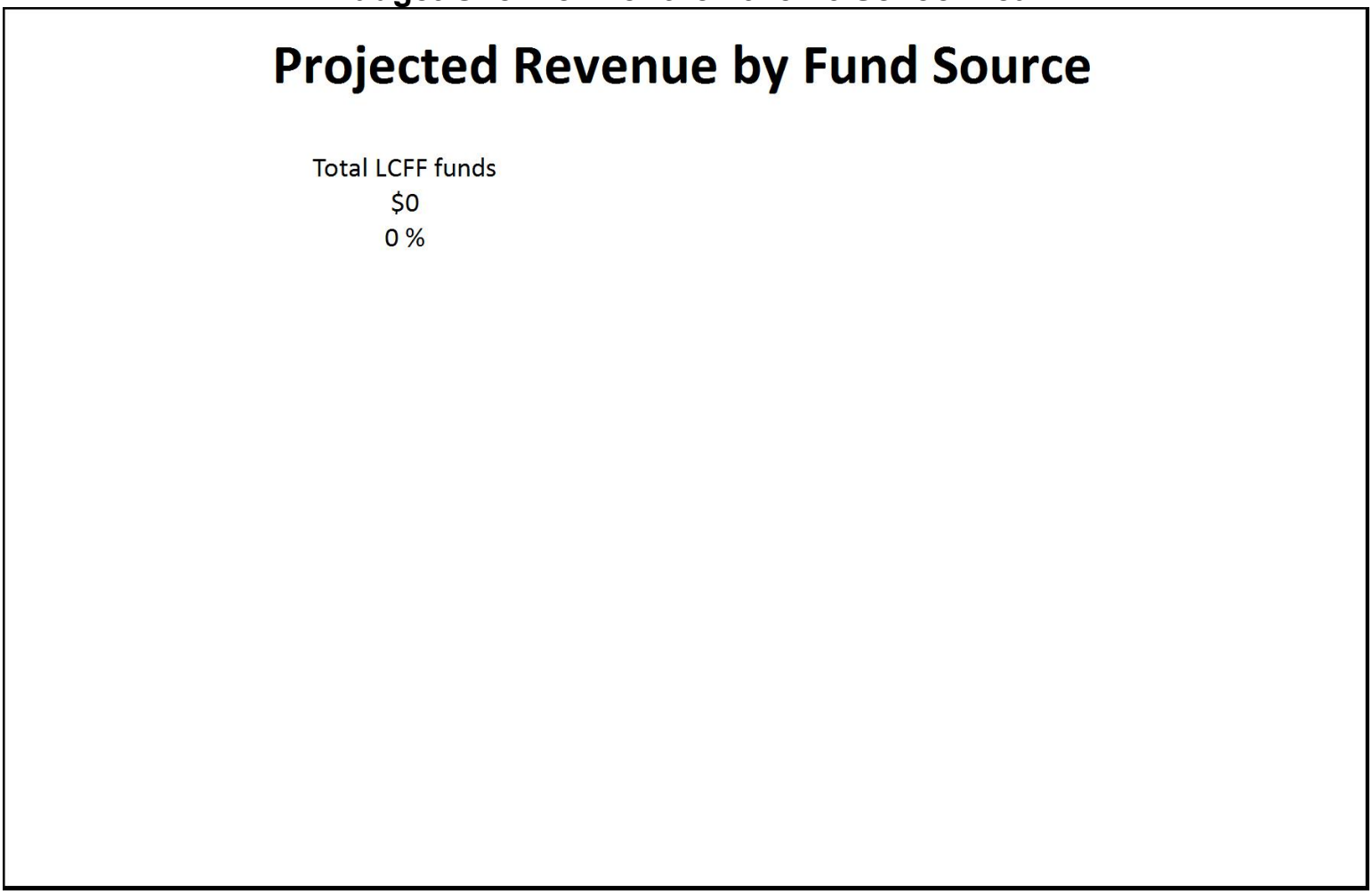
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nea Community Learning Center
CDS Code: 01-61119-0119222
School Year: 2025-26
LEA contact information:
Charlotte Pickett - Lead Facilitator
Lead Facilitator
charlotte.pickett@neaclc.org
(510) 748-4008

