LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

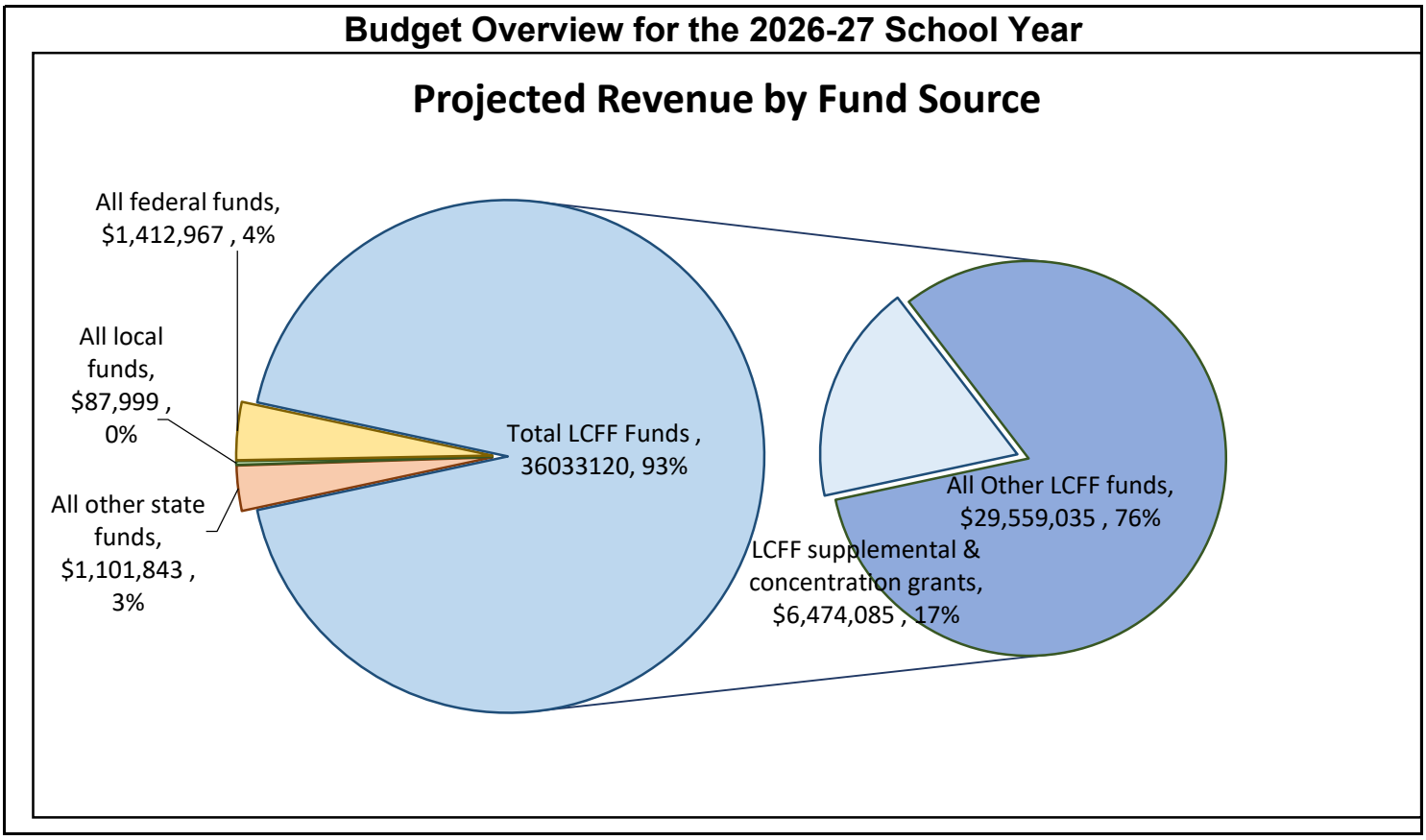
Local Educational Agency (LEA) Name: Alfred B. Nobel Charter Middle School

CDS Code: 19 64733 6061543

School Year: 2026-27

LEA contact information: Nidhi Batra, Principal, nxb0873@lausd.net

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).

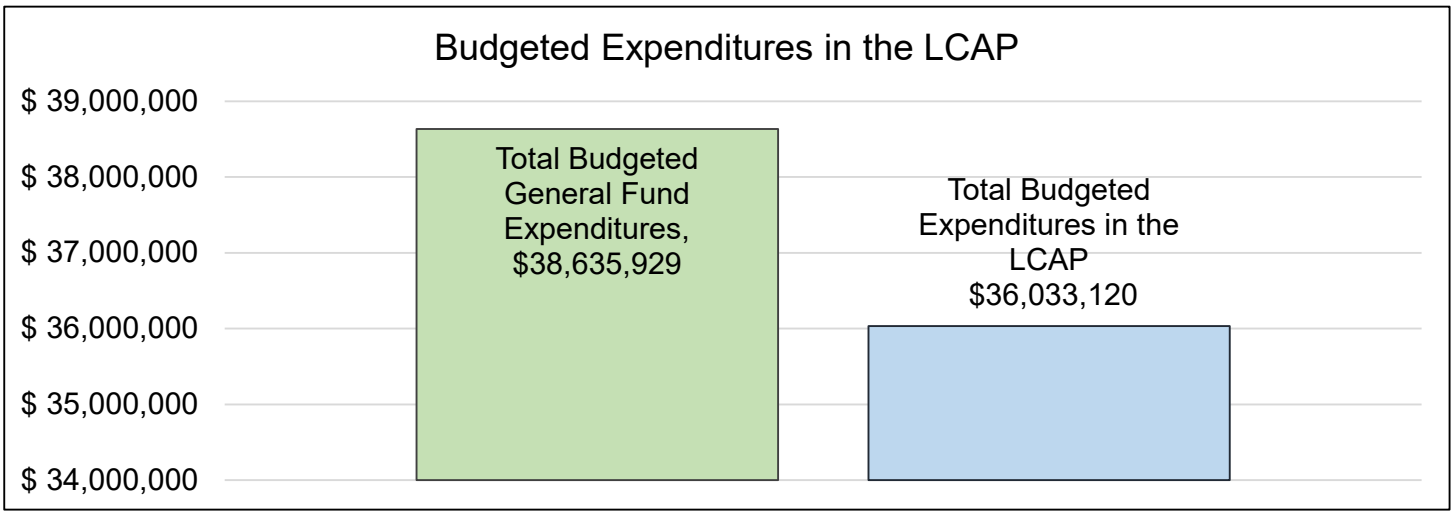


This chart shows the total general purpose revenue Alfred B. Nobel Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alfred B. Nobel Charter Middle School is $38,635,929.00, of which $36,033,120.00 is Local Control Funding Formula (LCFF), $1,101,843.00 is other state funds, $87,999.00 is local funds, and $1,412,967.00 is federal funds. Of the $36,033,120.00 in LCFF Funds, $6,474,085.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alfred B. Nobel Charter Middle 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: Alfred B. Nobel Charter Middle School plans to spend $38,635,929.00 for the 2026-27 school year. Of that amount, $36,033,120.00 is tied to actions/services in the LCAP and $2,602,809.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

