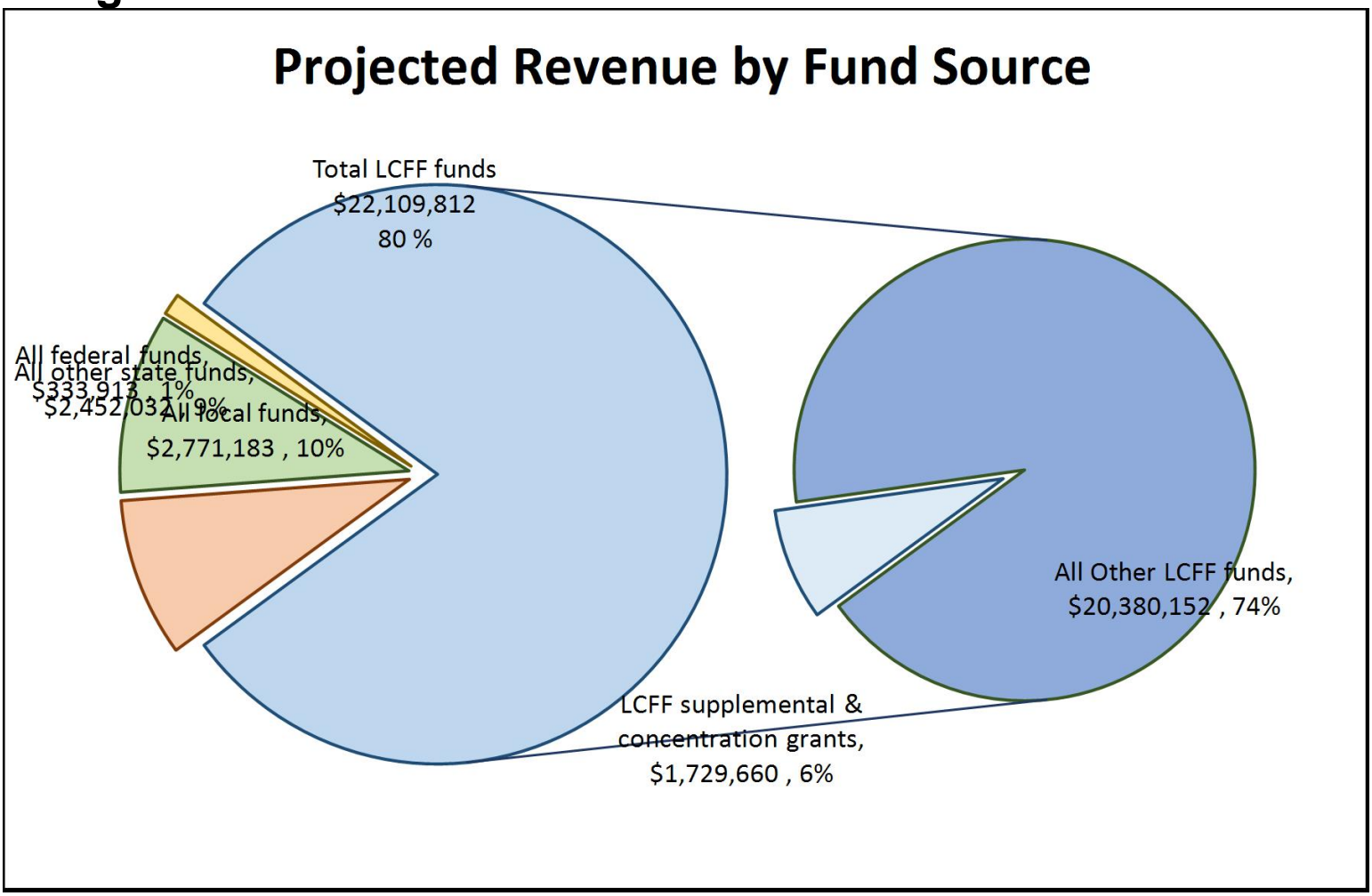
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Charter School
CDS Code: 34 75283 3430659
School Year: 2025-26
LEA contact information:
Joe Wood, Ed.D.
Executive Director
jwood@natomascharter.org
(916) 419-3788