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

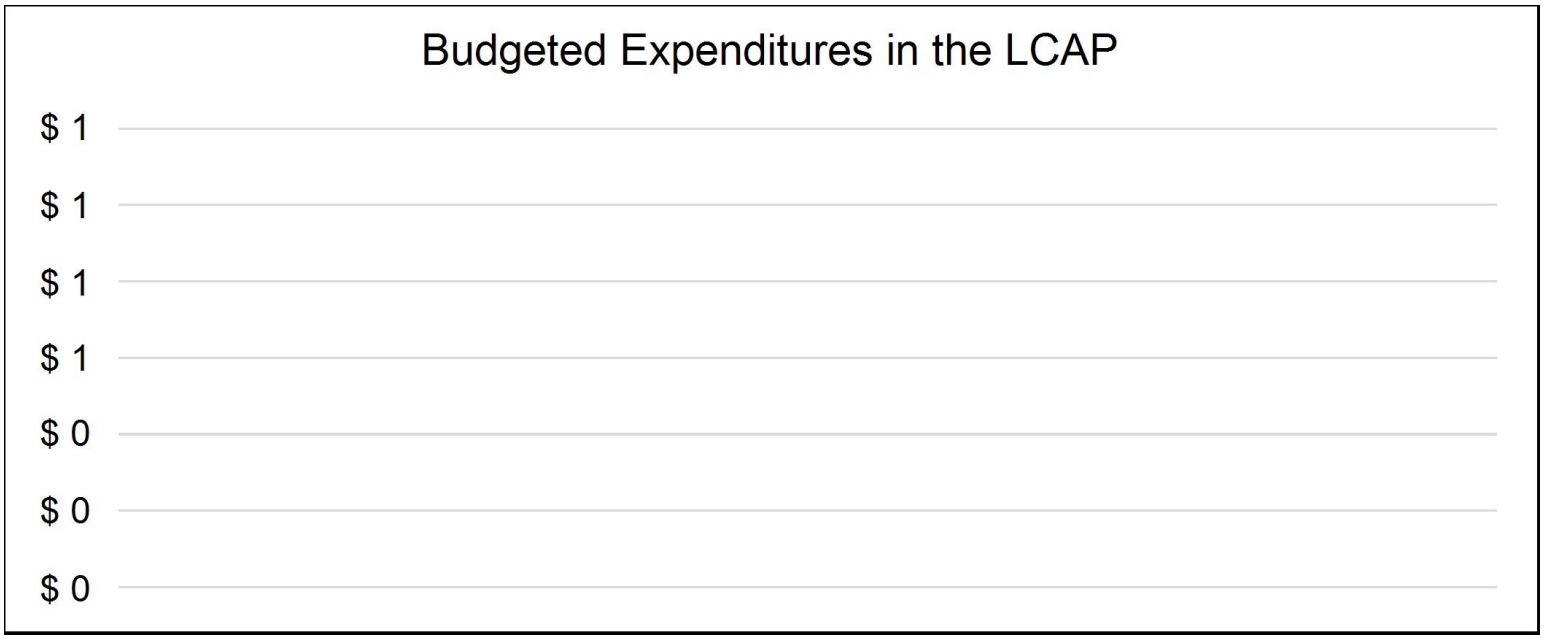


This chart shows the total general purpose revenue Nea Community Learning Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nea Community Learning Center is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 Nea Community Learning Center plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

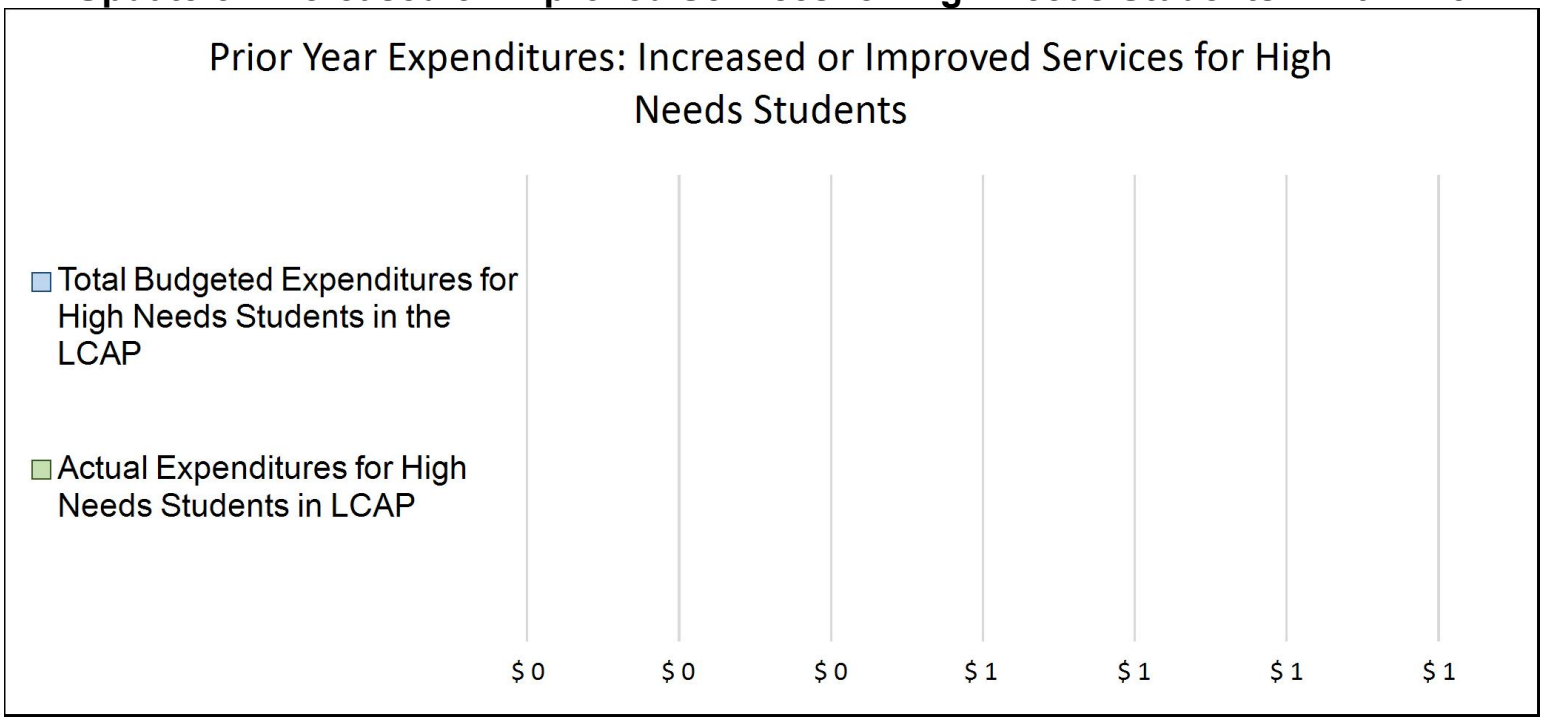
The text description of the above chart is as follows: Nea Community Learning Center plans to spend $ for the 2025-26 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Nea Community Learning Center is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Nea Community Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. Nea Community Learning Center plans to spend $ 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 Nea Community Learning Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nea Community Learning Center 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, Nea Community Learning Center's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Nea Community Learning Center actually spent $ for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $ had the following impact on Nea Community Learning Center's ability to increase or improve services for high needs students:

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
Nea Community Learning Center	Charlotte Pickett - Lead Facilitator Lead Facilitator	charlotte.pickett@neaclc.org (510) 748-4008

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.

Established in 2009, the Nea Community Learning Center currently has an enrollment of 524 students in K-12 grade levels. Nea serves a diverse population of learners from the residential communities of Alameda, Oakland, and beyond. Nea is a unionized public charter school through the California Teachers Association. Nea received full six-year accreditation from Western Association for Schools and Colleges (WASC) and is certified by the California Charter Schools Association. The Nea Community Learning Center's educational model empowers all youth to take ownership of their educational experience, celebrate their diverse community, and participate actively as members of a democratic society.

Nea provides a safe, highly collaborative, and flexible learning community accessible to all learners and learning styles. Our mission is to set every student on a path of exploration, excellence, and lifelong learning.

Our Core Values:
Academic Excellence
Academic Opportunity
Community
Diversity and the Whole Person
Individual Agency and Voice

Nea serves a diverse student population of 492 students.

African-American: 58 or 11.8%
American Indian: 3 or .06%
Asian: 68 or 13.82%
Hispanic: 116 or 23.6%
Caucasian: 116 or 23.6%
Multiple: 73 or 14.8%
Other: 58 or 11.8%

Reflections: Annual Performance

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

Strengths:
Nea continues to grow in the areas of belonging and connectedness to school. 97% of learners in grades 6-12 state that their race, religion, culture and identity are accepted at Nea. This demonstrates that learners are able to show up as their full selves within our community. 41% of our population is considered socioeconomically disadvantaged and 14.7% are English learners. Our school's diversity continues to be a strength for our community with no population being greater than 23%.