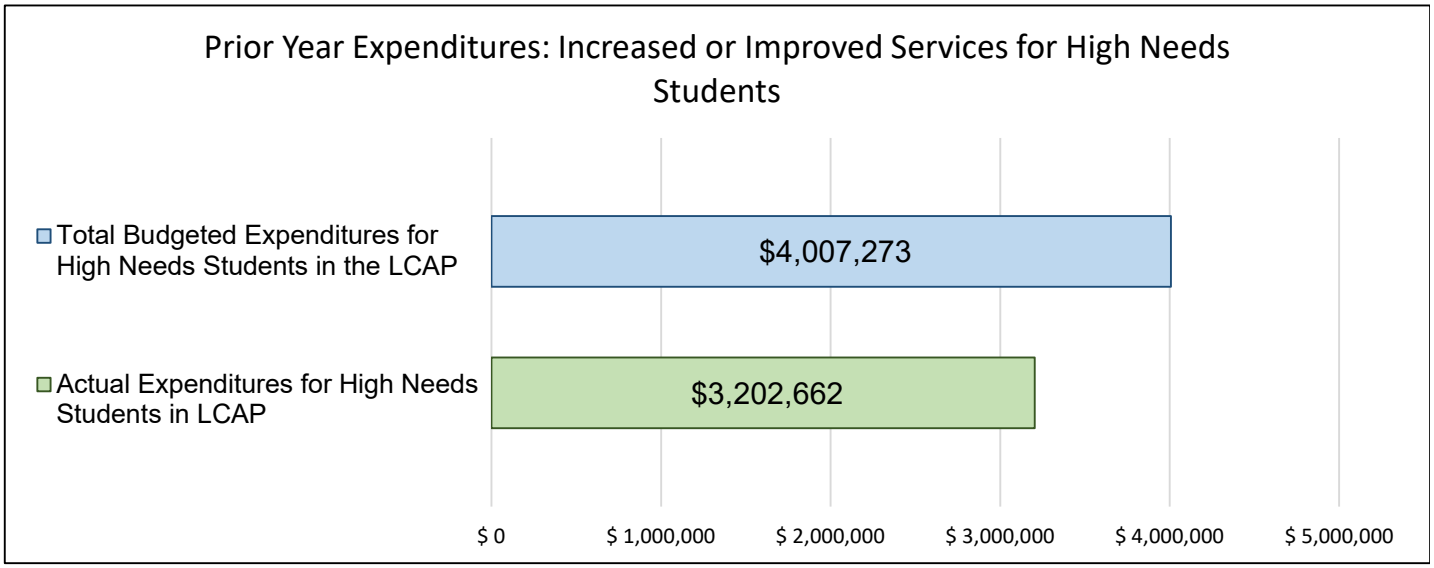
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Alfred B. Nobel Charter Middle School is projecting it will receive $6,474,085.00 based on the enrollment of foster youth, English learner, and low-income students. Alfred B. Nobel Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Alfred B. Nobel Charter Middle School plans to spend $6,474,085.00 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 Alfred B. Nobel Charter Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alfred B. Nobel Charter Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alfred B. Nobel Charter Middle School's LCAP budgeted $4,007,273.00 for planned actions to increase or improve services for high needs students. Alfred B. Nobel Charter Middle School actually spent $3,202,662.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $804,611.00 had the following impact on Alfred B. Nobel Charter Middle School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Alfred B. Nobel Charter Middle School	Batra, Nidhi, Principal	nxb0873@lausd.net; 818-773-4700

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.

Alfred B. Nobel Charter Middle School is located in the northwest region of Los Angeles in the San Fernando Valley and is within the 91324 zip code area. According to the City-Data, the population within the 91324 zip code is 29,520. Alfred B. Nobel Charter Middle School services 6th, 7th, and 8th graders. Nobel Charter Middle School houses a resident and a Science and Technology Magnet (STEAM) Center. The Magnet Center shares the campus and both schools operate seamlessly with students working alongside each other with no apparent distinction. Magnet students make up a little over half of the total school population of 6th, 7th, and 8th graders. Nobel is on a single-track school calendar, which begins in August and ends in June. The STEAM Magnet Center provides instruction in all academic areas.

Nobel Charter Middle School services 6th, 7th, and 8th graders; the current total enrollment is approximately 1780. There are 1031 students in the Steam Magnet Center. The Steam Magnet Center shares the campus and both schools operate seamlessly with students working alongside each other with no apparent distinction. Magnet students make up a little over half of the total school population of 6th, 7th, and 8th graders. Nobel is on a single-track school calendar, which begins in August and ends in June.

Nobel Charter Middle School STEAM Magnet Center is dedicated to preparing students for future careers in Science, Technology, Engineering, Arts, and Math through engaging, real-world applications. Our diverse student body includes Gifted and Talented (GATE) learners, Emergent Bilinguals, Special Education students, and participants in the Black Student Achievement Program (BSAP), reflecting a rich tapestry of ethnicities and cultures. We embrace an inclusive educational philosophy that ensures all students, regardless of their background or academic level, have access to high-quality STEAM education. Our program fosters collaboration, creativity, and critical thinking, empowering students to demonstrate their knowledge and skills in various STEAM content areas. With a focus on positive student achievement outcomes, Nobel STEAM Magnet nurtures future innovators and leaders ready for high school, college, and beyond.

In 2026, Nobel Charter Middle School STEAM Magnet Center received a merit of Magnet School of Distinction.

Reflections: Annual Performance

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

In the 2023, 2024 and 2025 CA Dashboards, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboard.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	African American	N/A	English Learners and Socioeconomically Disadvantaged
Suspension Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A
College/Career	N/A	N/A	N/A
English Language Arts	N/A	N/A	N/A
Mathematics	Students with Disabilities	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

Alfred B. Nobel Middle School demonstrated strong overall academic performance on the 2025 CA School Dashboard. Student achievement in English Language Arts remained high, with performance levels above the state standard, although results showed a slight decline compared to the previous year. Mathematics achievement was also above the state standard and showed improvement by +8.8 points, indicating positive growth in student learning. English Learner Progress reflecting that English learners are making steady progress toward English proficiency.

An area of growth Chronic Absenteeism indicator- identifying all students and student groups who are absent 10% or more of the instructional days they were enrolled- identifying specifically English Learners (21.1% chronically absent, an increase of 7.5%) and Socioeconomically Disadvantaged students (15.3% chronically absent, an increase of 3.6%) in the red. Strategies to address the lowest performance rated student groups are as follows:

To support our English Learners, during our monthly ELAC meetings, our school PSA provided information and resources that support improved student attendance. Likewise, to support both our English Learners and Socioeconomically Disadvantaged students, during our

monthly Coffee with the Principal meetings, our PSA has scheduled meetings presenting information on our school's attendance goals. There are various campaigns on campus to improve student attendance such as: a robust attendance incentive program, where students earn tickets to purchase items and a 100th Day Attendance Dance. Our dedicated school PSA scheduled home visitations and counseling as needed for students who have chronic absenteeism.

The school maintained stable outcomes in Suspension Rates and Science. The Dashboard shows accelerated growth in both English Language Arts and Mathematics, with 65.4% of students in ELA and 69.8% of students in Math improving their scores from the previous year.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Through all the committees, groups, parent center, and ongoing communication between the school and its educational partners, Nobel had activities in place to support students. Social emotional learning (SEL) was at the forefront of education and is important to student success. SEL activities were promoted during Advisory. There are Student led leadership activities during the lunch period to promote school spirit and support the student community. Student leaders serve on the Charter Council and attend monthly meetings. Additional student engagement activities include: ● Fun Day Friday Lawn Days ● After school enrichment clubs ● Saturday Fun Days ● Black Student Achievement Plan (BSAP) Community Partnerships and field trips
Parents	The school continued to make an effort to have all parents register for a Parent Portal account and connect their account to Schoology to stay up to date on their child's academic progress. There were monthly coffee with the Principal meetings, and our monthly BSAP parent meetings and mixers were hosted by the two Community Representatives. They also encouraged to join and to attend the Parent-Teacher-Student Association (PTSA).
Staff (Certificated and Classified)	Nobel had five committees that met monthly to address various needs of the school in 2025-2026. Teachers and staff are on those committees and the monthly meetings are open to the public. All agendas were posted on the website prior to the meetings. The school also had its Charter Council meetings that met once a month.The school also hosted coffee with the principal meetings, allowing parents and community members to meet with the principal to have discussions concerning various aspects of the school. The Instructional Leadership Team was composed of Department Chairs, Coordinators and Administrators.

Community	There were parent, student, teacher and administration representatives on the Charter Council. Those meetings were also open to the public. The agendas for those meetings are posted on our website and posted on the front door of the school prior to the meetings. Additional Community Partners and activities include: ● California State University Northridge (CSUN), Black Excellence BSAP student workshops and celebration ● Esports ● Robotics competitions ● Black History Month Movie Nights ● Parent/Caregivers, Latino Heritage Paint Day ● Parent /Caregivers, Black History Month Paint Night

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

To gain input in writing our LCAP plan from our educational partners, California Dashboard Data was presented at scheduled Coffee With the Principal meetings, ELPAC, Charter Council and Faculty Meetings. The proposed plan was shared and time was allotted for feedback to be included in the final plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Nobel Charter Middle School students are the leaders, educators, entrepreneurs, artists, and innovators of tomorrow. They will think critically, communicate effectively and possess the standards-based knowledge and skills and resilience to tackle real-life challenges. All of our students will graduate as life-long learners and engaged global citizens, with the motivation and tenacity to pursue their dreams.