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

## Budget Overview for the 2025-26 School Year

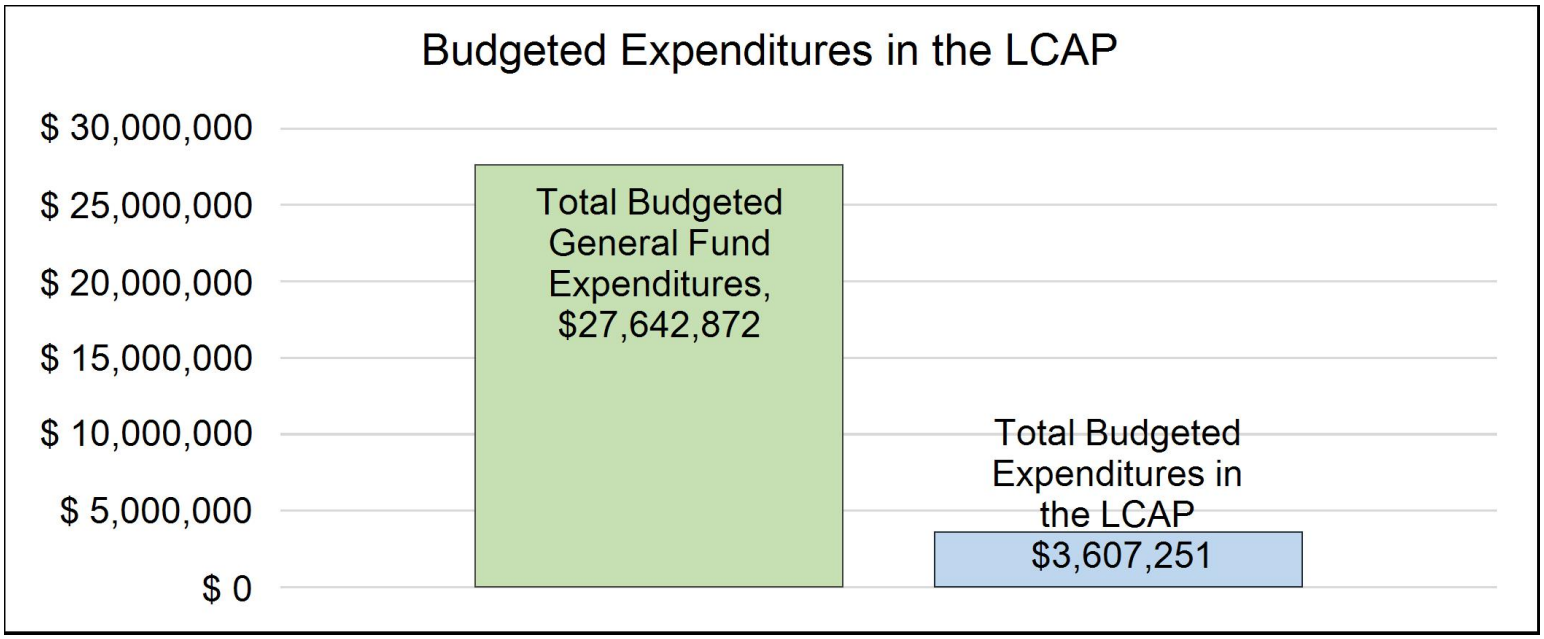



This chart shows the total general purpose revenue Natomas Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Natomas Charter School is $27,666,940, of which $22,109,812 is Local Control Funding Formula (LCFF), $2,452,032 is other state funds, $2,771,183 is local funds, and $333,913 is federal funds.  Of the $22,109,812 in LCFF Funds, $1,729,660 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 Natomas Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Natomas Charter School plans to spend $27,642,872.00 for the 2025-26 school year. Of that amount, $3,607,251.00 is tied to actions/services in the LCAP and $24,035,621 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Remaining General Fund Budget Expenditures are all allocated to supporting the school's core instructional program and operational expenditures.  Funds identified throughout the LCAP are designated to support target schoolwide strategic goals serving our highest need students.

