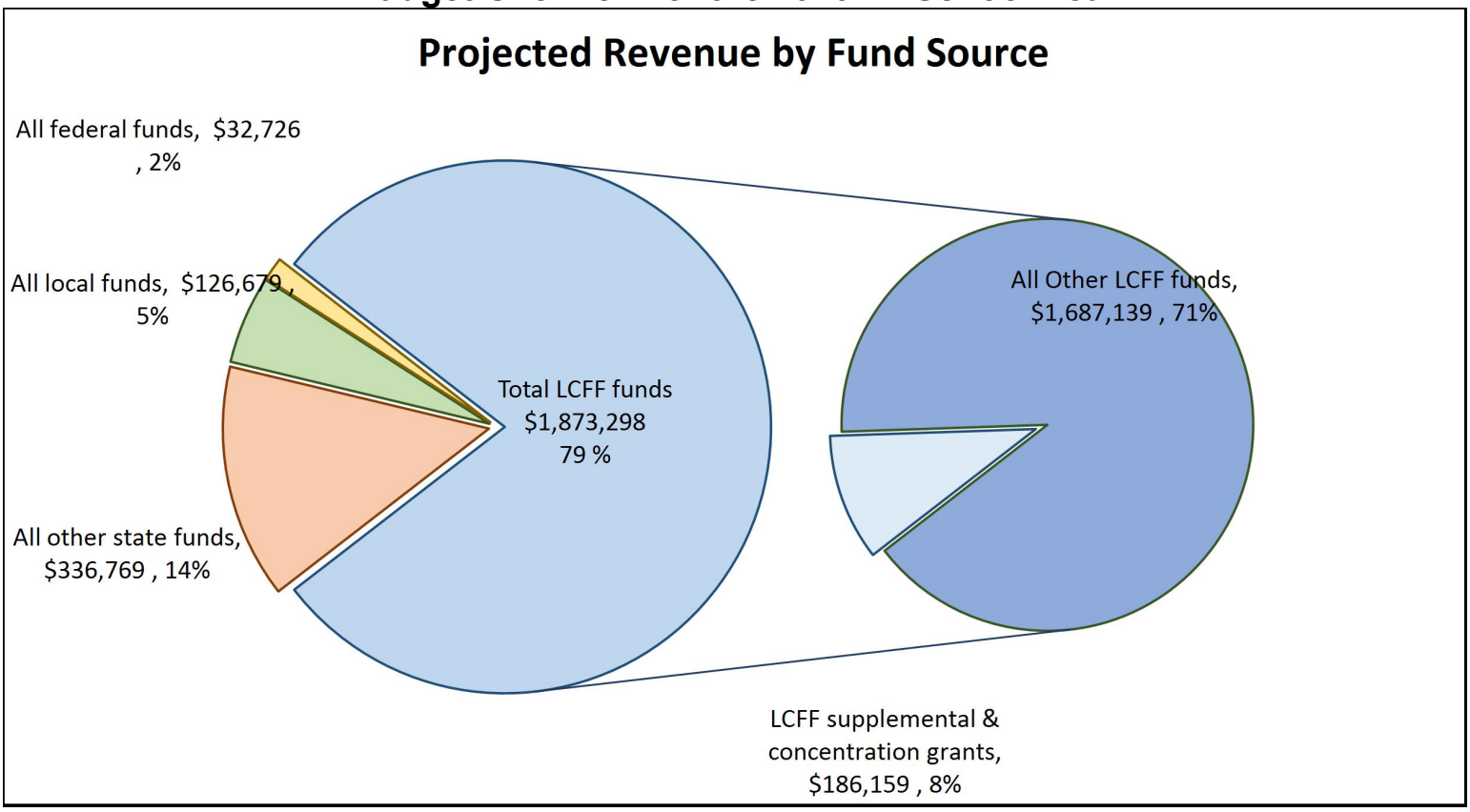
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anderson New Technology High School
CDS Code: 45-69856-4530333
School Year: 2026-27
LEA contact information:
Eleanor Hysell
Principal
ehysell@auhsd.net
530-365-3100, ext. 40001

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

Budget Overview for the 2026-27 School Year

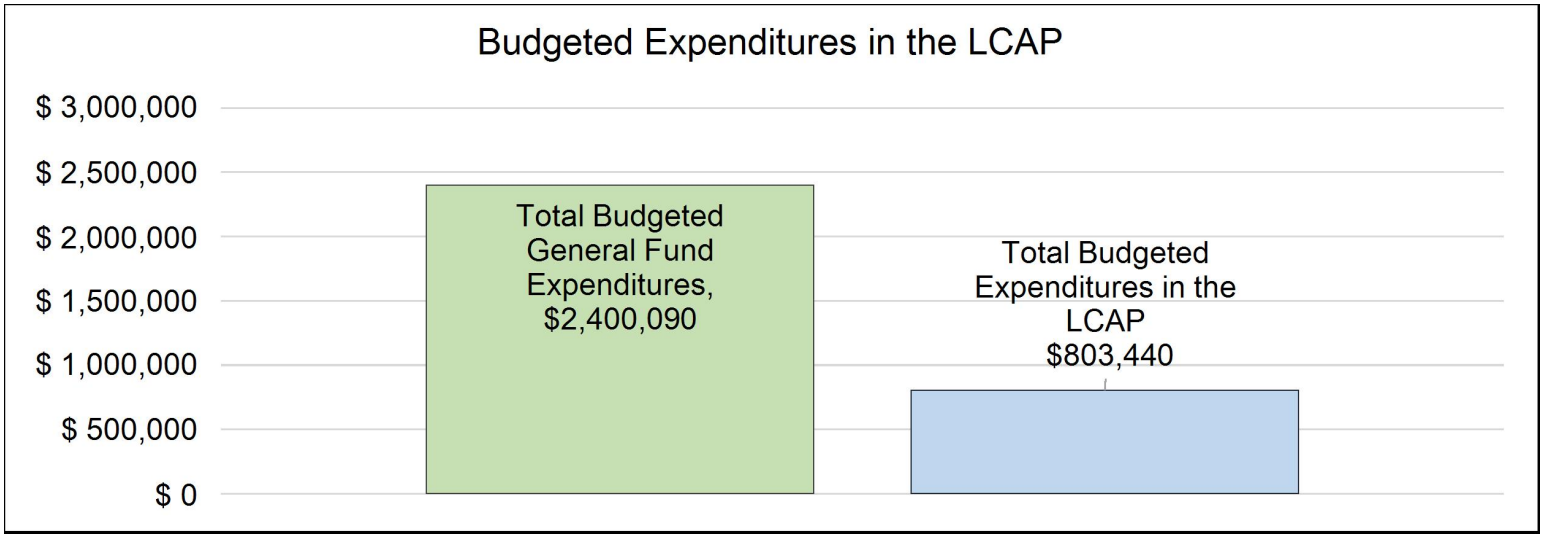


This chart shows the total general purpose revenue Anderson New Technology High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anderson New Technology High School is $2,369,472, of which $1,873,298 is Local Control Funding Formula (LCFF), $336,769 is other state funds, $126,679 is local funds, and $32,726 is federal funds. Of the $1,873,298 in LCFF Funds, $186,159 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 Anderson New Technology High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Anderson New Technology High School plans to spend $2,400,090.00 for the 2026-27 school year. Of that amount, $803,440.00 is tied to actions/services in the LCAP and $1,596,650 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