Nobel Charter Middle School is committed to providing high-quality instruction and supports to achieve our goal of 100% graduation, starting with reducing middle school dropout rates and preparing students for success in high school. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Middle School Dropout Rate**	**2022-2023** **All Students:** 1.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 1.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 2.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.2%	**All Students:** +0.3%
2	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8**	**2022-2023** **All Students:** 38.6 **African American/Black:** -22.0 **Hispanic/Latino:** 15.0 **English Learner:** -127.0 **RFEP:** 20.3 **Standard English Learner:** 16.8 **Students with Disabilities:** -68.3 **Low Income:** 14.1 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 62.3 **African American/Black:** 6.9 **Hispanic/Latino:** 42.6 **English Learner:** -94.9 **RFEP:** 41.9 **Standard English Learner:** 44.5 **Students with Disabilities:** -42.6 **Low Income:** 41.3 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.6 **African American/Black:** 13.4 **Hispanic/Latino:** 42.4 **English Learner:** -83.6 **RFEP:** 52.1 **Standard English Learner:** 43.4 **Students with Disabilities:** -42.2 **Low Income:** 37.2 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 68.6 **African American/Black:** 8.0 **Hispanic/Latino:** 45.0 **English Learner:** -87.0 **RFEP:** 50.3 **Standard English Learner:** 46.8 **Students with Disabilities:** 98.3 **Low Income:** 44.1	**All Students:** +22.0 **African American/Black:** +35.4 **Hispanic/Latino:** +27.4 **English Learner:** +43.4 **RFEP:** +31.8 **Standard English Learner:** +26.6 **Students with Disabilities:** +26.1 **Low Income:** +23.1
3	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8**	**2022-2023** **All Students:** 11.6 **African American/Black:** -52.8 **Hispanic/Latino:** -19.2	**2023-2024** **All Students:** 30.7 **African American/Black:** -35.9 **Hispanic/Latino:** -0.2	**2024-2025** **All Students:** 39.3 **African American/Black:** -5.6 **Hispanic/Latino:** 9.5	**2025-2026** **All Students:** 41.90 **African American/Black:** 8.70 **Hispanic/Latino:** 19.0	**All Students:** +27.7 **African American/Black:** +47.2 **Hispanic/Latino:** +28.7

		English Learner: -126.3 **RFEP:** -1.4 **Standard English Learner:** -16.3 **Students with Disabilities:** -91.7 **Low Income:** -13.0 *Source: Open Data Dashboard*	**English Learner:** -104.4 **RFEP:** 20.5 **Standard English Learner:** 1.4 **Students with Disabilities:** -77.1 **Low Income:** 6.4 *Source: Open Data Dashboard*	**English Learner:** -59.8 **RFEP:** 32.3 **Standard English Learner:** 12.4 **Students with Disabilities:** -61.4 **Low Income:** 13.1 *Source: Open Data Dashboard*	**English Learner:** -49.8 **RFEP:** 42.3 **Standard English Learner:** 13.7 **Students with Disabilities:** -31.9 **Low Income:** 29.6	**English Learner:** +66.5 **RFEP:** +33.7 **Standard English Learner:** +28.7 **Students with Disabilities:** +30.3 **Low Income:** +26.1
4	**Percent Met/Exceed Standard on California Science Test - Grade 8**	**2022-2023 All Students:** 49.8% **African American/Black:** 34.1% **Hispanic/Latino:** 41.2% **RFEP:** 40.5% **Standard English Learner:** 43.5% **Students with Disabilities:** 10.7% **Low Income:** 41.3% *Source: Open Data Dashboard*	**2023-2024 All Students:** 55.4% **African American/Black:** 25.0% **Hispanic/Latino:** 43.5% **RFEP:** 44.2% **Standard English Learner:** 45.1% **Students with Disabilities:** 24.2% **Low Income:** 45.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** 52.2% **African American/Black:** 35.0% **Hispanic/Latino:** 38.1% **RFEP:** 43.1% **Standard English Learner:** 39.8% **Students with Disabilities:** 17.1% **Low Income:** 43.1% *Source: Open Data Dashboard*	**2025-2026 All Students:** 79.8 % **African American/Black:** 64.1 % **Hispanic/Latino:** 71.2% **RFEP:** 70.2% **Standard English Learner:** 73.5% **Students with Disabilities:** 40.7% **Low Income:** 71.3%	**All Students:** +2.4% **African American/Black:** +0.9% **Hispanic/Latino:** -3.1% **RFEP:** +2.6% **Standard English Learner:** -3.7% **Students with Disabilities:** +6.4% **Low Income:** +1.8%
5	**English Learner Reclassification Rate**	**2022-2023 All Students:** 64.8% *Source: Open Data Dashboard*	**2023-2024 All Students:** 30% *Source: Open Data Dashboard*	**2024-2025 All Students:** 46.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 94.8%	**All Students:** -18.8%

6	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 74.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 84.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** +10.1%
7	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 34.5% **Hispanic/Latino:** 40.0% **Low Income:** 38.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 28.8% **Hispanic/Latino:** 31.6% **Low Income:** 27.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 43.1% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 64.5% **Hispanic/Latino:** 70.0% **Low Income:** 68.1%	**All Students:** +8.6% **Hispanic/Latino:** N/A **Low Income:** N/A
8	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 100.0% **African American/Black:** 100.0% **Hispanic/Latino:** 100.0% **RFEP:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 99.3% **African American/Black:** 100.0% **Hispanic/Latino:** 100.0% **RFEP:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 98.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 100.0% **African American/Black:** 100.0% **Hispanic/Latino:** 100.0% **RFEP:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **African American/Black:** 100.0% **Hispanic/Latino:** 100.0% **RFEP:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** 0.0% **African American/Black:** 0.0% **Hispanic/Latino:** 0.0% **RFEP:** 0.0% **Standard English Learner:** 0.0% **Low Income:** 0.0%
9	**Percent of Students Whose Eligibility for Special Education Services Were Determined**	**2022-2023** **All Students:** 80.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 91.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** +11.7%

	Within 60 Days of Guidelines					
10	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 90.0% **Hispanic/Latino:** 88.6% **RFEP:** 100.0% **Standard English Learner:** 88.0% **Low Income:** 89.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 98.6% **Hispanic/Latino:** 98.8% **RFEP:** 100.0% **Standard English Learner:** 98.8% **Low Income:** 98.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 91.7% **Hispanic/Latino:** 92.2% **RFEP:** 100.0% **Standard English Learner:** 91.8% **Low Income:** 92.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **RFEP:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** +1.7% **Hispanic/Latino:** +3.6% **RFEP:** 0.0% **Standard English Learner:** +3.8% **Low Income:** +3.9%

Goal Analysis for [2025-2026]

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.

Action 1: Base Instructional Supports, including General Fund School Program

The action was implemented. The General Fund School Program focused on strengthening core instruction in English Language Arts (ELA) and Mathematics through rigorous, standards-aligned teaching, differentiated instruction, and data-driven planning. Teachers implemented Plan-Do-Study-Act (PDSA) cycles to analyze student data, refine instructional practices.

An overall school SMART Goal was created by the Instructional Leadership Team, and each department created instructional plans to improve student data. Teacher planning time is allotted in the Professional Development Plan for teachers to collaborate and to share best practices. The plan was successful as the school created a teacher driven Instructional Rounds plan that included Demonstration teachers practicing Small Group Instruction.