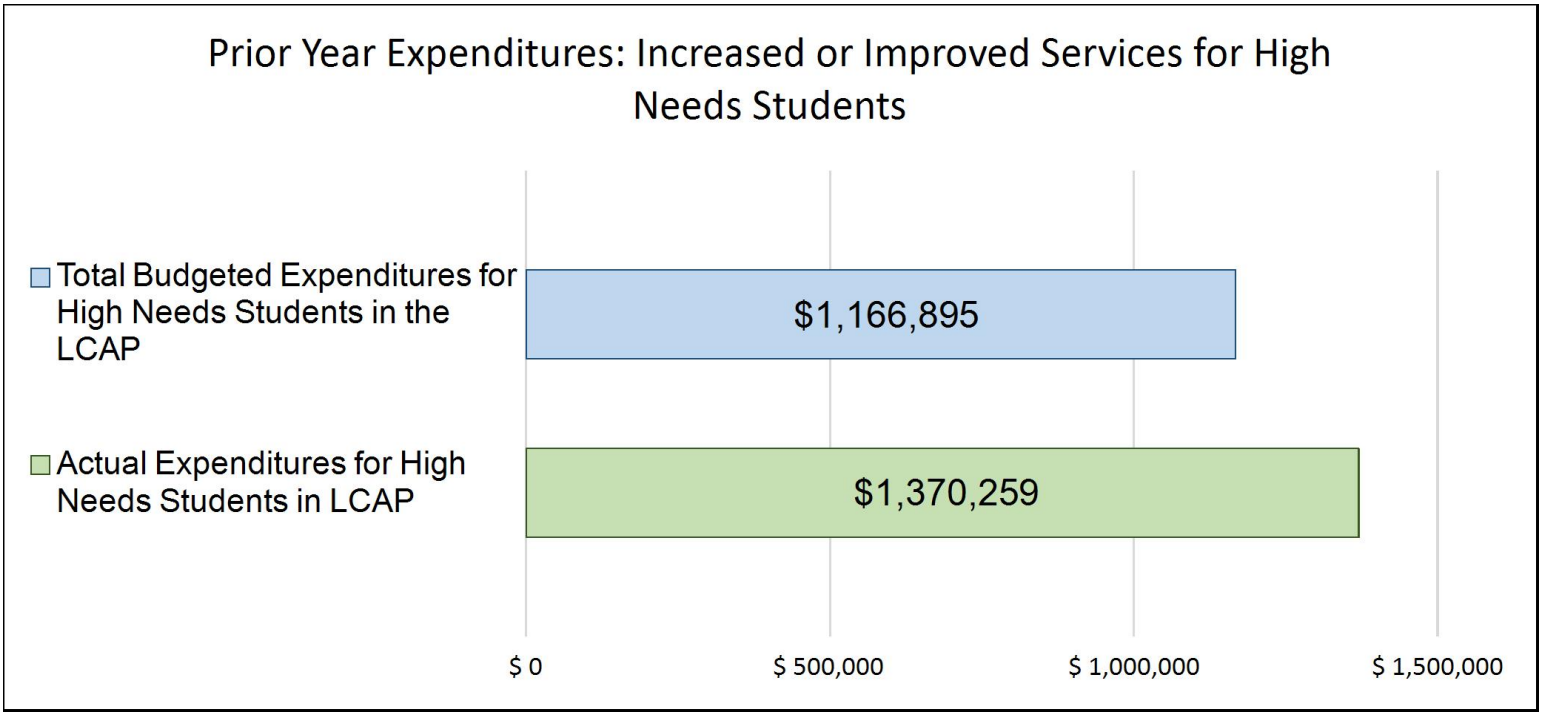
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Natomas Charter School is projecting it will receive $1,729,660 based on the enrollment of foster youth, English learner, and low-income students. Natomas Charter School must describe how it intends to increase or improve services for high needs students in the LCAP.  Natomas Charter School plans to spend $1,729,660.00 towards meeting this requirement, as described in the LCAP.