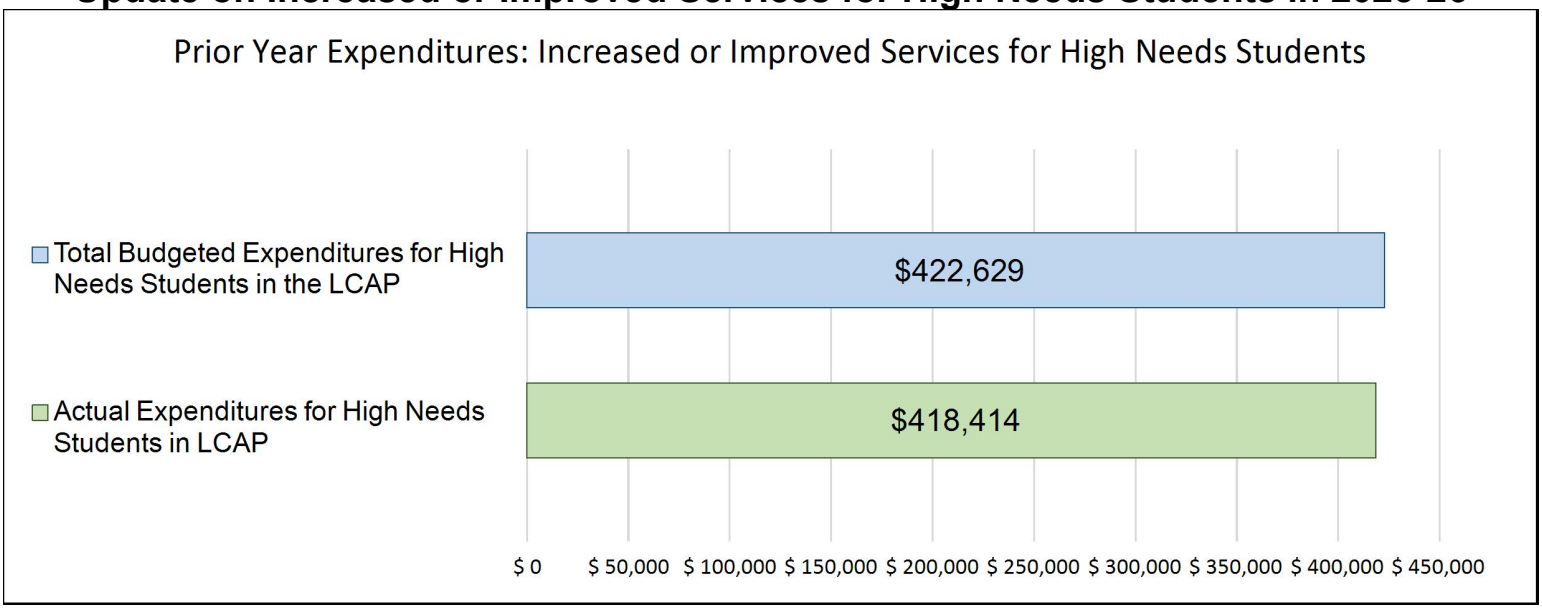
The Charter School's General Fund budget includes routine operational expenditures that are not reflected as specific LCAP actions or services. These expenditures include general administration, fiscal services, facilities operations and maintenance, utilities, insurance, and other operational costs necessary to support the Charter School's educational program.

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

In 2026-27, Anderson New Technology High School is projecting it will receive $186,159 based on the enrollment of foster youth, English learner, and low-income students. Anderson New Technology High School must describe how it intends to increase or improve services for high needs students in the LCAP. Anderson New Technology High School plans to spend $421,682.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Anderson New Technology High School's LCAP budgeted $422,629.00 for planned actions to increase or improve services for high needs students. Anderson New Technology High School actually spent $418,413.81 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $4,215.190,000,000,002 had the following impact on Anderson New Technology High School’s ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high-needs students were lower than budgeted primarily due to cost efficiencies, lower-than-anticipated expenditures, and the implementation of services at a reduced cost. The Charter School was able to provide the same or substantially similar services as originally planned, including academic and student support services for unduplicated pupils. Therefore, the expenditure difference did not result in a significant reduction of services and did not materially impact the Charter School'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
Anderson New Technology High School	Eleanor Hysell Principal	ehysell@auhsd.net 530-365-3100, ext. 40001

Plan Summary [2026-27]

General Information

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

Anderson New Technology High School (ANTHS) is in Anderson, a small city of 11,000 people, located approximately 140 miles north of Sacramento and 140 miles south of the Oregon border along the Sacramento River. ANTHS first opened with a junior class on the Anderson Union High School campus in the fall of 2002. The first graduating class of 54 students was in 2004, the same year the school moved to its current location. ANTHS is the first replication of Napa New Technology High School, which opened in 1996. Today, over 250 New Tech schools across the United States and Australia belong to the New Tech Network.

New Tech Network schools utilize project and problem-based learning and focus on 21st-century skills. As part of this network, we are a small, dependent charter school in the Anderson Union High School District, with an enrollment cap of 225. As of the 2025 CBEDS date, our enrollment was 130 students. Project-based learning is routinely utilized in the Science and Humanities courses. Staff and student interactions create a welcoming environment. Our monthly student activities foster these positive relationships, which support our students' success.

We draw students from as far north as Shasta Lake City and northern Tehama County to the south, with **59% of our student population within the Anderson Union High School District. 55% of our current student population qualifies for free and reduced lunch. Although the majority of our students identify as Caucasian (70% - down 3% from last year), our other student populations are Hispanic or Latino (18%-up 4%), Multi-Ethnic (5%-down 2%), American Indian (5% - up 3%) as well as the following at 1% or less - Black and Asian Pacific Islanders.

At New Tech, we prepare our students for a successful future. Our student learning outcomes focus on teaching students the soft skills that leaders in the private and public sectors are looking for, such as problem-solving, effective communication, self-direction, time management, adaptability, and work ethic. Along with the traditional courses of study (math, science, English, social sciences, etc.), the teaching, modeling, and assessing of these essential soft skills are incorporated alongside all course content. To enhance these soft skills, our students are required to become future ready. They contribute to their community, modeling good citizenship and completing 10 hours of service each year. Students also demonstrate college and career readiness by taking and earning 6 college credits minimally, and complete a CTE Pathway, Workability Program, or complete a job shadow. Our students leave New Tech with a well-practiced process of critical thinking, problem-solving and have the skills and tools needed to be contributing members of their community.

Reflections: Annual Performance

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

We have seen an overall growth in our enrollment over the previous two years, however, with our small enrollment, much of the data is still suppressed to protect the individual identity of our students. We are pleased with a minimal suspension rate. CAST (California Standards Test for Science) highlighted that we continue to see positive growth in students exceeding the standard. This trend shows that the science curriculum and instruction is effective and helps the academic achievement of our students from below standards to meeting/exceeding standards.
We are thrilled that the preliminary results for the 2026 CAASPP Scores indicate that we have grown in ELA, math and science. We remain committed to evaluating NWEA formative data in these subjects to ensure students are growing academically and gaining proficiency in core academic skills while at New Tech.

Reflections: Technical Assistance

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

Through our WASC Self-Study process, we dove into the data, and below is the analysis for ELA and Math:
ELA:
Students are proficient in reading and listening but have lower scores in writing and research.
Hard to disaggregate by subgroup due to our small enrollment.
As a PBL school, we expect our student's ability to research and listen (soft skill connection) to be above standard. However, based on current and historical data, we see a decrease in these skills.
Direct correlation to a PBL school - We need to look at pre-pandemic scores to evaluate this trend (especially when we had higher enrollment) and determine what adjustments need to be made.
There is a significant decrease in ELA areas of listening and research/inquiry. This drove us to complete a historical analysis in these areas.
Our findings indicate that in listening, the decreasing trend in the "above standard" category was already decreasing prior to the pandemic.
Is the trend in listening an anomaly highlighted by the pandemic or accelerated by the pandemic, which subsequent years will determine?
Regardless, we need to look at developing those listening skills in our students.
As a PBL school, the meteoric drop in this category in research/inquiry is a cause for concern that we will have to address immediately.