Action 2: Magnet Program

This action was implemented to support students. Nobel Charter Middle School STEAM Magnet Center's vision is to equip students with the skills and knowledge necessary for success in fields of Science, Technology, Engineering, Arts, and Math, linking to real world applications that prepare them for high school, college, and future careers. The Magnet program has implemented the Cycle of Inquiry Problem Solving Model across all STEAM content areas. This model encouraged students to ask questions and solve complex problems relevant to contemporary societal issues. Students engaged in projects that culminated in showcase events demonstrating their learning.

As a result of sustained instructional quality and innovation, In 2026, Nobel Charter Middle School STEAM Magnet Center received a merit of Magnet School of Distinction.

Action 3: Special Education Supports

This action was implemented to address the needs of Students with Disabilities. Implementation included individualized supports, specialized instruction, and consistent collaboration between general education and special education staff. Teachers implemented Plan-Do-Study-Act (PDSA) cycles to analyze student data, refine instructional practices.

An overall school SMART Goal was created by the Instructional Leadership Team, and each department created instructional plans to improve student data. Teacher planning time is allotted in the Professional Development Plan for teachers to collaborate and to share best practices. The plan was successful as the school created a teacher driven Instructional Rounds plan that included Demonstration teachers practicing Small Group Instruction. Magnet Teachers collaborated on Project Based Learning activities and implemented strategies that support Learning by Doing.

Action 4: Charter School Categorical Block Grant

This action was implemented to support schoolwide instructional improvement, such as to support instructional staffing, including teachers, as well as instructional resources across content areas. These investments strengthened curriculum implementation, enhanced classroom instruction, and increased access to targeted academic supports. Implementation supported improved student engagement and progress toward grade-level standards, particularly in English Language Arts, while informing instructional adjustments in Mathematics. Overall, this action was implemented to increase instructional capacity, supported learning recovery, and sustained academic progress across the school.

Action 5: Class Size Reduction

This action was implemented to address the needs of English Learners, Low-Income students, and Foster Youth. Class size reduction increased opportunities for targeted instruction and timely academic intervention, allowing teachers to more effectively identify and address student learning needs. Smaller class sizes supported more frequent small-group instruction, individualized feedback, and targeted intervention for students requiring additional academic support. As a result, implementation strengthened engagement, improved access to instructional support, and contributed to academic progress among targeted student populations.

Action 6: Black Student Achievement Plan (BSAP)

This action was implemented to address the academic and social-emotional needs of students. Implementation emphasized culturally responsive instruction, mentorship, and intentional relationship-building. Engagement strategies supported student voice, belonging, and confidence. Opportunities for continued growth were identified and implementation strengthened connectedness and supported positive student experiences through targeted BSAP supports and community partnerships.

Action 7: Supplemental A-G Interventions

This action was implemented to support the needs of English Learners, Low-Income students, and Foster Youth in order to support student achievement through targeted academic interventions. Literacy-focused supports using the Corrective Reading program, contributed to positive outcomes in English Language Arts, particularly for targeted student groups. Mathematics results identified areas requiring continued instructional focus, which informed refinements to intervention strategies and instructional alignment. Overall, implementation strengthened access to academic supports aligned to A–G readiness.

Action 8: Supplemental Afterschool Programs

This action was implemented to support the needs of English Learners, Low-Income students, and Foster Youth in order to provide learning opportunities beyond the regular school day. Our afterschool program provided a balanced combination of academic support through our locally designed school-based program and Saturday Fun Day.

Action 9: Charter Supplemental/Concentration Funds in Lieu of EIA

The action plan was implemented to support schoolwide instructional improvement to support the needs of English Learners, Low-Income students, and Foster Youth. Charter Supplemental/Concentration Funds in Lieu of EIA were used to support instructional staffing, including teachers, as well as to provide supplemental instructional resources across content areas.

This action strengthened curriculum implementation, enhanced classroom instruction, and increased access to targeted academic supports. Implementation supported improved student engagement and progress toward grade-level standards, particularly in English Language Arts,

while informing instructional adjustments in Mathematics. Overall, the use of funds increased instructional capacity, supported learning recovery, and sustained academic progress across the school.

Action 10: SENI Investments towards Academic Excellence

This action was implemented to address the needs of English Learners, foster youth and low income students. SENI funds supported targeted professional development, structured after-school teacher collaboration and Saturday Data Digs, to review Department SMART Goals and to align the PDSA Cycle. Additionally, funding expanded intervention opportunities to provide targeted academic support for students most in need. These coordinated efforts strengthened instructional coherence across classrooms and contributed to a positive, supportive school climate that fostered student engagement and academic growth.

Overall, these investments advanced equity, increased access to high-quality instruction, and promoted academic excellence across the entire school community.

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

No material differences.

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

Metrics and Data

Smarter Balanced Assessment (SBA) English Language Arts (ELA) Percentage of students in the met/exceeds category for ELA decreased from 74.98% in 2024 to 73.67% in 2025. DFS was 59.8 in 2025. Math Percentage of students in the met/exceeds category for Math increased from 62.95% in 2024 to 66.23% in 2025.

2025-26 SBA Data

BEG ELA distance from standard (DFS) 59.8
Standard not met 10.15%
Standard Nearly Met 16.30%
Standard Met 31.50%
Standard Exceeded 42.05%

BEG Math DFS 37.1
Standard not met 14.42%
Standard Nearly Met 19.05%
Standard Met 22.27%
Standard Exceeded % 43.96%

2025-26 i-Ready Data

BOY ELA
Significantly Below Grade Level 30%
One Grade Level Below 21%
On/Above Grade Level 49%

MOY ELA
Significantly Below Grade Level 24%
One Grade Level Below 19%
On/Above Grade Level 57%

BOY Math
Significantly Below Grade Level 22%
One Grade Level Below 32%
On/Above Grade Level 46%

MOY Math
Significantly Below Grade Level 16%
One Grade Level Below 25%
On/Above Grade Level 58%

Action 1: Base Instructional Supports, including General Fund School Program

Smarter Balanced Assessment (SBA) English Language Arts (ELA) Percentage of students in the met/exceeds category for ELA decreased from 74.98% in 2024 to 73.67% in 2025. DFS was 59.8 in 2025. Math Percentage of students in the met/exceeds category for Math increased from 62.95% in 2024 to 66.23% in 2025.
I-Ready ELA BOY to MOY, from 30% to 24%. There was a decrease significantly below grade level. I-Ready Math ELA BOY to MOY, from 22% to 16%. There was a decrease significantly below grade level.

Effectiveness:
When developing the school's PDSA cycle, engagement strategies such as small group instruction and instructional rounds as part of the PDSA cycle supported student growth. There was coherence in the Instructional Leadership team creating a new mission: The Instructional Leadership Team is committed to fostering innovative instructional practices and advancing our *Learning by Doing* focused curriculum. With this mission driving the focus of the professional development plan, all instructional strategies and school-wide support focussed on SMART goals that would increase student outcomes. Interventions were created to support students not mastering grade level proficiency. With the dip in ELA proficiency rates, teachers developed models of best practices to increase reading fluency levels, such as SSR in the beginning of each period of a student's ELA class.

Action 2: Magnet Program

Surveys provided positive data in students responding, with 77% strongly agreeing about enjoying learning in the STEAM Magnet Program and being successful. Overall, 76% of parents surveyed strongly agree about the STEAM Magnet Program teachers providing excellent education.

Effectiveness:
Being a Project Based Learning STEAM Magnet Center, Magnet Teachers collaborated on instructional practices, lessons and strategies, by developing problem-based units focusing on critical thinking and interdisciplinary STEAM themes, thus highlighting materials that focus on cultural diversity, and creating student centered classrooms. Activities such as Robotics competitions and STEAM Nights improve the quality of instruction, thus providing positive feedback from families.

Action 3: Special Education Supports

100% of students with disabilities are in General Education classes.I-Ready ELA BOY to MOY, from 30% to 24%. There was a decrease significantly below grade level. I-Ready Math ELA BOY to MOY, from 22% to 16%. There was a decrease significantly below grade level.