Natomas Charter School plans to continue to make big investments in math and literacy in the 2025-2026 school year. Planned actions that are already in play are hiring a secondary ELD teacher, adding an elementary teacher coach, and investing in training and he Reading Difficulties Screener for grades K-2. These new actions were determined by the LRBG Needs Assessment and LCAP review process.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2024-25




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

The text description of the above chart is as follows: In 2024-25, Natomas Charter School's LCAP budgeted $1,166,895.00 for planned actions to increase or improve services for high needs students. Natomas Charter School actually spent $1,370,259.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $203,364 had the following impact on Natomas Charter School’s ability to increase or improve services for high needs students:

The actual expenditures exceeded the budgeted amount was focused on goals 1, 2, and 3. Goal 1 overages focused on additional training and conferences for math teachers, and professional development texts. Additionally NCS focused on adding additional tutoring for K-12 students in math and parent events with math game packs for families to utilize at home for building math fluency and positive engagement with math. Goal 2 overages focused on literacy. NCS purchased a new Magnetic Reading curriculum for 3rd-5th grade students and intervention curriculum for K-12 students underperforming in reading fluency and phonics. Additionally, the secondary library staff was in place to build activities around literacy and reading to encourage all students, but targeted low readers with high interest, low level books (fiction and nonfiction). Goal 3 overages focused on the implementation of PBIS for TK-12 students, this included PBIS team training, student rewards for good behavior, expectations signage, and digital tracking software for student behavior.

# 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 |
|---|---|---|
| Natomas Charter School | Joe Wood, Ed.D.<br>Executive Director | jwood@natomascharter.org<br>(916) 419-3788 |

# Plan Summary [2025-26]

## General Information

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

Authorized in 1993, Natomas Charter School (NCS) is the 19th charter to be numbered in the state of California. NCS was a school created from “the ground up” to serve a diverse number of students in the Natomas Unified School District and the surrounding Sacramento area. During its 32 years of operations, NCS has grown from 80 students to nearly 1,900 students in five innovative academies that span TK-12th grades. All NCS academies provide students the opportunity to develop unique interests, uncover hidden talents, experience satisfaction in accomplishments, gain a sense of responsibility, and pursue education as a way of life through educational programs tailored to their own specific needs. Today, Natomas Charter School is considered one of the most reputable public charter schools in California and has distinguished itself both at the state and national levels.  Based on the most recent results published on the California School Dashboard (2024), NCS is one of the highest-performing schools in the Natomas region. The school also earned the "high-performing" designation on the CDE charter school rankings (2024).

All NCS Academies have the following distinguishing characteristics as established in the NCS charter:  ** High Academic Expectations ** Active "Real-Life" Learning ** Parental Involvement ** Differentiated Academic Plans ** Community Involvement

NATOMAS CHARTER ACADEMIC & ARTS DISTINCTIONS
Bronze Award (Top 10% of High Schools in the Nation), US News and World Report
Region's 25 Smartest High Schools (NCS ranked #16 based on SATs), Sacramento Business Journal
Top High Schools in Sacramento County in terms of UC Admissions for Class of 2019, 2020 2021, and 2022, Sacramento Bee
Top 10 High Schools in Sacramento, Sacramento Magazine

98% Acceptance Rate to Four-Year Universities for over 20 years
Western Association of Schools and Colleges (WASC) Accreditation Highest Terms 2002, 2008, 2014, 2020
Northern California Chinese Classroom Consortium Member 2014-2022
Niche Ranking: Top 10 Public High Schools in the Region/Top 100 Public High Schools in California
Niche Ranking: Top 10 Middle Schools in the Region
Niche Ranking: 2022 Best Public Middle School in Sacramento County
Niche Ranking: 2023, 2024 Best Charter Middle School in Sacramento County
Niche Ranking: Top 5 Charter Elementary, Middle, and High Schools in the Region
California Pivotal Practice Award 2022
California Charter School of the Year 2006
California Distinguished School 2007 and 2013
California Exemplary Arts Award 2013
Civics Learning Award of Merit 2014, 2016, 2020
California Gold Ribbon School 2015
Region's #1 Ranked High School, Sacramento Business Journal
California Honor Roll School 2015, 2016, 2017, 2018, 2019
Rita Moreno Award for Best High School Musical 2022
One Voice Arts Ambassador Program – Turkey, China, Costa Rica, and Yellowstone
Vocal Ensemble 1st Place Reno Jazz Festival 2019 and Best Overall Vocal Group Folsom Jazz Festival 2020, 2021, 2022, 2023, 2024
Percussion Ensemble, Orchestra, Jazz Band Excellent and Superior festival ratings 2017, 2018, 2019, 2022, 2023, 2024
Support Music Merit Award – National Association of Music Merchants 2020
NCS PFAA students named California Arts Scholars and recognized by the California State Summer School for the Arts and Herb Alpert Foundation as Emerging Young Artist Scholars 2021