We continue to use our STAR data for our 1st-5th grades and MAP data for 6th-12th to inform us of our benchmark data. Our Spring STAR data highlights the percentage of at or above grade-level benchmark with 62% at or above grade level in math and 73% at or above grade level in reading in grades 1-5.

Nea's graduation rate continues to stay above 90% at 95.8% at the end of the 2023/2024 school year.

Identified Need:
Upon reviewing our 2023 CAASPP results we found that 38.97% of learners met or exceeded grade level 38.97% in ELA and 25% of learners in Math. This demonstrates our continued focus on the academic growth of our learners. We also show standard not met in all dashboard indicators due to a lack of reporting. In the upcoming school year, we know that we will meet standards in areas of instructional materials, academic standards, local climate survey and access to a broad course of study given the growth in implementation throughout this year.

Chronic Absenteeism: We have observed with the increased number of illness and absences since covid, learners are missing school at higher rates which is having a negative impact on their academic growth.

We need to continue to...

- Invest in high quality, rigorous, and supportive curricula (like Illustrative Mathematics, EngageNY, Foss) and support software (like IXL & RAZ Kids)
- Create math academy classes at the 7-8 level to support math intervention the junior high program
- Continue to hone and norm and hone in on Mastery-Based Grading practices across level.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

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
Teachers/Staff	Staff are engaged in goal setting through meetings, individual conversations and a review of the data.
Administrators (principal/vice principal/dean)	Administrators are engaged with conversations and development by reviewing learner data both academic and social emotional.
Parents	Parents are engaged with through surveys and both informal and formal conversations.
Learners (students)	Students engaged in academic testing as well as surveys about their experience within the school community.
Community Members	Community members offer feedback on the LCAP during board meetings.

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

Stakeholder involvement in the LCAP process began in the fall of 2019. Nea regularly engaged stakeholders in the LCAP Process over the 2019-20 School Year. The staff engaged in discussions around needs assessments, as well as established a calendar for meetings to report on the LCAP.

In General: The goals and metrics were circulated to the faculty and parent members of the school community for their feedback. A representative sample of the student body was also asked for their input on the guiding questions. All of their responses and dates are incorporated below.

Faculty: For this iteration, the faculty was given a presentation during the Fall 2020 in-service on the school's LCAP goals and how they aligned to WASC. We discussed that we would be adjusting the goals for the new 3-year cycle based on the California State Dashboard Performance indicator. A separate conversation about what LCAP and WASC are was necessary. The staff separated into departmental groups to read over the specific goals for school improvement and also the WASC (Nea) Self Study Report. At a later meeting, they reviewed

the WASC and LCAP goals included in the Lead Facilitator Report, discussed the changes, improvements, and noted the differences they had seen in the school over the past 3-5 years, collectively. These thoughts, ideas, and findings were compiled in compromise during department meetings and provided to the school administration. The process is ongoing. Staff surveys were distributed.

Students: The Leadership Council, consisting of grades (6-12) met with both the Lead Facilitator and the Leadership Facilitator to discuss the LCAP goals (aligned to WASC improvement) and provided their input in line with LCAP guiding questions. Student surveys were also circulated. Their input and views were provided to the school administration.

Parents: The PTSA met to discuss the WASC/LCAP goals. Input on whether the school has attained its goals was recorded. Rich conversations around findings and data analysis facilitated a deeper understanding of our areas of improvement. Online, parent surveys were filled out as per administration requests. The LCAP guidelines were later provided to the same members for their review and input. Those answers were given to the administration for incorporation into the final report. Also, Info Nights, Morning Coffees, and College Nights functioned as an opportunity to secure feedback from the community regarding our progress toward our goals.

Nea School Board: The board has also reviewed all stakeholders' responses and feedback. They have been briefed on progress in the Lead Facilitator report. The Lead Facilitator has communicated with the board members through multiple channels to inform them of the initiation, progress, and all other developments of the LCAP phase by phase

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Nea CLC will create a teaching and learning environment that is rigorous and enriching for all.	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)

An explanation of why the LEA has developed this goal.

We developed this goal academic achievement is a continued focus for the school. We need to hone in on the best curriculum and instruction for the students we serve. Nea needs to focus on continuing to increase academic outcomes for students across all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual review of curriculum maps and scope and sequence	100%	100%		100%	
1.2	Availability of standards aligned instructional materials	100%	100%		100%	
1.3	TK-8 participate in a broad course of study as measured by	100%	100%		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	marks in all subject areas on report cards					
1.4	California Assessment of Student Performance and Progress (CAASPP)	Met or Exceeded Grade Level 38.97% in ELA and 25% in Math.			Based CA Schools Dashboard data, 60% or more in both ELA and Math proficiency.	
1.5	Grade Level Reading Assessment in grades 1-8	73.4% at or above grade level in grades 1st-5th; 29% 6th-8th graders are performing hi/average or high of the reading assessment			90% of students are reading at or above grade level.	

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.

Strengths: 100% of learners at our school continue to have access to a broad course of study - we ensure this through our Nea Diploma / graduation requirements and counselor graduation progress checks, our dual enrollment program and partnership with the Peralta Colleges, use of common core curriculum aligned to CA Education Code, use of external assessments, and services for learners with 504s and special education needs. Having adopted and implemented Common Core State Standards previously, we are continually in the process of evaluating if our implementation continues to be successful. We continue to use ToolBox as our SEL program in grades TK-5. After adopting Mastery Based Grading in the 6-12 program, learners are assessed and graded on a 1-4 scale based on their understanding/mastery on a specific standard in each of their content classes. During the 24/25 school year we have begun to focus more closely on rigor and how that shows up across all grade levels.

We continue to offer appropriate services and the right to FAPE for all of our learners, including those experiencing homelessness, emergent English speakers, those who qualify for free/reduced lunch, and those with 504 plans and IEPs. Our special education director, case managers, paraprofessionals, counselors, office and administrative teams work to support our push-in model that ensures all learners having access to our curriculum. Learners who require additional support are triaged through our Multi Tiered System of Support. Supports might consist of one-on-one or small group intervention, learner support team meetings with families, etc.. Meetings are consistently held with families of learners who require additional support.