Math:

There are many aspects to consider with the up and down scores over the last three years. A small group in the middle had small class sizes (lower teacher-to-student ratio). Last year's group was a larger class (higher teacher-to-student ratio), and that group was the first Junior class in the new hybrid model. There are expectations for score improvements for this year's Junior class. It is hard to disaggregate by subgroup due to our small enrollment.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 & Classified Staff	Consult at staff meetings throughout the year with at least one per month being a meeting with a meal. Commit to having data planning and data reflecting days built into our school calendar to ensure that we are always using data growing our services and refining our practices.
Parents & Guardians	Each year, New Tech families meet with New Tech's principal for an individual meeting to review opportunities and expectations of New Tech students and families. Student schedule, pathway options as well as the Big 3 as the means to becoming future ready are all addressed as well. Parents are invited on campus as often as possible. We host an 8th grade and new student parent night in the spring of the year prior they would normally start to give an overview of our campus. Parents are invited and presented information at our round up where they get to meet or be reintroduced to their Personalized Learning Teacher (PLT) and prepare for the upcoming year. Parents attend and participate in 1 PLT each semester with their student and PLT to maintain good communication between school and home. Quarterly communication will occur, or more frequently if needed, to address attendance, behavior or academic concerns that violate or potentially violate the master agreement. Parents often attend their student's presentations. Parents are invited to help chaperone, donate items and accompany on some field trips when space permits.

Educational Partner(s)	Process for Engagement
Community Members	New Tech has become the school to call when community agencies need volunteers. Our Program Coordinator advertises the event and their need for help and connects our student (and sometimes parent) volunteers with the organization. Additionally, the Chamber of Commerce comes on campus at least one day a year as we host their monthly greeters and we share resources, ideas and support. Community agencies and businesses host our students for their required job shadows and support us with their presence at our Career Fair. Additionally, community members, including alumni, serve as panelists and judges on our senior student spotlights.

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

With the evolution of our instructional model to a collegiate, hybrid, non-classroom-based, independent study model, we engaged all of our students and families systematically throughout the school year during what we call PLT (Personalized Learning Teacher) meetings. 94% of our enrolled student's parents/guardians attended either in person (91%) or virtually (3%) during their first semester meetings. We met with our Leadership Advisory Board quarterly. Every student and their parent/guardian(s) are required to first meet with the principal prior to enrolling. These intake meetings are the beginning of our engagement with our partners (students and families) to ensure all parties understand the responsibility and commitment this instructional model requires of us all.

The building leadership team reviews data collected from surveys and anecdotal information provided during our sessions. 100% of the parents who responded to our survey said they value an educational model that promotes post-secondary success for their students. The leadership team reviews the WASC recommendations and action plan and then makes a plan to address each of the recommended items. Finally, we will share the LCAP with our Advisory Leadership Board, which will provide us with a final review prior to submitting it for approval.

We adjusted the meeting time to 2:30-3:30 p.m. on Mondays to engage more participated and included Zoom Links for our working partners in the Advisory Leadership Board.

WASC Parent Survey
100% of respondents agreed or strongly agreed that when asked if New Tech prepares students for college, and 87% of respondents agreed or strongly agreed that New Tech prepares students for vocational opportunities (not just college (13% were neutral.)

What do you consider to be the strengths of New Tech:
Preparing kids for job interviews in real life after school.
Excellent teachers and staff. Everyone really cares about the students and is motivated to help them succeed.
They are able to get to know students and fine-tune to their needs

Having PLT meetings regularly, the fact that teachers and staff know all students, the size of teacher-to-child ratios, student accountability and opportunities, and courses taught!
On top of students, giving them chances to make up work.
Communication using Echo and assignments assigned to the student
Challenges the students and pushes them to go far
Teachers actually care about the students
Transparency between teachers and parents.
Their main focus is teaching important and useful life skills, and their goal is for every student to be successful.
No student is overlooked or left behind.
Teaching independence and self-discipline
They consider and pay attention to my son's academic needs… weekly even. They talk about college and set goals with the students frequently. The principal is very involved. My son feels heard and safe. Those are huge strengths.
Small classes, teachers have more 1 on 1 with students
My child feels safe and not bullied.
Flexibility to meet students' needs to be successful. Understanding teenagers and not all individuals are the same.
The small size and personalization it enables
Small class sizes
The smaller size allows for more personalized learning.
Provide a good education for the students.
The hybrid schedule, the teacher/student relationships, the ability to create your own internship, and concurrent enrollment at Shasta College
It's students
Hybrid model, focus on after graduation (college or job training), accessibility to staff.
The small size, the camaraderie between teachers and students, the new PLT meetings, the courses taught side by side (like History and English), the numerous field trips and camping trips, and the dedicated staff.

Student 1st Semester - 2nd Semester Reflections & Work Portfolio surveys
As a PBL school that focuses our outcomes on the attainment of soft skills, we wanted to share the following survey information.
We asked students:
What soft skills do you believe you have improved in this semester?
Collaboration, 53.8% - 50%
Communication (Written and/or Oral), 52.3% - 63.9%
Critical Thinking, 38.5% - 38.9%
Time-Management, 53.8% - 52.8%
Agency, 32.3% - 27.8%

What soft skills do you believe you could improve upon for the second semester?
Collaboration, 21.5% - 33.3%
Communication (Written and/or Oral), 32.3% - 52.8%
Critical Thinking, 29.2% - 38.9%
Time-Management, 73.8% - 75%

Agency, 40% - 38.9%

As a school inspired by business, we focused on maintaining our academic standards as we looked for an instructional model that would increase our elective offerings, create greater communication between school and home, and increase our enrollment through a collegiate, hybrid, non-classroom-based, independent study model. With the positive comments regarding our new model from both students and parents, we continue to refine this model to maximize student achievement.

Families that have chosen New Tech for its intentional climate and culture look forward to having their students graduate here. With the implementation of our new model, we are seeing growth in our enrollment, which was one of the critical factors we looked at prior to developing the new model. Our goal is to continue with a 20% growth over the next two years.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Over the course of four years, all students will be able to demonstrate mastery of the essential “soft skills” that business, college and university leaders seek as they progress towards graduation while having completed an A-G course of study and/or an identified CTE pathway.	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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our job is to prepare students for life after high school, at New Tech we refer to this as being future ready. We do that by offering an A-G course of study for those unsure or who are interested in going directly to a university or college and CTE pathways for those who want to enter an industry or complete a CTE Pathway in addition to completing an A-G course of study. Our student learning outcomes are the vehicle which will allow them to succeed in any of their endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CTE completer rate	50% of Class of 2024 completed a pathway.	18.2% of Class of 2025 completed an STROP Pathway.	35% of the Class of 2026 have completed a pathway, either through STROP or a previous high school pathway.	90% of the Class of 2027 will complete a pathway.	Definitions and CalPADS Data were thoroughly reviewed this year and the result was a much lower number of "completers" because courses were not entered completely and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						definitions changed for what qualifies as a pathway completer. Additionally, while building a pathway, no change will be seen for three years out - the first to plan and get approval for the teacher and courses. The second year the concentrator is offered and by the end of year 3. students will have been able to complete the capstone course.
1.2	A-G completion rate	23% of Class of 2024 met A-G Requirements	27.3% of Class of 2025 met A-G Requirements.	20% of Class of 2026 met A-G Requirements.	40% of the Class of 2027 will meet A-G Requirements. 60% will meet A-D Requirements.	Chemistry, Language other than English, a Fine Art and a D were the primary factors for students not earning A-G eligibility.
1.3	College and Career Indicator	Class of 2023 - 46.7% prepared and 40% not prepared.	Class of 2024 - 58.6% prepared while 20.7% were not prepared.	Class of 2025 - 34.8% prepared 13% were not prepared	75% of the Class of 2027 will be qualified as "Prepared"	The number of students prepared for college and career (per the indicator) dropped significantly while