# Reflections: Annual Performance

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

2024-2025 Reflections
Natomas Charter School continues to demonstrate a high level of success in multiple areas as measured by the California School Dashboard and local data. As a school community we have demonstrated success in the areas of School Culture and Climate, Academic Achievement, College Admissions and Post-Secondary Success. In each of these areas the school has earned multiple awards and accolades including the following.

- The highest level of WASC Accreditation (6 Years without a review) in February 2020,
- California Pivotal Practices Award from the California Department of Education in April 2022, and
- Seven-year charter renewal (2022-2029) from the Natomas USD Board of Trustees in May 2022

School Culture and Climate
Natomas Charter School has an exceptionally strong school culture and climate. As measured by the past California School Dashboard

releases (2017, 2018, 2019, 2023, and 2024), the school has earned the highest “Blue- Very High” designation for Suspension rate. In 2024 Natomas Charter School earned a “Blue- Very High” designation for Chronic Absenteeism as it increased from 6.5% to 3.7%, which is a stronger performance than regional LEAs including Natomas Unified District (25.4%) and California statewide results. Natomas Charter is aware of the year-over-year increase in absenteeism and is working with families to increase attendance rates. This is an area of focus for the 2024-2027 LCAP.

In 2024 the California School Dashboard changed the designation system to performance levels and Natomas Charter earned a prepared ranking (66.4%) in College/Career Readiness, which is a drop from the previous year but was due to a data upload error, the local calculation is 80% of students were prepared for college/career. Even with the drop in 2024, the data is stronger than regional LEAs including Natomas Unified District (44.8%) and California statewide (45.3%) results. NCS also utilizes data from the National Student Clearinghouse to track the college success for each graduating class. Data from graduating classes of 2017 through 2023 shows a significant number of students attend college the year immediately following high school (85%), persist on to a second year of college (92%), and finish their degree within six years (58%).

NCS is a school community that is safe and desirable by both students and families. This high level of achievement is also reflected in our annual, student, staff, and family surveys where Natomas Charter School is described by all community stakeholders as being a warm and welcoming environment for diverse student populations. For example, the school is often sought out by members of the LGBTQ+ community as a safe and affirming space. Over the past two years of family surveys over 95% of families described being “Very Satisfied” or “Satisfied” with their choice to send their children to Natomas Charter School.

Academic Achievement
A supportive school culture and environment creates the conditions for strong academic success. In the past California School Dashboard releases (2017, 2018, 2019, 2022, 2023, and 2024) Natomas Charter School has demonstrated strong academic performance in ELA earning “Blue- Very High” and “Green- High” designations. Natomas Charter School saw a dip in the academic performance in Mathematics which paralleled regional LEAs and state scores. In each of these areas the school has average student scores or results that are higher than the state average and local school district and across all significant subgroups. In the most recent 2024 Dashboard results the school performed in the “Green- High” level for English Language Arts and “Yellow- Medium” level for mathematics. Natomas Charter School did have one student group, Students with Disabilities, that earned a “Red- Very Low” designation in Mathematics in 2023, but was able to move it up to “Yellow” increasing by 16.4 points in 2024. Natomas Charter is aware of the overall drop and is working to increase Students with Disabilities achievement in math. This will be an area of focus for the 2024-2027 LCAP. In 2024-2025, NCS completed a Math self study focusing on the lowest grade levels and subgroups. The self study directed the team to specific actions for growth in 2025 and 2026.
In past California School Dashboard releases, Natomas Charter’s English Learner Progress (2023) scored in “Blue- Very High.” In 2024 NCS saw an increase in beginning English Learners and scores dropped to “Red- Very Low” (-25 points). In 2024-2025 NCS has utilized an English Learner TOSA to focus on supporting and developing staff and reviewing materials to support all levels of integrated and designated ELD.