We launched the 24/25 school year with intentional professional development centered around a clear theory of action grounded in academic and socioemotional data. The staff looked at ways they could serve and grow learners over the course of the year. Professional development throughout the year centered around our 3 C's; care, clarity, consistency, joy and what we call "right time, right place." The staff focused on ways to intentionally support learners to navigate between different spaces from home to school to friends, etc... Each professional learning session was held from a trauma infomed lens and required staff to reflect on their own interactions with learners and their overall teaching practice. Throughout the year, staff looked deeply at both their daily lesson plans and overall unit plans in order to better serve the learners in their classes. Often this meant reviewing data in order to make intentional shifts throughtout the year. Since the home to school connection is an important part of our school prioritiesa, we built in time for staff to make both positive and constructive calls to families. Our behavioral systems and consistency with learners also helped staff feel much more supported than the previous school year. The continued theme of joy supported staff to find moments to connect, celebrate and enjoy being in community with one another. Each week the staff participate in 90 minutes of professional learning, structured planning/grading or additional collaboration.

Challenges: A lack of appropriate facility space can make it challenging to hold as many intervention classes/groups that might beneeded. In order to do so, we find creative ways to offer learners the academic classes and support they require. Groups will happen within the classrooms which at times can be distracting for the learners. This year we have been able to hold academies for math, which are smaller study hall periods and this is a chance for learners to keep up with work and have a facilitator to guide them as needed. Next year, we hope to include academies for ELA as well. Learners are placed in academies to be part of targeted instruction but the space is limited for effective invention for how many learners can participate at a time.

Staff morale continues to be on an upswing yet there have been a couple grade levels where we have struggled to maintain teachers. There were a few staffing (teacher) transitions in the middle of the school year. While this did not have a negative an impact on learner academic continuity, it did have a slight impact on learner and family connectiveness to school. With a couple of these transitions happening in our earlier grade levels, families were concerned about their learner's academic progress.

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

There were no key differences between what was budgeted and our actual expenditures.

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

Intervention supports for learners have continued to be an area of growth for the 24/25 school year as observed by the decrease in proficiency in ELA and Math at 7th/8th grade and Math at the 4th-6th grade level.

If a learner is not successful after the implementation of class interventions, the facilitator meets with the learner’s grade level team/department and form a Facilitator MTSS Team. In the MTSS meeting, facilitators list and discuss interventions and strategies that have been used and have been successful. Facilitators will work as a team to brainstorm the causes of the learner’s challenges and identify set interventions that they will try moving forward. Each individual facilitator tracks data as interventions are implemented. If there is no change

after 6-8 weeks, the Coordination of Services Team (COST) will review the interventions and data. Once they review these the team will decide on a next step. This ranges from social skills groups to teacher coaching/support.

We are continue to hone in on learners who qualify for intervention based on data collected through multiple measures. The program in place has provided vital time for facilitators to meet and discuss learners, set up Learner Support Teams (LSTs), and get suggestions from or make recommendations to the school's counselors or Special Education staff. Through this process, the learners have had more appropriate and effective supports put in place sooner in the school year. Students entering below grade level are assessed upon entry for targeted intervention. During the 24/25 school year, we had only had one reading interventionist that supports grades K-3. We have not been able to provide the same small group reading support for learners in the older grade levels. We are looking at ways to provide this support in the coming year, as it is obvious that it is needed.

Professional development was very successful this year in terms of attendance and participation. Post PD survey results showed that in every PD, 96% or more of the staff found that we met our objectives and they walked away with something to use or think about. Over the course of the year our department leads/peer leaders truly began holding their teams both in joy and support. They began to have key conversations that supported both staff and the learners they work with. We provided more intentional training and coaching to department leads so that they felt better equipped to lead and hold their teams. It has been important to be responsive to the needs of staff and provide time for them to plan and engage with their instruction more deeply.

We made much more intentional hiring decisions for the 24/25 school year in an attempt to find both diverse and qualified staff. This effort has been important in order to increase the representation for our learners.

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

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		1. Course lists and curriculum maps will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS), and History-Social Science Framework (HSS)	$1,511,451.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Nea will continue to develop core content and course curriculum maps, tools, and guides, in alignment with common core standards. 3. Coaching cycles will continue across TK-8 levels to ensure effective implementation of inclusive curriculum. 4. Nea will continue to select high-quality physical education, art and music teachers. 5. Leadership Academy will emphasize maximizing physical activity during class, perfecting performance-based assessment, instructional strategies for student-centered learning, and meeting the needs of all students, including target populations.		
1.2	Instructional Resources and Materials – All Students	1. Nea will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. This will include the inclusion of culturally relevant instructional materials as recommended by the governing board/school site council, committees and family input. 2. The Technology Department will continue to work with schools on digital device needs. New devices will be purchased to replace broken or lost devices. 3. Nea will continue to promote enriching TK-8 STEM learning opportunities through Maker Carts, Art, Music, and other electives.	$260,968.00	No
1.3	Enriched and Enhanced Learning Opportunities - English Language Learners	1. Nea will continue to provide, refine, and monitor Grades TK-8 English Learner (EL) course placement and pathways. 2. Well-articulated English Learner (EL) program that include access to advanced courses and learning opportunities that lead to college, career, and community preparedness will continue to be provided. 3. A coherent, sequential course of study from elementary to secondary for biliteracy 4. Nea will target EL learners and invite them to intercession as well as summer school.	$208,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional programs and services for students with disabilities	The Special Education Department will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities. 3. Nea will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming.	$590,609.00	No
1.5	Develop Instructional Capacity of Teachers	1. Nea will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and MultiTiered Systems of Support (MTSS). Continued focus will be placed on supports with an emphasis on providing a guaranteed and viable curriculum aligned to critical concepts and proficiency scales in all core content areas. Principals will learn the process of interrupting mindsets and systematic behaviors that have contributed to lower achievement rates, graduation rates, and higher numbers of D's and F's for students with disabilities, English Learners, African American and Latino students. 3. Nea will continue to provide differentiated supports to staff to improve student/staff relationships, school climate, and academic success. 4. Professional development offered through the Special Education Department will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring 2. Nea will ensure that staff receives intensive support in Equity and Inclusion, Project Based Learning training, Trauma-Informed Practices, meeting Common Core Standards, PBIS, and MTSS. 3. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics teams will recieve coaching from administration as well as from their department leads. 5. The ELD coordinator will build staff understanding of English Language Development (ELD) Standards.	$819,943.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities	1. Nea will continue to develop, monitor, and adjust their professional development plan and site-based assessment plan through the school year, with continued emphasis on strengthening professional development at each site, in each department for all teachers and students, and a focus on improving the Professional Learning Community (PLC) process from an inquiry-based approach. 2. Nea will hold Instructional Rounds cycles to provide the opportunity for teachers to observe and engage in professional growth. 3. The ELD Coordinator, in collaboration with the Special Education Department, will provide supports and training that includes utilizing Universal Design for Learning (UDL) and language supports in conjunction with the Critical Concepts for setting learning and language targets for students. Training will be designed for special education teachers, paraeducators, and support staff that teach students with special needs, including students with disabilities, English Learners (EL) students throughout the school year. 4. The Special Education Department will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build their capacity for providing high-quality instructional opportunities for students with disabilities. Paraprofessional training will continue to focus on building capacity for both academic and behavioral support.	$109,186.00	No
1.7	Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students	1. Nea will provide access to Teacher Induction & Clear Credentialing (TICC) program. 2. Nea will continue to collaborate with local colleges and universities to place interns and student teachers. 3. Nea will provide coaching from administration to develop department leads to support the development and reflection of members of their teams.	$136,185.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Nea CLC will create a positive school environment with equity at its core in support of the whole child.	Maintenance of Progress 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.