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						the unprepared student dropped an additional 7.7%. Work is being done to create additional opportunities for students to earn the CCI Prepared status.
1.4	EAP scores	2023 57.14% conditionally or completely ready in ELA. 42.85 conditionally or completely ready in Math.	Class of 2024 - 69% met or exceed in ELA; 53% met or exceeded in math	Class of 2025 - 56% met or exceeded in ELA and 19% Met or exceed in math	80% Met or Exceeded in ELA and 70% Met or Exceeded in Math	A decrease in both for the class of 2025 is most likely caused by a small class with skewed results due to high achieving students being allowed to opt out. Additionally, in math, NT moved away from common core math and there was not enough time to build success.
1.5	Number of senior students who have completed 6 or more college credits.	57.7% of graduates from the Class of 2024 earned 6 or more college credits.	Class of 2025 - 67% have completed 6 or more college credits.		75% of the Class of 2027 will have completed 6 or more college credits.	An increase of 9.3% of graduates earned 6 or more college credits compared to the year prior.
1.6	Career exposure via CTE Pathway Completion, Workability	73% of Class of 2024 completed 30+ hours of internship.	76% of the Class of 2025 completed		80% of the Class of 2027 will meet the internship	2026-2027 this changed to CTE Completer,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Completion, job shadow or internship.		the required internship hours.		requirement, if this metric is not changed to better meet our goal of New Tech Students graduating future ready.	Workability Participant and/or job shadow - all include a reflection component.
1.7	Community Service hours	We changed this metric to review the number of hours served at each grade level and help avoid procrastination. 56% of graduating seniors do more than a years worth of hours during their senior year.	17% 9th graders met the requirement 38% 10th graders completed all required hours 23% 11th graders completed required hours 87% 12th graders completed all hours needed for graduation (by May 15)	15% of 9th graders (301 hours) 36% of 10th graders (360 hours) 40% of 11th graders (1133 hours) 76% of 12th graders (1448 hours) Completed/submitted by 5/15/26	50% 9th graders 70% 10th graders 80% 11th graders 95% 12th graders By May 15, 2027	We would like to change this metric to review the number of hours served at each grade level and help avoid procrastination. 56% of graduating seniors do more than a years worth of hours during their senior year.
1.8	Graduation rate	2023 - 80%	2024 - 86.2% (CA Dashboard)	2025 - 95.8% (CA Dashboard)	100% of Class of 2027 will graduate	An increase of 9.6% over the prior year.
1.9	At each grade level students will engage in End-of-Year presentation demonstrating the essential soft skills	2022 Baseline 9th / 10th Developing 11th Proficiency 12th Mastery	9th/10th 0% 11th 0% 12th 100%	9th/10th - 50% 11th - 65% 12th - 88%	9th / 10th Developing - 75% 11th Proficiency - 90% 12th Mastery - 100%	24-25 We did not have established protocols or logistics set up for end of year speeches for any student group other than 12th graders. Summer of 2026, we are creating a pacing guide for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						PLTs/Advisories to introduce and include this expectation.
1.10	Percentage of students each year enrolling in and completing college credits and number of credits by grade level.	2023 - Enrolled in college credits 9th - 0% 10th - 0% 11th - 63% 12th - 48%	Access denied by the community college to get this information	Access denied. Will be granted Fall '26.	9th - Completing 3 or more units - 5% 10th - Completing or completed 3 or more - 20% 11th - Completing or completed 6 or more - 60% 12th - Completing or completed 6 or more - 100% (grad requirement by Class of 2026)	Updating this metric to reflect the number of credits taken and at what grade level they were taken. Example, 9th grader takes 3 units and not until junior year takes 3 units more - They would be counted in 9th, 10th and 11th and 12th.

Goal Analysis [2025-26]

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

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

In the previous year, we queried the number of students that had met the A-G requirements, based on the information that we know. We can also identify the students that have completed a CTE Pathway through STROP. Accurately measuring the number of students that complete college credits is a challenge as New Tech does not have access to the local community college data base to see which students follow through to enroll in and complete college class as well. Beginning 26-27, we will have access to Shasta College information for our registered students. Additionally, 2024-2025 New Tech had a new Principal and a new project coordinator. The lack of change in Year 1 Outcome is largely due to administration wanting to see existing procedures and gain feedback from key stakeholders to know better what to change and in what manner. New Tech's Leadership Advisory Board met throughout 24-25 and approved creating more annual benchmarks to support graduation requirements being met. The focus at New Tech is adding CTE and dual enrollment opportunities on site for New Tech students. As a result, the internship hour completion metric has been changed to support NT staff to pursue CTE credentials, when feasible, and be more deliberate in course offerings. Beginning 26-27, New Tech will host college classes on site as well as offering three new concentrator courses and adding an appropriately identified CalPads Capstone, Advanced Drama.

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.

We need to do better to share information regarding the support we can provide for students pursuing college credits. It was learned, after the fact, that one of our 9th grade students withdrew from the class she enrolled in because of the cost of the textbook. She did not know and we did not, in a successful manner, share that there are book scholarships aviailable so that fund went unused.

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

1.1 - The definition of a pathway is being changed. The metric does not clearly state which pathway completer is being reported. With the current definition, only 18.2% of the senior class is completing a pathway. With the upcoming definition, we would exceed 50% of graduates completing at least one pathway. 1.3 - College and Career Indicator will become a number that better reflects our completers as we gain access to the number of our students that complete a college class as well as a better tracking system that shows early indicators of CCI.

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.

1.7, 1.9 and 1.10 have been updated to have goals for each grade level to create growing expectations and hopefully reduce the number of students that procrastinate with community service hours and college credits. The addition of grade level expectations for the end of year speeches is so that it does not seem to be "undoable" and rather something they have been rehearsing and building on since they started at New Tech.

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	Intervention (formerly After School Intervention)	One fifth of all certificated staff teacher time is providing targeted intervention for students in their subject area. Addition of Tier 2 and Tier 3 interventions is offered to additional, specific students 2 hours/week. One para is specifically designated for academic support for all students with 504s or IEPs.	$95,518.00	No
1.2	Diagnostic testing & Data Analysis	Diagnostic testing (NWEA) and grades will be analyzed to determine the effectiveness of curriculum and English, science and math programs. All grade 9 students are enrolled in Algebra 1 if they scored a 50 or above on the math diagnostic. A student will initially be placed in a Math, English	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		or Science lab based upon diagnostic assessment results, grades, missing assignments and/or teacher recommendation. Funding for online math resources and triennial NWEA Map Growth Assessments. Time for teacher collaboration with counselor, principal, para - one half day, three times a year will be committed to ensure that we are providing all necessary Tier 2 and Tier 3 Interventions to students that show they need them through multiple measures. As a result of the data collected from the MDTP of all incoming 9th graders, it is necessary to offer an algebra boot camp (5 days, 3 hours/day) as well as a section of pre-algebra. One half of a day - 3.5 hours will be committed during the summer to meet with all staff to review data of all incoming students and successfully create interventions before school starts. There will be updates to this process after every benchmark collection window.		
1.3	Professional Development	Provide professional development opportunities for partner teachers, project based learning, and soft skills assessments within our model that works within our Hybrid system. Continue to support teachers who wish to participate in professional development that will enhance and improve their instruction and student learning - this includes summer collaboration time to update plans for projects, grading practices and interventions. A mid year hired teacher is participating in coaching to support him with his quick learning curve of our hybrid schedule, expectations of visual arts and student accountability within PBL and our behavior expectations. 2 hours over the summer with a consultant/retired teacher to coach through this year (2 hours each session) quarterly.	$7,740.00	No
1.4	Increase staff and credit recovery	To better support students new to the collegiate, hybrid, non-classroom-based, independent study model, we will explore Tier Two interventions and additional options and opportunities for credit recovery. Implementation of Bright Thinker software. Summer school will be implemented on campus for fifteen additional days, 3 hours/day for two teachers.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Highly Qualified Teachers	Highly Qualified Teachers will return to 100%. CTE Teachers are being identified and selected in-house. The costs of acquiring the additional CTE Credentials ($500/each) will be covered by ANTHS. An annual CTE Stipend is then earned by teachers with multiple credential, per their union contract. Additionally, any teachers that are now dual enrolled with Shasta College will earn an annual stipend.	$2,000.00	No
1.6	Lab Classes & Algebra Boot Camp	Lab classes for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with independent study students on skills development. Students struggling to complete work and/or not at grade level will take the math lab, space permitted, in addition to their math class. Incoming students that scored below a 50% on the algebra diagnostic or struggled with pre-algebra this year will be attending an Algebra Boot Camp for 18 hours to help eliminate the summer slide and better prepare them for success with Algebra 1. Addition of an English lab to help students improve student's writing skills.		No
1.7	Increase CTE and/or A-G aligned electives	To retain and recruit students, our hybrid instructional model will allow us to increase the number of elective courses we offer, such as starting an engineering pathway, manufacturing product design pathway, natural resources and forestry pathway and visual and performing arts pathways. Additionally we are exploring education and human services as well as marketing and hospitality pathway options. Courses that are not A-G or not CTE will be phased out.	$103,420.00	Yes
1.8	Counseling	Guidance counselor will communicate and coordinate outside services in support of our students' and family's physical and mental health needs. Guidance counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the students' academic plan. Students will increase their understanding of financial aid and college requirements through incorporated workshops provided.	$92,326.00	No