College Admissions and Post-Secondary Success
When a College & Career readiness indicator was calculated in 2023, the school earned the “Blue-Very High” (96.4%) designation schoolwide. In 2024 the school earned “Yellow- Prepared” (66.4%). The drop in preparedness was due to a data upload error, when locally

calculated with the correct data, the school would have earned “Green” (80%). The Class of 2024 demonstrated College & Career readiness primarily through meeting the University of California’s a-g requirements (78.8%), completing the school’s Arts and Media Entertainment CTE pathway (66.8%), and scoring at or above standard on the ELA and math Smarter-Balanced Assessment (83.9%). During the past four years Natomas Charter School students have continued to demonstrate a high level of college preparedness as measured through SAT/ACT scores and the California State University’s Early Assessment Program. In 2024 75% of graduating seniors applied to four-year colleges with 98.8% being accepted to at least one school. Based on alumni data provided from the National School Clearinghouse through Naviance for 2017-2023 high school graduating classes, 74% of high school graduates enrolled in college immediately with 87% enrolling in the first year and 92% returning for a second year. Beginning with the Class of 2021, many graduates are also meeting the College and Career readiness standard by completing college courses through our dual enrollment program with American River College (27.2%) and earning the State Seal of Biliteracy (22.6%).

Over the past few years, Natomas Charter School has experienced significant increases in the number of students with IEPs and 504s, as well as those identified as English Learners. During the past nine years the school's population of students with IEPs has increased from 5% to 11% of the overall student population. The school has responded by implementing a school wide Multi-Tiered System of Support (MTSS) approach to supporting students academically and social-emotionally. NCS's own self-analyses validate that students with a variety of academic and social-emotional and behavioral needs choose NCS for its unique instructional approaches. Additionally, the school became its own LEA for special education during the 2019-20 school year with the focus on developing stronger, comprehensive, more integrated systems of support for all students in all academies. Since that transition, families have shared their desire to enroll at NCS due to our highly supportive special education program. The school has continued to hire staff and make adjustments to programming to support our students with disabilities.

Benchmark Assessments
During the pandemic NCS started tracking student academic progress through the use of the iReady Diagnostic assessment from Curriculum Associates for K-8 students, as well as tracking progress through grades and work completion for 6-12th grade students. Based on the iReady results, Natomas Charter School students on average made the same or higher academic growth in reading and mathematics during the 2020-2024 school years. While we did see an increase in the number of high school students with Ds and Fs during the 2020-21 school year, those rates decreased significantly in the 2021-25 school years due to additional services provided by the school as students returned to campus.

Additional Accomplishments
Natomas Charter School strives to create well-rounded students who are academically accomplished with opportunities to develop their skills through the arts and middle school athletics. Over the past few years Natomas Charter School students have received numerous artistic awards. This includes winning the Rita Moreno Award for the Best High School Musical in Northern California (2022), winning numerous music competitions including Music in the Parks, and being recognized for strong visual arts and dance programs. The school also has a strong middle school sports program at Leading Edge, winning district championships in multiple sports over the past seven years. Our students have also participated in international exchanges and environmental stewardship projects with students in Costa Rica, China, and Yellowstone National Park.

Staffing
Similar to all charter schools and school districts, we are hiring teachers and staff in a very competitive job market. Additionally, as staff

members have left NCS they are transitioning to careers outside of education as remote work opportunities have provided individuals in our community with greater job flexibility. At the same time, many of the credentialing agencies in our community are reporting significant decreases in individuals entering teacher credential programs. This means fewer qualified applicants are available to fill teaching vacancies especially in high-demand areas including mathematics and special education. A final area of need for the school is to continue to evaluate our ability to attract and retain highly qualified teachers and staff. Staff retention is key for building a strong school culture and academic instruction. Over the past years year over year staff retention has been inconsistent (79%-90%). As a result, the school has made significant investments increasing wages and benefits, as well as providing on-going professional development in working with an increasingly diverse student population. The school has also engaged in comprehensive recruitment strategies including partnerships with local credentialing agencies, collaborating with other charter schools on job fairs, and supporting the growth of classified/hourly staff members in obtaining credentials or other certifications.