In order for students to learn and grow, they need to feel intellectually and physically safe. By focusing in on curating a positive culture and climate for students and staff, there will be an increase in academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Climate Student Survey Data	87.3% of 3rd -5th graders & 85.2% of 6th-12th graders feel heard and respected by teachers. 88.2% of 3rd -5th graders & 97.2% of 6th-12th graders believe that their culture, race, gender identity & religion are accepted at Nea. 78.7% of 3rd -5th graders & 77.9% of 6th-12th graders feel safe at school.			Steady growth in all areas would indicate improved school climate as described by the learners over the three year plan.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Suspension Rate	.39%			less than 1%	
2.3	Number of Expulsions:	0	0		0	
2.4	Increase ADA	92.98% overall			96% overall	

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.

Strengths - The 24/25 school year was launched with intentional community building time across all grade levels with goal and expectation setting. This was considered our "unit 0" prior to launching core content. Staff created activities both inside and outside of the classroom to orient learners to themselves, one another and their classes. Throughout the year, one-on-one and small group check ins occurred across the school community with the school counselor and other out of classroom staff. These ranged from socioemotional learning groups to informal conversations with staff regularly or as needed. Staff continues to rely on restorative conversations and repairs to rebuild community and relationship if difficulties arose.

We created more activities for learners that would expand their excitement about being a member of the Nea community. We had many field trips, school wide events and assemblies for learners (and families) to enjoy. In addition to these positive pieces, we created more robust and clearly dilienated discipline matrix and behavior process was outlined and followed this year in order to better support the overall safety and well-being of learners. Staff participated in professional development and coaching around PBIS and positive classroom management in order to encourage more participation and joy in classroom spaces. Toolbox continued to be implemented and practiced in grades TK-5. Anitbullying lessons continue to be taught across grades 3-5 in order to promote kindness and being an upstander amongst peers. Lessons in 6-12's weekly Learning to Learn (L2L) classes also touched on community building and community engagement. Lessons and activities were developed in collaboration with the junior high leadership class.

This year Nea adopted a program called GiveThx which prioritizes connection and praise between members of the community. Both staff and learners participated in activitites to show their gratitude for others. Over 3000 notes were sent between staff and learners.

Another strength this year was our partnership with the All Good Living Foundation. With their support, Nea has been able to provide fresh and nonperishable food to families and staff in need. On a weekly basis food arrives or is picked up by our family learner liasion. She then sends out notices for folks to come pick up what they might need. At the beginning of the year, we hosted a resource fair, organized by our Family Learner Liasion, where families could get clothing, shoes, food, health physicals and eye checks.

Challenges -While middyear teacher turnover was was much less than last year, we still struggled to support the socioemotional needs of some learners, particularly in grades 2-5. With the increase in learner access to social media and technology, we found that we needed to

provide more targeted supports in this area. We also had learners come and go throughout the year due to military relocations and families being priced out of the area. We would then have new learners arrive which would often shift the social dynamics in cohorts. Attendance also continued to pose a challenge at Nea. There were a handful of learners that we struggled to get to attend school. We attempted home visits, phone calls, incentives as well as connection to resources yet, it still didn't necessarily increase the attendance for some of these particular learners.

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

There were no key differences between what was budgeted and our actual expenditures.

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

Once this data is in, I will be able to update this section more fully. I want to include the numbers from our May 2025 culture/climate survey.

Nea's MTSS process was much more consistent this year which led to more interventions being provided in lieu of referrals to special education. Interventions ranged from 1:1 check ins to small groups to reading intervention to homework club. By have more tier 2 supports available learners and their families got more support. We gave a survey at the end of the school year to teachers who stated that they would like more consistent and timely follow ups from COST once they met to discuss learner referrals.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student engagement and community building- All Students	1. Nea will continue to provide fun, joyful activites for students (and their families) throughout the year that enhance their connection to school and learning. This includes assemblies, field trips, etc... 2. Opportunities for learners to engage in their community and connect to their interests.	$124,554.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities	1. Implementation of an integrated Multi-Tiered Systems of Support (MTSS) to address the social-emotional development of students 2. Restorative Justice Practices (RJP), trauma-informed care and Positive Behavioral Intervention and Support (PBIS) programs, and staff professional development to ensure effective implementation will continue. Through the Multi-Tiered Systems of Support (MTSS), the restorative justice work will be used as both prevention and intervention strategies designed to meet the needs of all students. a. Nea will continue to offer Tier 1 Restorative Justice Practices (RJP) professional development, and Tier 2 RJP professional development to address behaviors that impact the adverse effects of school climate and student engagement in collaboration with school counselors, facilitators, and stakeholders. b. Support will be provided for whole school implementation assistance through professional learning opportunities and policy review in collaboration with the Equity Task Force and Nea Governing Board. c. Administration will provide time to revise school discipline protocols in collaboration with integrated site support teams. 3. An Integrated Multi-Tiered System of Support to address disproportionality on disciplinary actions will include: a) Positive Behavioral Supports training for staff and families; b) Examining data trends and building the capacity of schools to address disciplinary process following a PBIS & RJP framework; c) Supporting the revision of referral documentation and policies for school suspensions; d) monitoring of student behavior data during IEPs process. a. Nea will continue to work on developing focused actions to reduce the disproportionality of disciplinary actions experienced by all students, with a specific focus on students with disabilities and learners of color. b. Nea will continue to build capacity for the implementation of Positive Behavioral Intervention & Supports (PBIS) and Restorative Justice Practice in order to teach students social-emotional competencies and behavioral expectations with increased clarity. Nea will establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis, based on data collected from staff. 4. Nea will continue to monitor suspension and expulsion data, attendance, and chronic absenteeism. The Family & Learner Liason will make data	$533,789.00	No