Action #	Title	Description	Total Funds	Contributing
		Counselor will meet with principal an additional 10 hours over the summer to create the pacing guide for PLTs/advisory classes to ensure consistency in materials, information and practice among teachers.		
1.9	New Tech Network	Membership in the New Tech Network (NTN). New teachers will participate in training and access to Echo/Bright Thinker. Echo training wll be offered to all new staff as well as incoming parents prior to the start of the year as well as throughout the year.	$6,480.00	No
1.10	Computers and materials	Instructional materials/textbooks, computers. That 100% of students have access to the internet and the devices needed to be successful. Computers and Chrome Books will be updated on a cyclical schedule. Each year, we aim for a Freshman class of 40 and need to have 40 new Chrome Books ready for distribution. Teacher computers are also needing to be updated as security updates are no longer available.	$34,470.00	No
1.11	College courses, Internships and community service	Increase opportunities for students to enroll in concurrent college courses, and articulated classes with CTE courses. Pay for books for low income students and create a lending library for future students to utilize the books. Celebrate and reward students that enroll AND complete their first college class with Shasta College swag at a school wide celebration.	$500.00	No
1.12	A-G	Increase students meeting the A-G requirements by 5% per year to achieve 60% of students reaching this level. Continue offering small English/Social Science block classes and Science elective courses to help increase A-G completion rate. Provide College Elect/General Elect/Credit Recovery classes to help increase A-G completion rate. Invite students that earned a D or lower in an A-G course to attend New Tech Summer School and retake course on Bright Thinker.	$123,749.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Increase CTE Opportunities on campus	Students will complete 300 hours+ of coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways. Upgrade CTE instructional materials and upgrade technology. Support any new hires or current teachers to apply for their CTE Credential to allow for additional pathways and possible dual enrollment opportunities for students. Purchase related books/materials to align classes with Shasta College or other partnering CCC. Natural Resources and and Forestry the Natural Resources Lab will be the first course offered needing this support. Any items that our Strong Workforce Grant does not cover for our Engineering Technology and Manufacturing Product Design courses will also need to be incorporated in this cost. Lastly for our arts, media and entertainment - digital arts pathway, new cameras/video cameras will need to be purchased.	$68,758.00	No Yes
1.14	Increase Math access to all students, including adding Algebra BootCamp and a section of Pre-Algebra	Based on the needs of the students as seen by diagnostic testing, math classes will be added as needed. Personal Finance continues to be offered to seniors as a 4th year of math. One section of pre-algebra is being offered for students struggling after the algebra boot camp. Shasta College math courses will be offered to grow our high achieving student's goals. This begins Fall, 2026.	$23,871.00	Yes
1.15	Increasing Science Offerings, Physics, Natural Resources, Horticulture and Anatomy	Physics will be maintained to increase A-G completion and college readiness as well as prepare students for success in the Engineering Technology Pathway. Natural Resources I and II will be grown and developed into a formal CTE pathway. Natural resources and forestry will include bi-monthly field trips as well as mandatory forestry competitions. Mechatronics and robotics will be developed as the capstone course the engineering technology pathway as the capstone course. Horticulture will continue to be offered as well and will be a concentrator course in 2026-27.	$48,969.00	Yes
1.16	Block Classes - 4 sections	Maintain small student: teacher ratios within the English/Social Science block classes to increase A-G completion and student academic achievement.	$141,430.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	New Tech will provide a safe learning environment to work with students to meet their mental and physical health needs. We provide a safe environment while maintaining high academic standards with a focus on future success. We will not lower expectations for students that have had challenging starts in education or life but we will provide the support to help them reach the goal of being ready for a successful future.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Over the last decade, families have been looking for more choice, smaller learning environments and personalized education. New Tech has attracted many of these families with students who have experienced past and on-going trauma. Many students have only attended independent study programs so our hybrid model is the perfect transition for high school and becoming future ready. Families - students and parents - meet with their personalized learning teacher each semester to review attendance, academic or behavior successes or concerns. Additionally, time will be committed to addressing and reviewing progress on the Big 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate	2023-2024 94.56%	2024-2025 94.16% (as of 5/27/25)	2025-2026 95.2% (as of 6/5/26)	96.5%	By the end of the year the numbers will likely be similar.
2.2	Chronic absentee rate	2021-2022 - 22.2% Total; 25.9% socioeconomically	2023-2024 21.3% Total; 23.6% socioeconomically		10% Total	Decrease of 0.9% in total; decrease of 2.3% for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		disadvantaged; 23.3% White; 11.8% Hispanic or Latino	disadvantaged; 18.9% White; 26.7% Hispanic or Latino			socioeconomically disadvantaged; Increase of 3.4% of White Students, Increase of 14.9% of Hispanic or Latino Students
2.3	Suspension rate	2023-2024 2/110 students (1.8%)	2025 1/120 student (.08%)	2026 1/130 student	Less than 1%	Reduced by 1%, initially and now maintaining.
2.4	Survey of school repair	2023 Baseline 100%	2024 Baseline 100%	100%	100%	No difference
2.5	New Tech Student Climate and Culture Survey/Educator survey	2023 No baseline data available	2024-25 6% of students responded 22% of staff responded	137 of 140 students answered the questions.	75% of students 100% of staff	Unavailable
2.6	Parent Survey	2023 No baseline data available	2024-2025 21% of parents responded	15 year.parents responded for the 25-26	50%	Unavailable

Goal Analysis [2025-26]

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

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

Suspension rates don't change significantly. It seems in the past years we have had 0, 1 and 2 suspensions. All completely warranted and as long as teenagers continue to be impulsive, there will be 1-2 suspensions anticipated annually. Alternatives to suspensions will continue to be offered, when appropriate.

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.

As new administration, I am learning a great deal and unfamiliar with how to determine 100% attendance on Aeries when it is work based. Thus, the $1000 reward was unspent this year. We will be continue with our 18 hour algebra boot camp this summer to better prepare incoming 9th graders for algebra 1 and their opportunity to start courses on sequence for meeting A-G eligibility.

We will be adding a 3 week summer program for students that are deficient in credits and/or earned a D or lower in a required class. This will also allow us, hopefully, to be within the time restrictions to improve our attendance and reduce our numbers of chronically absent students.

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

Friday School Academies help teach students the importance of being prompt as well as ways to be active at an earlier date and help students get back on track thoughout the year when illnesses or setbacks occur. Saturday Schools will be assigned monthly for students in need of that support.

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.

As the program manager and administrator learn more about attendance and chronic absenteeism within an independent study model, we will reward growth and improvement as well as perfection on work product to earn 100% attendance. More rewards and celebrations for students improving attendance, behavior and academics will be given and held.
Off campus privilieges will continue to be awarded to students earning those opportunities as well.