Effectiveness:
Like all schools within Los Angeles Unified, Nobel is a full inclusion school, our Paraprofessionals and Resource Teachers collaborated with the General Education Teacher to provide instructional support for SPED students as identified in their IEP's. Teachers review the PDSA Cycle and implement school wide practices such as Small Group Instruction. By implementing a full Inclusion program where teachers share students in a collaboration class, that includes support from a paraprofessional, this provided an opportunity for Nobel Charter Middle School students to receive support as identified in their IEP's. Additionally, teachers collaborate on best practices during professional development time, focussing on SMART goals.

Action 4: Charter School Categorical Block Grant

Smarter Balanced Assessment (SBA) English Language Arts (ELA) Percentage of students in the met/exceeds category for ELA decreased from 74.98% in 2024 to 73.67% in 2025. DFS was 59.8 in 2025. Math Percentage of students in the met/exceeds category for Math increased from 62.95% in 2024 to 66.23% in 2025.
I-Ready ELA BOY to MOY, from 30% to 24%. There was a decrease significantly below grade level. I-Ready Math ELA BOY to MOY, from 22% to 16%. There was a decrease significantly below grade level.

Effectiveness:
SBA data indicated that with the support of Class Size Reductions teachers, it was more feasible for differentiated instructional support. There was a focus on implementing the school wide instructional strategy of small group instruction as needed to provide an extra scoop of support for students not meeting grade level proficiency. Nobel's efforts supported improved student engagement and progress toward grade-level standards, particularly in Math. Likewise, ELA teachers participated in Data Digs and collaborated on best practices to improve student's iReady scores, thus resulting in addressing SBA ELA learning targets.

Action 5: Class Size Reduction

Smarter Balanced Assessment (SBA) English Language Arts (ELA) Percentage of students in the met/exceeds category for ELA decreased from 74.98% in 2024 to 73.67% in 2025. DFS was 59.8 in 2025. Math Percentage of students in the met/exceeds category for Math increased from 62.95% in 2024 to 66.23% in 2025.
I-Ready ELA BOY to MOY, from 30% to 24%. There was a decrease significantly below grade level. I-Ready Math ELA BOY to MOY, from 22% to 16%. There was a decrease significantly below grade level.

Effectiveness:
There was a focus on the PDSA cycle and the school Problem of Practice. Smaller classes allowed Class Size Reduction Teachers more time to provide differentiated support,with an emphasis on support for English Learners, students in foster care and students from low income households. During professional development time, teachers reviewed grades of shared students and created plans to address learning targets not met. Additionally, teachers created lessons to review with students during small group instruction.

Action 6: Black Student Achievement Plan (BSAP)

iReady BOY BSAP students results reveal 2024 to 2025 Reading Meets/Exceeds percentage decrease from 40% to 38% and Math Meets/Exceed percentage decreased from 30% to 28%. 2025 iReady BOY to MOY reveal Reading Meets/Exceeds percentage improvements from 38% to 46% and Math Meets/Exceed percentage improvements from 28% to 41%.
Effectiveness:
BSAP services positively impact all students, as its interventions are made available to every student. The success of our Black students reflects the effectiveness of our targeted supports and equity-driven practices. Through small-group instruction, data-informed planning, and culturally responsive teaching, students received focused academic and social-emotional support. Enrichment programs and afterschool opportunities further strengthened engagement and confidence, resulting in achievement levels that exceeded district averages.

Action 7: Supplemental Afterschool Programs

57% of students feel connectedness, 66% of students feel safe.

Effectiveness:
Nobel's enrichment activities that are offered after school by Beyond the Bell's vendor, Woodcraft Rangers, effectively supported student's social emotional learning and school enjoyment. By introducing students to team sports, physical education and arts, many students developed a passion for sports and arts for the first time.

Action 8: Supplemental A-G Interventions

English Learner Program Indicator 86%making progress, with an increase of 14.2%.
Smarter Balanced Assessment (SBA) English Language Arts (ELA) Percentage of students in the met/exceeds category for ELA decreased from 74.98% in 2024 to 73.67% in 2025. DFS was 59.8 in 2025. Math Percentage of students in the met/exceeds category for Math increased from 62.95% in 2024 to 66.23% in 2025.

I-Ready ELA BOY to MOY, from 30% to 24%. There was a decrease significantly below grade level. I-Ready Math ELA BOY to MOY, from 22% to 16%. There was a decrease significantly below grade level.
Effectiveness:
This action was implemented to expand learning opportunities beyond the regular school day. Our afterschool program provided a balanced combination of academic support through our locally designed school-based program. Likewise, targeted support was provided in math and ELA support classes during the school day.

Action 9: Charter Supplemental/Concentration Funds in Lieu of EIA

Smarter Balanced Assessment (SBA) English Language Arts (ELA) Percentage of students in the met/exceeds category for ELA decreased from 74.98% in 2024 to 73.67% in 2025. DFS was 59.8 in 2025. Math Percentage of students in the met/exceeds category for Math increased from 62.95% in 2024 to 66.23% in 2025.
I-Ready ELA BOY to MOY, from 30% to 24%. There was a decrease significantly below grade level. I-Ready Math ELA BOY to MOY, from 22% to 16%. There was a decrease significantly below grade level.
An increase of 2.7% of parents who feel welcome to participate at their child's school.

Effectiveness:
These investments were effective in providing instructional resources to supplement classroom instruction and to support our English Learners in language development and reclassification. With the additional instructional support from Teacher Assistants, teachers of English Learners were able to provide differentiated instructional strategies such as scaffolding, sentence frames, constructive conversations and small group instruction. The support provided by the Community Representative contributed to increased parent participation in parent meetings.

Action 10: SENI Investments towards Academic Excellence

Smarter Balanced Assessment (SBA) English Language Arts (ELA) Percentage of students in the met/exceeds category for ELA decreased from 74.98% in 2024 to 73.67% in 2025. DFS was 59.8 in 2025. Math Percentage of students in the met/exceeds category for Math increased from 62.95% in 2024 to 66.23% in 2025.
I-Ready ELA BOY to MOY, from 30% to 24%. There was a decrease significantly below grade level. I-Ready Math ELA BOY to MOY, from 22% to 16%. There was a decrease significantly below grade level.

Effectiveness:
Providing opportunities for teachers to align the PDSA Cycle by offering structured after-school teacher collaboration and Saturday Data Digs, to review Department SMART Goals was beneficial. Offering after school intervention opportunities provided targeted academic support for students most in need. This accounts for the improved student academic achievement.

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.

Nobel Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Nobel Charter's LCAP.

Nobel will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Nobel Charter.

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	Base Instructional Supports, including General Fund School Program	Nobel Charter Middle School will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $8,704,444 **School Discretionary Fund Cost: $1,279,646**	N
2	Magnet Program	Nobel Charter Middle School will continue to implement the following magnet program to support our students: Nobel STEAM Magnet Center offers programs in the STEAM theme to our Magnet students to foster a pathway of college and career interests that begin in middle school and continue in high school and beyond.	District Cost: $192,765	N
3	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Nobel Charter Middle School to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $9,427,138	N
4	Charter School Categorical Block Grant	Nobel Charter Middle School will purchase CSR teachers, a SPED Coordinator, Sr. Office Tech, Substitute Coverage days, general supplies and instructional materials.	**School Discretionary Fund Cost: $1,222,546**	N
5	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Nobel Charter Middle School.	District Cost: $5,204,382	Y
6	Black Student Achievement Plan	Nobel Charter Middle School will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $468,791	N
	Supplemental Afterschool Programs	Nobel Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Nobel Charter's LCAP.		

	Supplemental District Wide A-G Supports	Nobel will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Nobel Charter.		
7	Charter Supplemental/Concentration Funds in Lieu of EIA	Nobel Charter Middle School will purchase Teacher Assistants, an Office Tech and Community Representative and instructional materials.	**School Discretionary Fund Cost: $224,704**	Y
8	SENI Investments towards Academic Excellence	Nobel Charter Middle School will continue to purchase an Assistant Principal, Technology Coordinator, Certificated Supplemental Time, Software License Maintenance, Non Capitalized Equipment, General and Instructional Supplies	**School Discretionary Fund Cost: $560,146**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

All students feel safe, welcome and excited to attend school.