Action #	Title	Description	Total Funds	Contributing
		available to appropriate classroom facilitators in order to continue to support the improvement cycle and provide preventative services and responsive resources as appropriate for all students under an MTSS framework. 5. Nea will continue to support site capacity with the implementation of comprehensive K-12 counseling services that increase academic, social-emotional, and college, career, and community readiness inclusive of research-based social-emotional approaches, a Multi-Tiered System of Support (MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student's needs and promote students' academic,social-emotional, and college readiness. 6. Training in MTSS will continue to be expanded to other school staff, site-based staff, and other employees.		
2.3	Provide for Student Health and Wellness - All Students	1. Nea will continue to provide additional support through the Family & Learner Liaison and school counselor to promote physical and mental health and support the emotional well-being of all students with a specific focus on EL students, foster youth, low income and students with disabilities. 2. Nea will continue to provide health and wellness check for all students. 3. Nea will continue to provide additional focused support for students with disabilities and significant health needs. 4. Nea will provide, implement and train staff in social emotional learning curriculum across grades TK-8.	$172,773.00	No
2.4	Additional Support for Youth in Transition – Foster, Homeless, Low Income	1. Nea will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, refugee) and will monitor academic progress, attendance rates, and behavioral data through the Family & Learner Liaison and mental health support staff (school counselor) in order to promote physical and mental health . 2. The Family & Learner Liaison will work with administration, to develop tiered interventions and resources aligned to Multi-Tiered Systems of	$286,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support (MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success. a. The Family & Learner Liaison will work with the administration, to monitor academic progress, attendance rates, and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle, and high school. 3. Nea will continue to provide trauma-informed care for students and professional development for staff to ensure effective implementation. Traumainformed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological, and social effects of trauma and the prevalence of these experiences in a student's life. 4. Nea will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements). 5. The Family & Learner Liaison will work with administration, to ensure access and equity for foster, homeless, military, refugee, and students with resources to assist with enrollment, academic, mentor and partnership resources for supporting students in transition.		
2.5	Youth Advocacy - All Students	1. Nea will continue to ensure that school is a safe inclusive environment for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color, and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic. 2. Nea will continue to survey student climate and report results through surveys created using aspects of the California Healthy Kids Survey (CHKS) and similar site-based surveys. 3. Administration will provide support services, such as:	$363,618.00	No

Action #	Title	Description	Total Funds	Contributing
		a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school. b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships. c. Developing partnerships with community-based organizations engaged in providing support and resources to address the needs of the whole child. d. Developing students' leadership skills by ensuring that student's voice is present in identifying areas of advocacy and developing action-driven outcomes.		
2.6	Attractive, Clean, Safe and Well Maintained Schools - All Students	1. Nea will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. Physical environments will be viewed through the lens of improving student attendance and academic achievement and reducing negative behaviors. Such physical attributes as newer or modernized furniture, improved lighting, thermal comfort, acoustics, and indoor air quality will be included in facility design, planning and construction, and maintenance. 2. Nea will ensure that school safety and security continue to be a priority that is monitored by school staff including the annual update of School Safety Plans. Support will include training opportunities for all staff on the plan and emergency response procedures. 2. Emergency communications upgrades through "Share911" will continue as planned.	$340,922.00	No
2.7	Acquire,Develop, and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All	Nea will increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Offering early employment contracts to high-quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education).	$1,436,818.00	No

Action #	Title	Description	Total Funds	Contributing
	Students, Students w Disabilities	3. Regularly monitoring potential barriers to the initial and continued employment of diverse candidates. 4. Continuing to convene the Hiring Committee to monitor and analyze data to determine needs of candidates in all stages of the hiring process. 5. Nea will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 6. Nea will continue to provide all departments with general supplies and operating expenses.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Nea CLC will engage staff, community and family members from diverse backgrounds	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Nea would like to continue to increase the engagement of families from diverse backgrounds in community events and feedback about the school. We want to ensure that all families feel seen, supported and valued within Nea. We also would like them to understand how and when to participate in anything pertaining to the school or their student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Enrollment Patterns	P2 2023 ADA Baseline 94%			P2 2027 ADA Baseline 96%	
3.2	Parent opportunities for input and participation	Parent Survey return rate: 8%	Parent Survey return rate: ~27%		Parent Survey return rate: 50%	
3.3	Monthly Governing Board/School Site Council Meeting:	Rosters-100% Agendas/Minutes-100%	Rosters-100% Agendas/Minutes-100%		Continue with successful management of agendas, minutes and rosters for monthly meetings so that the community has access to the board's work.	

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.

Successes: Nea's TK-5 team continues to use ToolBox to support learners to navigate socioemotional challenges. Our 6-12 teams have incorporated our weekly Learning to Learn (L2L) advisory presentations including topics to open conversation about mental health well being, anti bullying, goal setting and emotion regulation. We are continuing the use of circles as both a means to build community and repair any harm that was done. Professional development around social emotional development tied to equity continues to be emphasized as a throughline this year through our tenet of care, consistency and joy.

We ensured that our connecting events, celebrations and activities to unite our community in collaboration with our PTSA contiued this year. School events were open to all families, which brought our community closer together. Families were overwhelmingly excited to be on campus experiencing our school and connecting with one another. We held consistent CCCs (school wide assemblies) across all grade levels TK-12 level as well as our big buddy, little buddy program that links older and younger learners. A continued focus for staff in the 23/24 was professional learning around trauma informed practices and building relationships with learners/families. Staff feedback showed overwhelmingly that PD felt supportive and responsive to their development.

Our Instagram page is used to better connect the community with what is happening on campus at Nea. This is a chance to show some of the ways that Nea fosters joy and whole-child learning.

We began using ParentSquare this year which supported messages to be translated into multuple languages. This translation enabled families to feel more connected to what was happening on campus.