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	Attendance	Four times throughout the year we will recognize students with 100% attendance (based upon work product.) Students who have 100% attendance with no Ds or Fs will be entered into the drawing. Saturday Academies will be hosted monthly to reduce chronic absenteeism.	$1,000.00	No
2.2	Professional Development	Provide professional development opportunities for Non-classroom Based Charter Schools, hybrid model, flipped classrooms, and a Social Emotional Learning model that works within our Hybrid system. Continue to support teachers who wish to participate in professional development that will enhance and improve their instruction and student learning. Professional Development will continued to be offered for Bright Thinker, our independent study curriculum as well as Echo, our student platform. An Echo Trainer Stipend will be created and offered for the teacher that chooses to train parents and staff before school starts as well as host the monthly trainings for new families. Extra hours will be awarded for the	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
		teacher that hosts the Bright Thinker trainings, if that is needed beyond the initial PLT that introduces the program. Principal will pursue training at Charter School Development Center (to learn charter specific information)		
2.3	Counselor	School counselor will communicate and coordinate with outside services in support of our students' mental health needs. Counselor makes referrals to Community Connect, as needed. Additionally, counselor will need to submit all new courses to the UCOP for A-G Approval so students may continue to keep all options open. School counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the students' academic plan. Students and parents will increase their understanding of financial aid and college entrance requirements through workshops provided and class meetings. The counselor will meet with the principal for 2 days over the summer, mi9nimally, to create a pacing guide for teachers to use for their PLTs and advisory classes.	$32,734.00	Yes
2.4	Community Resources	Community Connect Referrals, connections are made for our students that are homeless or in the midst of domestic violence. Additionally, foster wrap team services are available and used, as needed.		No
2.5	Co-curricular and Extra Curricular opportunities	Students will be provided a variety of co-curricular and extra curricular opportunities. Transportation will be provided to non campus based activities. The addition of CTE Pathways will increase the volume of co-Curricular events students will participate in (anticipated 15 students bi-monthly trips).	$2,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	New Tech will develop and maintain a systematic method for partnering with parents, guardians and community members.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

According to research, when parents are involved in their student's transition to high school, they tend to stay involved in their child's school experience; when parents are involved in their child's high school experiences, students have higher achievement, and are less likely to drop out of school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of parent surveys completed.	2023 - 15 (13%) of parents completed the survey.	2024-25 - 21% (25) of parents completed the survey	2025-2026 - 15 parents completed the survey.	75% of parents/guardians will complete the survey	We had an increase of 8% over the prior year.
3.2	Advisory Leadership Board meeting participation by targeted groups	2023 Baseline 100%	202526 - 100% of targeted groups participated in the Leadership Advisory Board Meetings.	100% of targeted groups participated in the Leadership Advisory Board Meetings.	100% of more respresentation from the targeted groups.	Same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Sign in sheets/Agendas that include participants are collected from school meetings and school activities	2023 Baseline 100% of school meetings had minutes kept indicating who was present.	2024-25 - 100% Minutes were kept of all staff meetings, Leadership Advisory Meetings as well as planning meetings. 860PLT Meetings, including date, any new goals, concerns or celebrations are shared via Counseling Notes on Aeries.	2025-26 - 100% of minutes were kept of all staff meetings and Leadership Advisory Meetings. Not every teacher enters information in counseling notes in Aeries. More time will be slated at the fall staff retreat to ensure that all teachers are aware of the expectation as well as what to enter.	100% Meeting Minutes; Concensus with all staff regarding best practices to share PLT Meeting information and on what platform will be decided and 100% participation is expected.	Sign in sheets are no longer collected, meeting minutes are taken to reflect participation at all meetings held. Counseling Notes in Aeries continue to be used for PLTs and Staff Retreat will confirm data collected for future comparison.
3.4	4. Number of Parents satisfied with New Tech communications	2021 New Tech= 85% 2023 - Unknown	2024-25 - 92% report easy access to contact and communicate with teachers through various means available.	86% of parents reported they have just the right volume of communication.	95% of parents are satisfied with New Tech communications.	There was an increase of 7% from 2021. Due to the change of administration, there was a lack of data shared from past years, hence the early date on the baseline.
3.5	5. Number of parents reporting they feel welcomed and encouraged to be involved in the school.	2023 - Unknown	2024-25 - 80% report feeling encouraged to be involved in decision making. 12% were neutral.	All but 1 parent reported that they feel welcomed and encouraged to be involved in the school.	95% of parents report feeling welcomed and encouraged to be involved at school.	8% disagreed they were involved in decision making. We will ask this question in a better format to gain more precise data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	6. Parents trained in using ECHO or Bright Thinker	2023 - Unknown	2024-25 - 68% of parents reported being trained in Echo.	2025-26 - We offered Echo Training before school started to every parent that came in the office and via our cellphones.	100% of parents are offered training with 80% participation rate.	There was no baseline data to compare.
3.7	7. Parent/guardian participation in PLT meetings.	2022-23 Baseline Goal 100% (no data actually collected)	2024-25 - 68% of parents reported having a PLT Meeting "this semester"	2025-26 55% of parents reported having a PLT this semester.	100%	32% of parents reported not having a PLT which does not align with teacher reports of meeting with all of their families. We will word question better in the survey to get accurate feedback.
3.8	8. Parents report ___ satisfaction with school to home communication according to parent survey.	2023-24 Baseline Goal 75% (no data actually collected)	2024-25 - 92% report easy access to contact and communicate with teachers through various means available.	2025-26 - 87% report there is a perfect amount of communication.	82.6%	There was no baseline data to compare.

Goal Analysis [2025-26]

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

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

Data was limited from the previous year due to necessary coverage by staff of events that were covered by teachers and staff of events that were previously covered by our teacher that passed away suddenly in the Fall, 2025. A survey was distributed to parents to gather feedback and we have used that to build a better infrastructure for trainings and communication. There was a lack of before school Echo Training in the summer before school started for all new families. This will continue this Summer 2026 at the Round Up in August.

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.

With a growing number of students on independent study, additional training is needed for Bright Thinker. A pacing guide needs to be created for consistency in PLTs and that should ensure that parents are receiving the same personalized information throughout the year from their PLT and students within their advisories. Two new studies teachers starting 2025-2026 requires more funding for training to ensure that our studies (English and social studies) blocks are as successful as possible with new hires. Changes to teaching assignments andnew hires continue the need for training funds, specifically for PBL, Echo, Bright Thinker and Yearbook.

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

Ineffectiveness was most often a direct result of the staffing changes and not knowing what was done in years prior to ensure consistency and intentionality to make progress on goals. Additionally, the questions on the pre-existing parent survey do not directly align with what is being asked to be reported. This will be discussed with the Leadership Advisory Board to change the language in the goal and make sure our feedback reflects the information we are trying to gather. Additionally, we have calendared dates to evaluate the survey questions to relevant feedback. We also have the dates calendared for when the survey will go out each year moving forward.

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.

Intentionality for Echo/Bright Thinker training for families and staff is being made and requires use of resident "expert(s)" to host the training. Additional trainings throughout the year for new famlies joining New Tech is key to support their ability to partner in educating their child(ren). Further allotment will need to be made for Echo/Bright Thinker training offered at least quarterly.
As mentioned earlier, the metrics will change so we are gathering the proper information for what we are actually doing to build community and partner with staff, parents and community members.
There will be a large, one time, investment needed to purchase refurbish/replace the existing non-functioning sign board to boost all communication to families and community members.
Lastly, there is a need for one time (hopefully) new hire training for studies teachers to build a strong partnership and pacing schedule that encompasses project based learning, soft skill training, grading, Echo/Bright Thinker use and all things New Tech.