- Supplemental health services to ensure health access and equity
- Supplemental after school programs
- Attendance supports such as School Enrollment Placement and Assessment (SEPA centers) and other attendance interventions administered by Pupil Services & Attendance (PSA) Counselors
- Specialized attendance supports for students in foster care and experiencing homelessness
- Supplemental School Climate Staff to provide additional supports for LCFF target student groups
- Additional mental health supports and Positive Behavior Interventions initiatives

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 51.5% **African American/Black:** 52.1% **Hispanic/Latino:** 43.8% **English Learner:** 33.3% **RFEP:** 54.2% **Standard English Learner:** 44.8% **Students with Disabilities:** 34.9% **Low Income:** 45.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 65% **African American/Black:** 65.9% **Hispanic/Latino:** 59.2% **English Learner:** 57.8% **RFEP:** 72.8% **Standard English Learner:** 59.1% **Students with Disabilities:** 52.9% **Low Income:** 60.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 63.4% **African American/Black:** 59.3% **Hispanic/Latino:** 58.0% **English Learner:** 29.8% **RFEP:** 69.2% **Standard English Learner:** 57.3% **Students with Disabilities:** 55.2% **Low Income:** 57.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 81.5% **African American/Black:** 82.1% **Hispanic/Latino:** 73.8% **English Learner:** 63.3% **RFEP:** 84.2% **Standard English Learner:** 74.0% **Students with Disabilities:** 64.9% **Low Income:** 75.9%	**All Students:** +11.9% **African American/Black:** +7.2% **Hispanic/Latino:** +14.2% **English Learner:** -3.5% **RFEP:** +15.0% **Standard English Learner:** +12.5% **Students with Disabilities:** +20.3% **Low Income:** +11.6%
2	**Percent of All Students Chronically Absent (90% or Lower) - Grades K-8** **(State Calculation)**	**2022-2023** **All Students:** 14.8% **African American/Black:** 21.6% **Hispanic/Latino:** 18.2% **English Learner:** 31.2% **RFEP:** 13.7%	**2023-2024** **All Students:** 9.0% **African American/Black:** 16.0% **Hispanic/Latino:** 10.0% **English Learner:** 18.0% **RFEP:** 7.0%	**2024-2025** **All Students:** 11.8% **African American/Black:** 18.6% **Hispanic/Latino:** 13.3% **English Learner:** 30.4% **RFEP:** 9.1%	**2025-2026** **All Students:** 7.0% **African American/Black:** 14.0% **Hispanic/Latino:** 8.0% **English Learner:** 16.0% **RFEP:** 5.0%	**All Students:** -3.0% **African American/Black:** -3.0% **Hispanic/Latino:** -4.9% **English Learner:** -0.8% **RFEP:** -4.6%

		Standard English Learners: 18% **Students with Disability:** 23.1% **Low Income:** 18.5% *Source: Open Data Dashboard*	**Standard English Learners:** 11.0% **Students with Disability:** 14.0% **Low Income:** 12.0% *Source: Open Data Dashboard*	**Standard English Learner:** 14.1% **Students with Disabilities:** 16.9% **Low Income:** 15.3% *Source: Open Data Dashboard*	**Standard English Learner:** 9.0% **Students with Disabilities:** 12.0% **Low Income:** 10.0%	**Standard English Learner:** -3.9% **Students with Disabilities:** -6.2% **Low Income:** -3.2%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades 6-8 (District Calculation)**	**2022-2023 All Students:** 18.1% **African American/Black:** 24% **Hispanic/Latino:** 22.2% **English Learner:** 31% **RFEP:** 17.2% **Standard English Learner:** 21.9% **Students with Disabilities:** 29.7% **Low Income:** 21.9% *Source: Open Data Dashboard*	**2023-2024 All Students:** 12.1% **African American/Black:** 17.6% **Hispanic/Latino:** 14.4% **English Learner:** 22.2% **RFEP:** 8.6% **Standard English Learner:** 14.9% **Students with Disabilities:** 20.3% **Low Income:** 15.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 15.7% **African American/Black:** 22.1% **Hispanic/Latino:** 18.9% **English Learner:** 42.6% **RFEP:** 11.7% **Standard English Learner:** 19.6% **Students with Disabilities:** 23.4% **Low Income:** 19.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 5.0% **African American/Black:** 1.0% **Hispanic/Latino:** 5.0% **English Learner:** 10.0% **RFEP:** 5.0% **Standard English Learner:** 5.0% **Students with Disabilities:** 5.0% **Low Income:** 10.0%	**All Students:** -2.4% **African American/Black:** -1.9% **Hispanic/Latino:** -3.3% **English Learner:** +11.6% **RFEP:** -5.5% **Standard English Learner:** -2.3% **Students with Disabilities:** -6.3% **Low Income:** -2.0%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023 All Staff:** 55.6% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 66.9% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 66.0% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 80.0%	**All Staff:** +10.4%
5	**Single Student Suspension Rate**	**2022-2023 All Students:** 1.4%	**2023-2024 All Students:** 0.90%	**2024-2025 All Students:** 1.1%	**2025-2026 All Students:** 0.0%	**All Students:** -0.3%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 51 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 26 *Source: Open Data Dashboard*	**2024-2025** **All Students:** N/A *Source: Open Data Dashboard*	**2025-2026** **All Students:** 21	**All Students:** ±0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0.0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 67.8% **African American/Black:** 63.9% **Hispanic/Latino:** 69.5% **English Learner:** 80.4% **RFEP:** 67.4% **Standard English Learner:** 68.5% **Students with Disabilities:** 69.3% **Low Income:** 68.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 64.1% **African American/Black:** 56.5% **Hispanic/Latino:** 65.9% **English Learner:** 76.9% **RFEP:** 65.0% **Standard English Learner:** 64.4% **Students with Disabilities:** 67.7% **Low Income:** 64.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 65.1% **African American/Black:** 61.5% **Hispanic/Latino:** 64.9 % **English Learner:** 85.4% **RFEP:** 64.8% **Standard English Learner:** 64.0% **Students with Disabilities:** 60.9% **Low Income:** 63.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 97.8% **African American/Black:** 94.9% **Hispanic/Latino:** 99.5% **English Learner:** 100.0% **RFEP:** 97.4% **Standard English Learner:** 98.5% **Students with Disabilities:** 99.3% **Low Income:** 98.7%	**All Students:** -2.7% **African American/Black:** -2.4% **Hispanic/Latino:** -4.6% **English Learner:** +5.0% **RFEP:** -2.6% **Standard English Learner:** -4.5% **Students with Disabilities:** -8.4% **Low Income:** -5.0%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per**	**2022-2023** **All Parents:** 76.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 76.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 81.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +4.5%

	School Experience Survey)					
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 99.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 92.6% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 96.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** -3.3%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 58.6% **African American/Black:** 61.9% **Hispanic/Latino:** 57.7% **English Learner:** 67.4% **RFEP:** 59.5% **Standard English Learner:** 57.6% **Students with Disabilities:** 52.6% **Low Income:** 59.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 57.1% **African American/Black:** 53.8% **Hispanic/Latino:** 56.2% **English Learner:** 66.7% **RFEP:** 58.1% **Standard English Learner:** 55.6% **Students with Disabilities:** 54.2% **Low Income:** 56.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.6% **African American/Black:** 57.7% **Hispanic/Latino:** 58.6% **English Learner:** 66.7% **RFEP:** 57.7% **Standard English Learner:** 58.8 % **Students with Disabilities:** 57.0% **Low Income:** 59.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 86.6% **African American/Black:** 91.9 % **Hispanic/Latino:** 87.7% **English Learner:** 97.4% **RFEP:** 89.5% **Standard English Learner:** 87.6% **Students with Disabilities:** 82.6% **Low Income:** 89.8%	**All Students:** +2.0% **African American/Black:** -4.2% **Hispanic/Latino:** +0.9% **English Learner:** -0.7% **RFEP:** -1.8% **Standard English Learner:** +1.2% **Students with Disabilities:** +4.4% **Low Income:** -0.8%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School**	**2022-2023** **All Parents:** 82.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 85.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 91.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +9.0%

	Experience Survey)					
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 83.2% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 69.7% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 79.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** -4.1%

Goal Analysis for [2025-2026]

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.