The School Site Council supported an effort to increase the number of respondants for the family survey. The survey was given during our spring expo night while families were on campus to view learner work.

Challenges: Staff turnover continued to be a point of stress for families in TK and K this year. There were many concerns about the continuity of instruction and whether learners would contiue to grow and learn with the consistent changes. At one point during the year administrators stepped into support to maintain continuity for the learners.

We have made an effort to engage more families with diverse perspectives within the school community. In collaboration with PTSA, we have worked to bring more families into the the community through various events. It continues to be a challenge to get a more diverse group of families involved. We have struggled in encourage more diverse voices and opinions in decision making.

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

There were no key differences between what was budgeted and our actual expenditures.

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

The school's communication was much more streamlined and clear this school year for both school staff and families. Based on feedback from staff and families we were able to make changes. We had a clear calendar of events that was communicated early on in the year with minimal changes.

The one on one or small group communication with families were consistent and supportive of learner's needs. The administration, teachers and councelor invested time in collaboration with families around supports for learners both socioemotional and academic. 90.5% of the families who took the family survey state that Nea supports both the academic needs of their learner and 94% say that Nea supports the socioemotional needs of their learners.

The school still needs to bring more opportunities for our learners to engage with one another acrosss and within grade levels outside of CCCs (school assemblies), Akoma buddies (big/little buddies) and Boame (Jr High learner volunteers). We would like to find more opportunities for learners to connect across grade levels with their acadmics as well.

Our Expo Nights were much more strongly attended this year. With the 7th/8th grade science fair during the spring, older learners were required to be in attendance in order to present. This meant that we had an incredibly large contingency of learners across TK-8.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA	1. The Family & Learner Liaison will work in conjunction with the administration and the Special Education Department to facilitate and provide tools, resources, and training needed to assist with the recruitment and participation of parents to establish and implement effective school committees, including the Nea Governing Board, and parent focus groups. 2. The Special Education Department will continue to partner together to support parent learning around students with disabilities. 3. An annual family engagement survey will be conducted to identify strengths and areas for improvement in family engagement.	$225,796.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Administration in collaboration with The Family & Learner Liaison, staff, and PTSA will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance (e.g., family engagement training, activities and restorative justice practices, strength-based approaches, resilience, and social/emotional learning). 5. Parent information and training will be provided to families so they can access online parent portals in order to have access to student grades, attendance data, assessment results, and school communication. Training also includes support orientation and building capacity with technology use at home and social media to enhance student achievement. 6. Nea will engage with the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA), race, language, religion, and culture. 7. In collaboration with the Special Education Department, Nea will develop parent workshops with the district advisories and committees to inform and educate parents on the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups. Special Education training will include topics such as Least Restrictive Environment, Multi-Tiered Systems of Support (MTSS), Universal Design for Learning, and the difference between accommodations and modifications. Site training will focus on the IEP process and supports for behavior and instruction for students with disabilities. 8. Stakeholder review and feedback opportunities on Local Control and Accountability Plan (LCAP) implementation and development will be encouraged at the district level to be taken back to the site level (e.g., through the Nea Governing Board, and English Learner Advisory Committee [ELAC]). 9. Nea will focus on truancy and increasing attendance across all grade levels.		

Action #	Title	Description	Total Funds	Contributing
3.2	Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income	1. The ELD Coordinator and staff will work in conjunction with the administration to facilitate and provide tools, and resources needed to establish and implement effective school and district-level committees, including English Learner Advisory Committees (ELAC/DELAC) and community events for them to come together. a. The ELD Coordinator and staff will continue to strengthen partnerships with English Learner (EL) parents and build a common vision and understanding for ELAC members of the family engagement services offered. 2. Staff will engage English Learner (EL), foster/homeless, and low income (LI) families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC 'a-g' and graduation requirements, district goals, etc.). The ELD Coordinator in collaboration with the Family & Learner Liaison will continue to partner and collaborate on designing parent friendly information about the education system to ensure English Learners (EL) are college and career ready. 3. Staff will develop and provide resources and work with identified families and students (ie: homeless, foster, refugee) to offer parent/community engagement opportunities to increase students' academic and social-emotional achievement. 4. Nea will continue to utilize reading intervention targeting EL, and learners below grade level.	$149,089.00	Yes
3.3	Parent and Community Assistance and Support - All Students	The Learner & Family Liaison and staff will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance in a fair, timely, and impartial manner.	$91,371.00	No
3.4	Translation and Interpretation Services - English Learners	1. Nea will continue to provide effective engagement, communications, and customer service for English Learner (EL) parents and families. All online and physical documents will be available in Spanish and other languages as required by law.	$40,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders. 3. Nea will continue to review and respond to needs and communication preferences for stakeholders.		
3.5	Community Relations and Partnerships - All Students	1. Nea will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Continue to foster community partnerships to support student and family engagement and learning. Learning partnerships will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents regarding student learning (e.g., Google Classroom, website, automated calls, school and teacher communications). 4. Family & Learner Liaison will work with community partners to align services and programs offered to students within schools at all grade levels. These partnerships will continue to be inclusive of all students and focused on enriching student access to academic, college/career readiness, and social-emotional success. The purpose of these collaborations is to enhance students' mental health and wellbeing, provide avenues for students to increase school engagement, create pathways of support for children/youth in transition, provide support services in collaboration with families and enrich the overall experiences of students in support of their academic success.	$152,644.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$420,077.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.554%	0.000%	$0.00	8.554%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Enriched and Enhanced Learning Opportunities - English Language Learners **Need:** Low academic achievement **Scope:**	Having more intention curriculum implementation that includes opportunities for movement and artistic expression will support an increase in academic achievement.	MAP, Star & CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Additional Support for Youth in Transition – Foster, Homeless, Low Income **Need:** Low attendance and academic achievement **Scope:** Schoolwide	An increase in both tangible resources as well as mental health support will lead to an increase in attendance and academic achievement.	culture climate surveys, attendance & resource trackers
3.2	**Action:** Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income **Need:** Low attendance and academic achievement **Scope:** LEA-wide Schoolwide	This will support both an increase in attendance and an ultimately an increase in academic achievement.	Attendance
3.4	**Action:** Translation and Interpretation Services - English	Increased access to and engagement with the school community which leads to increased attendance and academic achievement.	Survey and event participation

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
	Learners **Need:** Low attendance and lack of diverse parent/family representation at events, etc... **Scope:** LEA-wide		

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
3.2	**Action:** Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income **Need:** Feeling disconnected to school, limited resources, and poor attendance. **Scope:** Limited to Unduplicated Student Group(s)	These will support students and their families to feel a greater connection to school which will ultimately increase their attendance and participation in school. This will then lead to greater supports and access that increase academic proficiency.	Culture/climate surveys, attendance, PD agendas & PD scope & sequence.