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	ECHO and Bright Thinker	Continued use of ECHO and Bright Thinker programs. Training will be provided at the beginning of each school year and at parent request. Parents will be advised to check their students' ECHO and Bright Thinker	$1,700.00	No

Action #	Title	Description	Total Funds	Contributing
		weekly. Initial PLT incorporates Echo/Bright Thinker login to ensure parents have access. The addition of checking for ParentSquare access will continue in 26-27. The option will be made to pay teachers for their initial PLTs if they are done before school starts so parents know exactly what they are looking for on Echo and Bright Thinker.		
3.2	Communication	School will maintain Aeries Communicate (ParentSquare) to keep parents involved by using email, phone calls, and texts in addition to the use of our website, social media platforms, and PLT meetings. School has an electronic marquee that will advertise all school events. Addition made in 2025-26, of a social media coordinator to post 3+ times each week to our Facebook and/or Instagram accounts has been well received. There is a social media advertising stipend added in 20025-26 for those services.	$1,275.00	No
3.3	Parent outreach	The PLT will communicate with parents no less than one time per quarter. More frequent communications with parents of students who are struggling will occur and compact violations may be the result and may include the school counselor and/or principal into the meeting. ALL potential and new families will participate in an event to choose courses, learn of New Tech as well as have an individual intake meeting prior to enrollment with the school principal where they discuss their master agreement and sign a commitment letter for the new school year. Our sign board will maximize communication of school and community events and celebrations.		No
3.4	Training	All certificated staff will be trained as a Personalized Learning Teacher (PLT). New hires will be trained for team teaching, PBL and Echo and Bright Thinker, as needed. The counselor and principal will be meeting this summer to create a PLT and advisory guide. One half day (3.5 hours) of the staff retreat in August, 2026, will be used to review the PLT/Advisory Pacing guide and expectations for the upcoming year. Subsequent years will require one hour for review and changes. PLT/Advisory guide will be reviewed at least monthly at staff meetings.		No

Action #	Title	Description	Total Funds	Contributing
		A Yearbook Conference/Training may need to be added while we transition a new teacher to take over Yearbook.		

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 [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$186,159	$14,696

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
11.034%	0.000%	$0.00	11.034%

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
1.7	**Action:** Increase CTE and/or A-G aligned electives **Need:** Intentional elective options build a broad course of study and is needed to increase student engagement while also increasing co-curricular and extra-curricular participation. New Tech has not offered any CTE Pathways onsite and ROP often is a transportation issue, especially for our unduplicated pupils. The	By providing a greater number of elective offerings, students will have more options to find courses of interest while they become A-G and/or CTE Pathway Completers.. Elective offerings will span CTE, visual and performing arts, science and college preparatory (A-G) while also eliminiating the obstacle of requiring additional transportation expense on the families.	CTE Completers, A-G Completers, credit completion, graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	addition of CTE pathways on campus will increase the number of CTE completers and those engaged in a broader course of study. **Scope:** Schoolwide		
1.13	**Action:** Increase CTE Opportunities on campus **Need:** Students need greater access to CTE courses **Scope:** Schoolwide	By providing on campus CTE courses as well as continuing ROP access, students will have greater opportunities of becoming CTE completers while eliminating daily transportation cost for on campus CTE courses. Adding an engineering pathway and natural resources pathway may enhance the number of students that pursue A-G courses as they find more relevance in their learning.	CTE completion data, student enrollment in CTE courses, CTE Teachers approved and CTE Courses offered (Aeries)
1.14	**Action:** Increase Math access to all students, including adding Algebra BootCamp and a section of Pre-Algebra **Need:** Fourth year math course options are needed for students performing at a variety of proficiencies. **Scope:** Schoolwide	By providing an Algebra Boot Camp before school starts, more students will begin on an A-G path with algebra 1 and be successful (earning a C- or better) while enrolled. This specifically supports many of our students IEPs and 504s as well as underrepresented groups as they often were unable to access extra support. The addition of pre-algebra, with a certificated teacher, will support struggling students to gain mastery of math and move forward to be succssful with their four year math requirement. Personal finance has been the most well received math course as the relevance within for students to become financially literate and learn how to manage their money is necessary. With these additional math course options, students will have a variety of fourth year math courses to best suit their needs for not only fulfilling their graduation requirement but also	Math credit completion, NWEA Math test scores, number of percentage of students from Algebra Boot Camp to Algebra 1 and that passed Pre-algebra.

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
		better preparing them for them for post secondary success.	
1.15	**Action:** Increasing Science Offerings, Physics, Natural Resources, Horticulture and Anatomy **Need:** Increase CAST Scores **Scope:** Schoolwide	Providing these additional science courses will better prepare students for post secondary success. Adding physics creates a solid foundation for the new Engineering CTE Pathway. The addition of Natural Resources I and the dual enrollment granted by Shasta College for AGNR 1, opens the door for dual enrollment within the science department adding more relevance and value to all that is being learned and potentially starting its own pathway. The more science a student takes and embraced, the more they become involved in improving our world and environment. Additional time needs to be spent to evaluating what standards are missed on the NWEA for students in these science classes. The science department is prepared to supplement their curriculum with instruction of standards that are not covered elsewhere.	NWEA science scores and CAST scores
1.16	**Action:** Block Classes - 4 sections **Need:** ELA and literacy proficiency **Scope:** Schoolwide	By providing ELA and Social Science in a "block" format, students will be supported by two certificated staff members per period and could also potentially benefit from lower class sizes allowing for more individualized support.	Student academic progress and NWEA benchmark assessment data, CAASPP scores
2.3	**Action:** Counselor **Need:**	Increased academic/school counseling will provide students with additional coordinated services with outside agencies, more timely assessment of their academic plan, and greater understanding of financial aid/college requirements thereby	Student academic progress via Aeries, graduation rate, college and career indicator data,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students need access to outside health and community resources, evaluation of individualized academic plans with a focus on post-secondary options. **Scope:** Schoolwide	increasing post secondary access and success. Additionally, the coordination with the PLTs aligns parents as partners in creating these pathways and increasing our CTE Pathway Completers.	CTE Completion, outside referral data (as available)
2.5	**Action:** Co-curricular and Extra Curricular opportunities **Need:** Transportation to co-curricular and extra-curricular activities **Scope:** Schoolwide	By providing transportation to non campus based activities, a greater number of students, especially unduplicated student with limited transportation options, will be able to participate. The addition of science courses, engineering and natural resources as well as performing arts and visual arts pathways will necessitate more field trips for students to see examples of what they are learning. Additionally, work will be done to incorporate our Big 3 into the routines of the year. For example, when we have our Day on the Green next year, we will spend one hour doing park clean up (community service), before we are set up to enjoy the day.	Number of participating students; reduction in chronic absenteeism; increase in overall attendance rate

Limited Actions

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

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

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

Funds will be used primarily to increase course access and offerings, academic support and interventions, and other student support services such as counseling, as described in the various strategies detailed in the actions for Goals #1-3. The following is a brief description of how the actions/services are principally directed to increase and improve outcomes for foster youth, English learners, and low-income students (unduplicated students), as well as a description of the effectiveness of the program.

Through the adoption of our collegiate, hybrid, non-classroom-based, independent study model, we provide flexibility and access to A-G, CTE, and elective course offerings. This model provides unduplicated students (EL, FY, and SED/LI) with greater A-G opportunities and CTE completion, thereby increasing college readiness and employability. For unduplicated students desiring to enter the workforce upon graduation, possession of the needed job skills for the current job market better prepares them for employment. For unduplicated students desiring post-secondary opportunities, increasing college readiness skills is crucial in eliminating the need to remediate post-secondary, thereby decreasing unnecessary financial barriers many students face as a result of extra semesters in remediation.

One-fifth of all certificated staff assignments will provide targeted content-specific intervention. In addition to intervention, other tiered systems of support will be implemented throughout the year as stand-alone elective courses. Most of the students served by these academic support and interventions are unduplicated (EL, FY, and SED/LI). Math and English interventions provide necessary tiered instruction models for our lowest-performing students, thereby increasing student achievement and progress toward graduation. EL student needs will be addressed through a scaffolding approach with supports built into smaller English classes.

Typically, our unduplicated (EL, FY, and LI) students are those in greatest need of these additional support services. These students often have attendance and behavior issues that create educational barriers. A full-time counselor, in conjunction with community agencies, will support the encourage our unduplicated students to achieve academic success. A greater focus will be made on academic, attendance and behavioral improvements via school celebrations and access to school activities.