Action 1: Base-Funded Health Support

In order to ensure health access and reiterate low-income students, students in Foster Care and English Learners, Nobel Charter Middle School continues to receive additional nursing support.

Supports were provided from school nursing support to assist with student re-entry when returning from an illness.

Action 2: Base-Funded School Climate Support Staff

Nobel Charter Middle School implemented this action to support all students, through two PSW's who provided SEL supports and activities and offered PBIS campaigns to support student wellness and enjoyment. The scheduled school-wide activities and campaigns were successful and contributed to a decrease in suspension rates by 50%.

Action 3: Supplemental School Climate Support Staff

Nobel Charter Middle School partnered with the Beyond the Bell vendor, Woodcraft Rangers to provide Trained coaches to deliver high quality learning experiences for students that include: team sports and academic enrichment. The opportunities have been successful as many students credit being introduced to specific sports for the first time, and thereafter following their new passion outside of the school.

Action 4: SENI Investments towards Joy and Wellness

This action supported our targeted students, through the support of our Dean who implemented Nobel Charter Middle School's PBIS plan. With the support of the Dean, students learned reflective strategies and practices. Additionally, Campus Aids were provided to assist with monitoring the school's PBIS plan and to support student positive development.

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

No material differences.

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

Action 1: Base-Funded Health Supports

66.84% (1,185) of students have Proficient Attendance 19.74% (350) of students have Basic Attendance 13.42% (238) of students have Chronic Attendance

Effectiveness:

A large percent of students who have proficient attendance, there was intentional strategies to assist the students who had Basic and Chronic attendance. Incentives such as Ticket Time, where students earned tickets to purchase items, and an attendance dance, were

created to encourage students to be present at school every day. Targeted support was provided for students who had below proficient attendance, such as Student Attendance Review Team meetings and home visitations.

Action 2: Base-Funded School Climate Support Staff

66% of Students Feel Safe; 57% Feel Connectedness

Effectiveness:

Nobel Charter Middle School's PSW's planned SEL activities such as : Anti-bullying presentations, Kindness Chain activity and Unity Day, continue to support students having a positive experience at school. The School Climate Advocate taught self regulation strategies through restorative practices and community building circles,contributing to a decrease in discipline referral

Action 3: Supplemental School Climate Support Staff

66% of Students Feel Safe; 57% Feel Connectedness

Effectiveness:

Nobel Charter Middle School offered student incentives and activities to increase student motivations.These were successful and increased students feeling connected and safe. All activities support the school Positive Behavior Support Plan. The school PSW's implement SEL initiatives and activities to promote overall school climate such as the " No Room for Hate" campaign.

Action 4: SENI Investments towards Joy and Wellness

According to the 2024-25 School Experience Survey, 71% of Students have a growth mindset.

Effectiveness:

Nobel Charter Middle School invests in a Dean and Campus Aids support the PBIS plan. With an emphasis on reflective practices and restorative justice, more students have developed a growth mindset, increasing joy and wellness and decreasing suspension rates. This successful practice will continue in 2026-27.

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

No significantly planned changes.

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	Base-Funded Health Supports	In order to ensure health access and equity for low-income students, students in foster care, and English Learners, Nobel Charter Middle School will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Nobel Charter Middle School will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $72,536	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Nobel Charter Middle School will also provide supplemental school climate support staffing.	District Cost: $24,181	Y
4	SENI Investments towards Joy and Wellness	Nobel Charter Middle School will provide a Psychiatric Social Worker to address students' emotional well being and to provide tools to students and their parents. Additionally, Nobel provided a PSA to improve and support targeted students with intervention and guidance to improve their attendance.	**School Discretionary Fund Cost: $350,442**	Y

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Nobel Charter Middle School, we believe that parent engagement is a school goal because it directly leads to improved student outcomes, including better academic performance, improved behavior, and stronger social-emotional development. A strong partnership between families and schools fosters a supportive environment where students are more likely to succeed, attend school regularly, and be better prepared for college and careers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 73.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 77.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 83.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +9.6%
2	**Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"**	**2022-2023** **All Parents:** 79.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 83.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 86.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +7.0%
3	**Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."**	**2022-2023** **All Parents:** 76.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 81.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 83.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +6.2%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 91.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 92.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +2.4%

Goal Analysis for [2025-2026]

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.

Action 1: SENI Investments towards Engagement and Collaboration

The parent center staff encouraged parent participation in the workshops offered. To assist with improving participation, the parent center staff offered hybrid meetings for workshops in order to expand the number of parent audiences.

To engage parents and community members, Nobel Charter offered a variety of engaging parent meetings, such as mixers, cultural celebrations, monthly Coffee with the Principal meetings, BSAP parent mixers and meetings, ELAC meetings, PTSA meetings.

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

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

According to the 2024–25 School Experience Survey, 92% of parents reported that the school informs them about school activities in different ways. Similarly, 86% of parents agreed that the school offers extra academic support. Overall, 88% of the parents who complete the School Experience Survey strongly agree with being engaged with the school. Student, teacher, and staff rates for completing school experience surveys continue to be high, with 98% of the staff feeling safe.

Nobel Charter Middle School kept all educational partners informed and involved in the decision-making process through monthly meetings, Blackboard Connect messaging and the Parent Portal. The office staff is the first point of contact with parents and community members when they are on campus, thus providing a welcoming atmosphere. The contributions of our parents at Nobel Charter Middle school is significant. Our parents volunteer, and attend conferences, plays and awards ceremonies. This has contributed to the increased participation rates.

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

No significantly planned changes.

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	SENI Investments towards Engagement and Collaboration	Nobel Charter will support engagement and collaboration through deliberate incentive programs, parent workshops and continue encouraging parents to register for a Parent Portal account to Schoology.	**School Discretionary Fund Cost: $110,230**	Y

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Nobel Charter Middle School will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0.0%
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0.0%
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0.0%

Goal Analysis for [2025-2026]

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.

Action 1: LAUSD Support for Affiliated Charter Operations

Teachers were appropriately credentialed, provided students with standards-based instructional materials, and complied with all other operational mandates. To increase operational effectiveness, the staff received monthly training in the required Every School Safe Mandatory Safety Modules. These same modules were presented to parents and students.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

Nobel Charter Middle School continued to maintain safe and clean facilities, to ensure that teachers are appropriately credentialed, and provided students with standards-based instructional materials, and comply with all other operational mandates. 100% of the facility was in good repair

100% of teachers are appropriately credentialed

100% of students are provided with standards based instructional materials

Nobel Charter Middle School monitored the operations of the school with the region Complex Manager to ensure that the campus was in good repair. Teacher credentials were monitored while building the Master Schedule. Administrators ensured that students have standards based instructional material, through classroom observations and faculty meetings.

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

No significantly planned changes.

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	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Nobel Charter Middle School will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $8,014,287	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,245,522.00 (School Discretionary Funds - new S/C revenues) $6,474,084.70 (Total District and School S/C funds, including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

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
49.78%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	49.78%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	**Action:** Class Size Reduction and School Level Supports for Personalized Learning Interventions **Need:** Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Nobel Charter **Scope:** School-wide	Los Angeles Unified School District, including Nobel Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8
Goal 1 Action 7	**Action:** Charter Supplemental /Concentration Funds in Lieu of EIA **Need:** Nobel Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	To address the needs of low income, foster youth and English Learner students in 2026-27, Nobel Charter Middle School will fund: ● 2-English Learner Teacher Assistants to assist teachers in providing differentiated instructional supports and small group learning and instruction ● An office Tech to provide clerical support for teachers of English Learners	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard

		• Community Representative to support parent participation in communicating school supports and instructional goals.	(DFS) Met in Math - Grade 6-8 • Percent Met/Exceed Standard on California Science Test - Grade 8 • Middle School Dropout Rate • English Learner Reclassification Rate
Goal 1 Action 8	**Action:** SENI Investments towards Academic Excellence **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Nobel Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	To increase the number of students meeting or exceeding ELA and math standards on the SBA and strengthen the overall quality of standards-based instruction, the school will implement a multi-layered approach that emphasizes both instructional improvement and meaningful student support. A key focus will be on building strong student–teacher relationships through consistent communication, clearly articulated expectations, and ongoing academic check-ins, as these relationships are foundational to student engagement and achievement. Teachers will participate in targeted professional development designed to deepen their understanding of standards-based instructional practices, followed by dedicated department meeting time to analyze iReady, IXL, and formative assessment data. This ongoing data review will allow teachers to adjust instruction, identify learning gaps, and tailor support to individual student needs. In addition, teachers will engage in structured collaboration to share effective strategies—particularly high-impact reading practices and scaffolding techniques that support English Learners, low-income students, and students in foster care. These collaborative efforts, paired with the strategic use of programs such as iReady and IXL, will help ensure that	For the identified student group(s): EL, LI, FY, ALL • Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8

		at-risk students receive targeted intervention while also providing teachers with actionable data to guide planning and improve classroom instruction. Together, these efforts aim to create an instructional environment where all students can access rigorous content and demonstrate growth on state standards. The strategic investment in an assistant principal, a technology coordinator, software licenses, non-capitalized equipment, and updated instructional materials has proven to be an effective use of school funds, directly contributing to measurable academic growth among students. These resources have strengthened classroom instruction, improved access to technology-enhanced learning tools, and increased the school's capacity to provide timely academic interventions. The 2024–2025 SBA results indicate notable progress. In Mathematics, 66% of students met or exceeded the standard, reflecting an improvement from 64% in the previous school year. Although the increase in English Language Arts (ELA) was more modest, performance still improved, rising from 73% to 74%. These gains suggest that targeted supports, particularly in mathematics, are positively influencing student achievement. Further evidence of academic growth is demonstrated in the 2024–2025 iReady diagnostic data. From the Beginning of Year (BOY) to the Middle of Year (MOY) assessment, the percentage of students scoring Early On Grade Level or Mid/Above Grade Level in math increased from 46% to 53%. Reading performance followed a similar upward trend, with students meeting grade-level expectations rising from 49% to 56%. These results indicate that	

		instructional materials and technology-based interventions are helping more students reach or approach proficiency as the year progresses. Preliminary iReady BOY results for the 2025–2026 school year show that 49% of students in grades 6–8 are already demonstrating grade-level competency in ELA by scoring Early On or Mid/Above Grade Level. In mathematics, 46% of students are meeting these benchmarks at the start of the school year. These initial findings will help inform ongoing instructional planning and support efforts. To ensure continued improvement, the school will maintain its focus on teacher training and support. Professional development sessions on the effective implementation of school-purchased software licenses will continue throughout the year. The school administrator will review feedback from post-presentation evaluations to refine future training opportunities and ensure that professional development remains responsive to staff needs and aligns with student achievement goals.	
Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Nobel Charter will also provide supplemental school climate support staffing. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Nobel Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

	families, and students in foster care are in school, safe, and learning **Scope:** School-wide	protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	
Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	Nobel will implement a restorative, safe, and welcoming environment where students can focus on learning and successfully meet the demands of middle school. To address social-emotional challenges that may interfere with academic progress, additional support staff will be integrated into the school day, and teachers will receive targeted professional development guided by the Psychiatric Social Worker and the Pupil Services and Attendance Counselor. The administration will implement strategies to reduce discipline referrals and keep students engaged in core instruction, while also strengthening collaboration with parents to support student success and provide families with effective learning strategies. These efforts will be reinforced through the implementation of Positive Behavior Interventions and Supports and Restorative Practices within a trauma- and resilience-informed MTSS framework, prioritizing wellness, cultivating strong classroom and school communities, and ensuring staff are trained to prevent and respond to escalating behavior in restorative, constructive ways. To assist with the implementation of a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning environment, the dean will implement a multi-tiered system of positive behavior interventions and supports. The dean will monitor school-wide behavior policies,	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		collaborate with teachers and staff, and mentor students needing social-emotional interventions. The social-emotional needs of our students have grown in recent years. By implementing these strategies and actions, we aim to reduce the number of referrals to the office and address key areas of need. Dean and supervision aides will intervene with campus concerns before they escalate, providing support through the psychiatric social worker and culture and climate advocate. By having the right personnel in place to address student issues and peer relationships, we will improve the campus environment, fostering a welcoming atmosphere for learning and promoting healthy social development. References: References for the evidence base of PBIS https://www.pbis.org/pbis/why-implement-pbis	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners.	The school will keep all stakeholders informed and involved in the decision-making process by organizing parent workshops and meetings to address parent and school concerns. The school will host events to help parents enroll in the Parent Portal and offer workshops to guide them in navigating both the portal and Schoology. Through the Parent Portal, parents will learn how to track their child's academic progress and maintain direct communication with teachers and staff. Based on feedback from parent sign-in sheets and survey responses, it is important to continue offering relevant and necessary workshops each semester to meet the community's needs. The school will keep seeking input from stakeholders on the best ways to share information and strengthen the partnership for student success.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of Parents Reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school."

	Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	Workshop topics will be prioritized based on parent requests, and meetings will be scheduled at times that are most convenient for parents. To reach a broader audience, a hybrid model will be used to deliver workshop content.	• Percent of Parents Reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." • Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	Not Applicable	Not Applicable	Not Applicable

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.

Not Applicable

Additional Concentration Grant Funding

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

Nobel Charter has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Nobel Charter will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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	*Not applicable*	45.03 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,793 students (As of May 01, 2026) *Note that these figures are also included in the LAUSD LCAP.
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	112.49 LCFF-funded full-time equivalent certificated staff filled and vacant positions) serving 1,793 students (As of May 01, 2026) *Note that these figures are also included in the LAUSD LCAP.*

Alfred B. Nobel Charter Middle School 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Alfred B. Nobel Charter Middle School 2026-2027	$ 2,502,192	$ 1,245,522	49.777%	0.000%	49.777%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,747,714	$ -	$ -	$ -	$ 3,747,714.00	$ 3,423,871	$ 323,843

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	Base Instructional Supports, including General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,182,099	$ 97,547	$ 1,279,646	$ -	$ -	$ -	$ 1,279,646	0.000%
1	4	Charter School Categorical Block Grant	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,138,399	$ 84,147	$ 1,222,546	$ -	$ -	$ -	$ 1,222,546	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 202,475	$ 22,229	$ 224,704	$ -	$ -	$ -	$ 224,704	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 446,147	$ 113,999	$ 560,146	$ -	$ -	$ -	$ 560,146	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 344,521	$ 5,921	$ 350,442	$ -	$ -	$ -	$ 350,442	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 110,230	$ -	$ 110,230	$ -	$ -	$ -	$ 110,230	0.000%

Alfred B. Nobel Charter Middle School 2026-2027 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
$ 2,502,192	$ 1,245,522	49.777%	0.000%	49.777%	$ 1,245,522	0.000%	49.777%	**Total:**	$ 1,245,522
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,245,522

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	Base Instructional Supports, including Ger	No	Schoolwide		Schoolwide	$ -	0.000%
1	4	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Fund	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 224,704	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 560,146	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 350,442	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 110,230	0.000%

Alfred B. Nobel Charter Middle School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,007,273.00	$ 3,202,662.00

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	Base Instructional Supports, including General Fund School Program	No	$ 1,337,395	$ 1,111,953
1	4	Charter School Categorical Block Grant	No	$ 1,207,450	$ 1,001,045
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 231,149	$ 196,223
1	10	SENI Investments towards Academic Excellence	Yes	$ 669,153	$ 509,484
2	4	SENI Investments towards Joy and Wellness	Yes	$ 456,469	$ 278,110
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 105,657	$ 105,847

Alfred B. Nobel Charter Middle School 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,462,428	$ 1,462,428	$ 1,089,664	$ 372,764	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 231,149	$ 196,223	0.000%	0.000%
1	10	SENI Investments towards Academic Excellence	Yes	$ 669,153	$ 509,484	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 456,469	$ 278,110	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 105,657	$ 105,847	0.000%	0.000%

Alfred B. Nobel Charter Middle School 2025-2026 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)
$ 2,544,845	$ 1,462,428	0.000%	57.466%	$ 1,089,664	0.000%	42.818%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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