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

Additional Concentration Grant Funding

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,910,876.00	420,077.00	8.554%	0.000%	8.554%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,429,411.00	$1,325,691.00	$595,446.00	$205,008.00	$7,555,556.00	$6,327,157.00	$1,228,399.00

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		All	No					$1,495,615.00	$15,836.00	$1,147,533.00	$133,220.00	$215,968.00	$14,730.00	$1,511,451.00	
1	1.2	Instructional Resources and Materials – All Students	All	No					$91,800.00	$169,168.00	$109,811.00	$151,157.00			$260,968.00	
1	1.3	Enriched and Enhanced Learning Opportunities - English Language Learners	English Learners	Yes	LEA-wide	English Learners			$158,780.00	$50,000.00	$48,780.00	$160,000.00			$208,780.00	
1	1.4	Instructional programs and services for students with disabilities	Students with Disabilities	No					$521,832.00	$68,777.00	$35,273.00	$455,058.00		$100,278.00	$590,609.00	
1	1.5	Develop Instructional Capacity of Teachers	All	No					$819,943.00	$0.00	$819,943.00				$819,943.00	
1	1.6	Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities	All Students with Disabilities	No					$85,645.00	$23,541.00	$97,409.00			$11,777.00	$109,186.00	
1	1.7	Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students							$96,375.00	$39,810.00	$125,165.00	$11,020.00			$136,185.00	
2	2.1	Student engagement and community building- All Students	All	No					$65,557.00	$58,997.00	$49,554.00		$75,000.00		$124,554.00	
2	2.2	Provide for Social and Emotional Needs: Counseling,	All Students with	No					$519,789.00	$14,000.00	$357,767.00	$176,022.00			$533,789.00	

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
		Guidance, and Behavioral Support - All Students, Students w Disabilities	Disabilities													
2	**2.3**	Provide for Student Health and Wellness - All Students	All	No					$0.00	$172,773.00	$172,773.00				$172,773.00	
2	**2.4**	Additional Support for Youth in Transition – Foster, Homeless, Low Income	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income			$286,585.00	$0.00	$221,394.00			$65,191.00	$286,585.00	
2	**2.5**	Youth Advocacy - All Students	All	No					$363,618.00	$0.00	$283,618.00		$80,000.00		$363,618.00	
2	**2.6**	Attractive, Clean, Safe and Well Maintained Schools - All Students	All	No					$79,530.00	$261,392.00	$309,358.00	$31,564.00			$340,922.00	
2	**2.7**	Acquire,Develop, and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities	All Students with Disabilities	No					$1,216,650.00	$220,168.00	$1,228,969.00	$100,000.00	$107,849.00		$1,436,818.00	
3	**3.1**	Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA	All Students with Disabilities	No					$225,796.00	$0.00	$118,146.00	$107,650.00			$225,796.00	
3	**3.2**	Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$149,089.00	$0.00	$109,428.00		$26,629.00	$13,032.00	$149,089.00	
3	**3.3**	Parent and Community Assistance and Support - All Students	All	No					$91,371.00	$0.00	$91,371.00				$91,371.00	

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
3	3.4	Translation and Interpretation Services - English Learners	English Learners	Yes	LEA-wide	English Learners			$0.00	$40,475.00	$40,475.00				$40,475.00	
3	3.5	Community Relations and Partnerships - All Students							$59,182.00	$93,462.00	$62,644.00		$90,000.00		$152,644.00	

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
4,910,876.00	420,077.00	8.554%	0.000%	8.554%	$420,077.00	0.000%	8.554 %	**Total:**	$420,077.00
								LEA-wide Total:	$198,683.00
								Limited Total:	$109,428.00
								Schoolwide Total:	$330,822.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Enriched and Enhanced Learning Opportunities - English Language Learners	Yes	LEA-wide	English Learners		$48,780.00	
2	**2.4**	Additional Support for Youth in Transition – Foster, Homeless, Low Income	Yes	Schoolwide	Foster Youth Low Income		$221,394.00	
3	**3.2**	Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$109,428.00	
3	**3.4**	Translation and Interpretation Services - English Learners	Yes	LEA-wide	English Learners		$40,475.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,555,556.00	$0.00

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**		No	$1,511,451.00	
1	**1.2**	Instructional Resources and Materials – All Students	No	$260,968.00	
1	**1.3**	Enriched and Enhanced Learning Opportunities - English Language Learners	Yes	$208,780.00	
1	**1.4**	Instructional programs and services for students with disabilities	No	$590,609.00	
1	**1.5**	Develop Instructional Capacity of Teachers	No	$819,943.00	
1	**1.6**	Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities	No	$109,186.00	
1	**1.7**	Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students		$136,185.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Student engagement and community building- All Students	No	$124,554.00	
2	2.2	Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities	No	$533,789.00	
2	2.3	Provide for Student Health and Wellness - All Students	No	$172,773.00	
2	2.4	Additional Support for Youth in Transition – Foster, Homeless, Low Income	Yes	$286,585.00	
2	2.5	Youth Advocacy - All Students	No	$363,618.00	
2	2.6	Attractive, Clean, Safe and Well Maintained Schools - All Students	No	$340,922.00	
2	2.7	Acquire,Develop, and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities	No	$1,436,818.00	
3	3.1	Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA	No	$225,796.00	
3	3.2	Meaningful Engagement and Participation - English	Yes	$149,089.00	

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)
		Learners, Foster, Homeless, Low Income			
3	**3.3**	Parent and Community Assistance and Support - All Students	No	$91,371.00	
3	**3.4**	Translation and Interpretation Services - English Learners	Yes	$40,475.00	
3	**3.5**	Community Relations and Partnerships - All Students		$152,644.00	

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)
	$420,077.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Enriched and Enhanced Learning Opportunities - English Language Learners	Yes	$48,780.00			
2	2.4	Additional Support for Youth in Transition – Foster, Homeless, Low Income	Yes	$221,394.00			
3	3.2	Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income	Yes	$109,428.00			
3	3.4	Translation and Interpretation Services - English Learners	Yes	$40,475.00			

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)
			0.000%	$0.00	0.000%	0.000%	$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).

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