The charter plans to spend $380,336 to provide services described above and these planned expenditures exceed the MPP of 17.54%. Services will be provided on a schoolwide and targeted basis due to the high concentration of unduplicated students at the charter (approximately 62%). While all students will benefit, the strategies developed are focused on improving services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.

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.

Additional concentration grant add-on funding of $14,696 identified for 2024-25.

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		25-26 - 1:141 - 1 Para supports all students with intentionality for scheduling time for students with 504s or IEPs
Staff-to-student ratio of certificated staff providing direct services to students		25-26 - 7.2 (certificated teachers):130. Seven full time teachers, 0.2 sped case manager

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,687,136	186,159	11.034%	0.000%	11.034%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$741,183.00	$34,470.00	$500.00	$27,287.00	$803,440.00	$700,540.00	$102,900.00

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	Intervention (formerly After School Intervention)	All	No			All Schools		$95,518.00	$0.00	$95,518.00				$95,518.00	
1	1.2	Diagnostic testing & Data Analysis	All	No			All Schools		$0.00	$500.00				$500.00	$500.00	
1	1.3	Professional Development	All	No			All Schools		$3,240.00	$4,500.00	$5,740.00	$2,000.00			$7,740.00	
1	1.4	Increase staff and credit recovery	All	No			All Schools		$0.00	$10,000.00				$10,000.00	$10,000.00	
1	1.5	Highly Qualified Teachers	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.6	Lab Classes & Algebra Boot Camp	All	No			All Schools									
1	1.7	Increase CTE and/or A-G aligned electives	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$103,420.00	$0.00	$103,420.00				$103,420.00	
1	1.8	Counseling	All	No			All Schools		$92,326.00	$0.00	$75,539.00			$16,787.00	$92,326.00	
1	1.9	New Tech Network	All	No			All Schools		$0.00	$6,480.00	$6,480.00				$6,480.00	
1	1.10	Computers and materials	All	No			All Schools		$0.00	$34,470.00	$5,000.00	$29,470.00			$34,470.00	
1	1.11	College courses, Internships and community service	All	No			All Schools		$0.00	$500.00		$500.00			$500.00	
1	1.12	A-G	All	No			All Schools		$123,749.00	$0.00	$123,749.00				$123,749.00	
1	1.13	Increase CTE Opportunities on campus	Students with Disabilities Foster Youth Low Income	No Yes	Schoolwide	Foster Youth Low Income			$34,758.00	$34,000.00	$68,758.00				$68,758.00	

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	1.14	Increase Math access to all students, including adding Algebra BootCamp and a section of Pre-Algebra	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$23,871.00	$0.00	$23,871.00				$23,871.00	
1	1.15	Increasing Science Offerings, Physics, Natural Resources, Horticulture and Anatomy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$48,969.00	$0.00	$48,969.00				$48,969.00	
1	1.16	Block Classes - 4 sections	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$141,430.00	$0.00	$141,430.00				$141,430.00	
2	2.1	Attendance	All	No			All Schools		$0.00	$1,000.00		$500.00	$500.00		$1,000.00	
2	2.2	Professional Development	All	No			All Schools		$0.00	$4,500.00	$2,500.00	$2,000.00			$4,500.00	
2	2.3	Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$32,734.00	$0.00	$32,734.00				$32,734.00	
2	2.4	Community Resources	All	No			All Schools									
2	2.5	Co-curricular and Extra Curricular opportunities	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income			$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.1	ECHO and Bright Thinker	All	No			All Schools		$0.00	$1,700.00	$1,700.00				$1,700.00	
3	3.2	Communication	All	No			All Schools		$525.00	$750.00	$1,275.00				$1,275.00	
3	3.3	Parent outreach	All	No			All Schools									
3	3.4	Training	All	No			All Schools									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,687,136	186,159	11.034%	0.000%	11.034%	$421,682.00	0.000%	24.994 %	**Total:**	$421,682.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$421,682.00

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	**1.7**	Increase CTE and/or A-G aligned electives	Yes	Schoolwide	English Learners Foster Youth Low Income		$103,420.00	
1	**1.13**	Increase CTE Opportunities on campus	Yes	Schoolwide	Foster Youth Low Income		$68,758.00	
1	**1.14**	Increase Math access to all students, including adding Algebra BootCamp and a section of Pre-Algebra	Yes	Schoolwide	English Learners Foster Youth Low Income		$23,871.00	
1	**1.15**	Increasing Science Offerings, Physics, Natural Resources, Horticulture and Anatomy	Yes	Schoolwide	English Learners Foster Youth Low Income		$48,969.00	
1	**1.16**	Block Classes - 4 sections	Yes	Schoolwide	English Learners Foster Youth Low Income		$141,430.00	
2	**2.3**	Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income		$32,734.00	

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 (%)
2	2.5	Co-curricular and Extra Curricular opportunities	Yes	Schoolwide	Foster Youth Low Income		$2,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$740,744.00	$795,753.25

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**	Intervention (formerly After School Intervention)	No	$93,874.00	144,173.36
1	**1.2**	Diagnostic testing & Data Analysis	No	$500.00	500.00
1	**1.3**	Professional Development	No	$7,240.00	3,740.00
1	**1.4**	Increase staff and credit recovery	No	$10,000.00	9,970.00
1	**1.5**	Highly Qualified teachers	No	$2,000.00	2,000.00
1	**1.6**	Lab Classes	No	0.00	0.00
1	**1.7**	Increase CTE and/or A-G aligned electives	Yes	$104,241.00	104,231.23
1	**1.8**	Counseling	No	$88,876.00	85,281.90
1	**1.9**	New Tech Network	No	$6,480.00	6,480.00
1	**1.10**	Computers and materials	No	$27,387.00	11,635.53
1	**1.11**	College courses, Internships and community service	No	$500.00	500.00

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	1.12	A-G	No	$73,283.00	109,112.65
1	1.13	Increase CTE Opportunities on campus	Yes	$89,850.00	65,027.58
1	1.14	Increase Math access to all students, including adding Algebra BootCamp and a section of Pre-Algebra for 25-26	Yes	$21,342.00	21,925.67
1	1.15	Increasing Science Offerings, Conceptual Physics, Forensic Science and Natural Resources	Yes	$46,136.00	44,791.39
1	1.16	Block Classes - 4 sections	Yes	$128,810.00	133,051.95
2	2.1	Attendance	No	$1,000.00	1,000.00
2	2.2	Professional Development	No	$4,000.00	0.00
2	2.3	Counselor	Yes	$29,750.00	46,885.99
2	2.4	Community and District Resources	No	0.00	0.00
2	2.5	Co-curricular and Extra Curricular opportunities	Yes	$2,500.00	2,500.00
3	3.1	ECHO and Bright Thinker	No	$1,700.00	1,671.00
3	3.2	Communication	No	$1,275.00	1,275.00
3	3.3	Parent outreach	No	0.00	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)
3	**3.4**	Training	No	0.00	0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
217,388	$422,629.00	$418,413.81	$4,215.19	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	1.7	Increase CTE and/or A-G aligned electives	Yes	$104,241.00	104,231.23		
1	1.13	Increase CTE Opportunities on campus	Yes	$89,850.00	65,027.58		
1	1.14	Increase Math access to all students, including adding Algebra BootCamp and a section of Pre-Algebra for 25-26	Yes	$21,342.00	21,925.67		
1	1.15	Increasing Science Offerings, Conceptual Physics, Forensic Science and Natural Resources	Yes	$46,136.00	44,791.39		
1	1.16	Block Classes - 4 sections	Yes	$128,810.00	133,051.95		
2	2.3	Counselor	Yes	$29,750.00	46,885.99		
2	2.5	Co-curricular and Extra Curricular opportunities	Yes	$2,500.00	2,500.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,325,521	217,388	0.00	16.400%	$418,413.81	0.000%	31.566%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024