Learning Recovery Block Grant Needs Assessment
Natomas Charter School has remaining funds from the Learning Recovery Block Grant that we have planned to use over several years to fund student support positions such as Teachers on Special Assignment (TOSAs) and student interventions, curriculum resources, and an additional math intervention teacher. NCS completed a Needs Assessment using the state template to determine the groups most in need of support. Each academy principal worked with staff to review data in the following areas: CAASPP scores, CA Dashboard, Chronic Absenteeism, and Suspensions. The principals worked with the leadership team to combine data to come up with a school-wide conclusion that English Learners are our groupo most in need of Learning Recovery Supports. The greatest need for our English Learners is to have access to the curriculum and having teachers that utilize strategies that support their language development. Additionally work needs to be done to ensure high quality and consistency of the designated ELD instruction. In response, the school has revamped designated ELD supports for the 2025-2026 school year with additions of new curricula, a secondary ELD teacher, and staff training on ELD supports and strategies.

# Reflections: Technical Assistance

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

Not Applicable

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

Not Applicable

## *Support for Identified Schools*

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

Not Applicable

## *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | |

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

As a school of choice within the Natomas community, each year Natomas Charter School receives significantly more applications than available spots. In the past four years the school has on average received three to four times more applications than available spots. Based on feedback provided during our application surveys, families applying to our school are primarily choosing Natomas Charter School for its strong school climate and academic reputation.

Natomas Charter School started over 30 years ago based on the pillars of students first, accountability, and innovation. While Natomas Charter School has multiple areas of success, we strive to continue to refine our practices and structures to ensure all students achieve academic and social-emotional success. The development of our 2024-2027 LCAP is directly connected to a comprehensive self-study the school conducted during the 2018-2020 school years and again in 2022-2023 for the midterm review and additionally as part of our WASC self study accreditation process.

During the 2022-2023 school year NCS engaged in a comprehensive, community wide strategic planning process with a focus on evaluating our current progress and developing plans for the coming school years. Feedback from the strategic planning process has been used to continue to inform the school's LCAP process. In 2024-2025, the school continues to gather feedback from educational partners through surveys, parent meetings, and listening sessions.

The school continues to place a focus on community development through more on-campus activities and opportunities for parent involvement. Examples of this are the Open House, NCS Multicultural Celebration, LGBTQ+ Pride Conference, Black History Month Celebrations, and performances on campus. Each academy parent group (P4A, LEAP, EPIC, etc.) ramped up events in the past years. Staff-led parent groups continue in the coming school year: Overall, parents reported on surveys that they feel the communication level has been high over the course of the past year. In the 2025-26 school year the school will continue to partner with parents and families to build stronger parent groups including relaunching our community advisory council for special education.

Natomas Charter School gathers community feedback through our annual surveys of staff, parents/families, and students. The Diversity, Equity, and Inclusion (DEI) committee worked with a consultant to complete a comprehensive culture, climate, and academic survey for staff, students, and parents/families in 2023-2025. Survey feedback was collected in winter of 2024 and used to develop listening sessions where students were invited to discuss areas for focus with the DEI team. In 2024-2025 the DEI team focused on staff feedback sessions. This feedback is being used to inform the school's LCAP process. Additionally, family members were invited to participate in six different feedback sessions held over the course of four weeks; including morning and evening, and attached to Open House and regularly scheduled meetings.

Natomas Charter School was founded on the concept of a three way compact between the student, family, and school as all three are critical for the success of students. It is this dedication of the families and students that guides the community feedback for the LCAP development process. The LCAP development process started in January 2024 with the leadership team completing an assessment of goal achievement from the 2021-2024 LCAP goals and actions by reviewing LCAP data collection, the School Accountability Report Card (SARC) and the California Dashboard. The group determined if the goals were met, needed continued focus with the current strategy or needed a more effective strategy for the coming LCAP. This discussion and gathering feedback continued in winter 2024 at staff meetings (including teachers and certificated staff, classified staff, and administrators,), with secondary level student groups (grades 6-12), and at family sessions (ELAC meetings, SELPA meetings, Parent Group meetings, and at Open House). Finally the Natomas Charter School Board of Directors approved the 2024-2027 LCAP as required by Education Code Section 47606.5 (California Legislative Information). Staff continued the discussions and analysis of LCAP goals throughout the 2024-2025 school year and a mid-year LCAP presentation was made in a winter board meeting. NCS continues this work as we are currently in the midst of a WASC self study in preparation for a site visit in February of 2026.

