N/A	1/12

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1530839	440661.00	28.786%	0.000%	28.786%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$920,933.00	$250,806.00	$0.00	$66,264.00	$1,238,003.00	$981,667.00	$256,336.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instruction	All	No			All Schools	Ongoing	$341,424.00	$15,110.00	$341,424.00			$15,110.00	$356,534.00	
1	1.2	Academic Support and Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$423,845.00	$33,934.00	$406,625.00			$51,154.00	$457,779.00	
1	1.3	College and Career Readiness	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$59,050.00	$21,000.00	$9,000.00	$71,050.00			$80,050.00	
1	1.4	Special Education Services	Students with Disabilities	No			All Schools	Ongoing	$0.00	$107,737.00	$77,981.00	$29,756.00			$107,737.00	
2	2.1	Support non-academic needs of students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$42,298.00	$42,298.00				$42,298.00	
2	2.2	School Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$20,665.00	$0.00	$20,665.00				$20,665.00	
3	3.1	Parent Engagement	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$21,140.00	$1,800.00	$22,940.00				$22,940.00	
3	3.2	Community School Practices	All	No			All Schools	Ongoing	$115,543.00	$34,457.00		$150,000.00			$150,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1530839	440661.00	28.786%	0.000%	28.786%	$501,528.00	0.000%	32.762 %	**Total:**	$501,528.00
								LEA-wide Total:	$501,528.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Academic Support and Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	$406,625.00	
1	**1.3**	College and Career Readiness	Yes	LEA-wide	Foster Youth Low Income	All Schools	$9,000.00	
2	**2.1**	Support non-academic needs of students	Yes	LEA-wide	Foster Youth Low Income	All Schools	$42,298.00	
2	**2.2**	School Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	$20,665.00	
3	**3.1**	Parent Engagement	Yes	LEA-wide	Foster Youth Low Income	All Schools	$22,940.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,087,030.00	$1,036,543.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instruction	No	$313,646.00	258398.00
1	**1.2**	Academic Support and Intervention	Yes	$349,432.00	354,825
1	**1.3**	College and Career Readiness	Yes	$67,193.00	67197
1	**1.4**	Special Education Services	No	$126,245.00	119125
2	**2.1**	Support non-academic needs of students	Yes	$39,387.00	41020
2	**2.2**	School Climate	Yes	$20,536.00	25386
3	**3.1**	Parent Engagement	Yes	$20,591.00	20592
3	**3.2**	Community School Practices	No	$150,000.00	150000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
428577.00	$438,946.00	$445,981.00	($7,035.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support and Intervention	Yes	$349,432.00	354825		
1	1.3	College and Career Readiness	Yes	$9,000.00	9000		
2	2.1	Support non-academic needs of students	Yes	$39,387.00	41020		
2	2.2	School Climate	Yes	$20,536.00	20544		
3	3.1	Parent Engagement	Yes	$20,591.00	20592		

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)
1496451	428577.00	0	28.640%	$445,981.00	0.000%	29.803%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024