Throughout our survey and community feedback processes, community feedback was consistent across academies, grade levels, and stakeholder groups. Overall, students, families, and staff members expressed that the school provided an academically rigorous and supportive instructional experience with a strong school culture and passionate and creative staff. Our community has a strong connection to the school campuses, each other, and in-person coursework and activities. Feedback provided through these stakeholder meetings, surveys, and focus groups largely focused into these primary areas:

- Continued development of teaching and learning practices with a focus on supporting diverse student needs including our African-American students, LatinX students, students with disabilities, and students learning English;
- Continued focus on mathematics instruction, materials, and course-sequence development and ensuring all subgroups are making progress towards meeting grade level standards;
- Investing in multiple pathways to help students reach post-secondary success including dual enrollment programs;
- Developing additional mental health supports such as counseling and social-emotional curriculum to build relationships and belonging;
- Investing in retaining highly qualified staff with professional development and competitive compensation;
- Assisting students with recovering from the pandemic learning gaps with additional academic intervention/ differentiation and social-emotional support;
- Increase proactive communication with families about policies, procedures, and expectations (chronic absenteeism, behavior expectations, academic support in place, etc.);
- Increase community events focused on math, literacy, and building community among families;
- Increased opportunities for parents to learn how to support students at home (math and literacy fluency games, etc.);
- Continued focus on diversifying the staff and ensuring wages are competitive;

Feedback from the Natomas Charter School community is an essential part of the charter and plan development. The community feedback in conjunction with the state and local data was utilized to determine the LCAP goals and actions.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Solidify Data-Focused and Research-Based Instructional Practices to Increase Math Fluency and CAASPP Scores. | Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Similar to regional and statewide results, Natomas Charter School observed a decrease in the academic performance in Mathematics for students and across key subgroups. The school has average student results which are higher than the state average and local school district at the schoolwide level and across all significant subgroups. In the most recent 2024 Dashboard results the school performed “Yellow-Medium” level for mathematics. Natomas Charter School had four student groups, two or More Races, English Learners, Hispanic, and Socio Economically Disadvantaged, that earned a “Orange- Low” designation in Mathematics. In 2024 NCS had one student group, Students with Disabilities, that earned a “Red- Very Low” designation in Mathematics but we raised the scores in 2024 significantly to earn a "yellow-medium" for Students with Disabilities and African American students. Natomas Charter is concerned about the math scores and is working to increase achievement in math across all subgroups. This will be an area of focus for the 2024-2027 LCAP.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | By 2027 NCS will be green for all students and all subgroups will be yellow or better and better than the state average on the CA School Dashboard in | CA Dashboard 2023:<br>All Students: Yellow<br>23.9 points below standard<br>maintained (improved)<br>+1.2 points | CA Dashboard 2024:<br>All Students: Yellow<br>22.2 points below standard | | CA Dashboard 2026:<br>All Students: Green<br>0 points below standard | CA Dashboard<br>All Students: Color Remained the Same |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | mathematics. Annually all student subgroups will increase their average scale score by 10 points on the math CAASPP. | CAASPP 2023<br>42.46% Met/Exceeded Standard | maintained (improved) +1.7 points<br><br>CAASPP 2024<br>41.94% Met/Exceeded Standard | | Student Growth<br>+10 points<br>All Subgroups: Yellow or better<br>CAASPP 48% Met/Exceeded Standard | Average scaled score improved by 1.7 points.<br><br>% Met/Exceeded Standard deceased by 0.50% |

# Goal Analysis [2024-25]

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

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

Overall the implementation of the goal was on track with the planned actions. Additionally we completed a Math Self Study to investigate the inconsistent math scores in grades 6-8. The process consisted of a data review, classroom observations, teacher listening sessions, student listening sessions, and discussions with administrators. The outcome validated the strategies in place and confirmed the direction of our action plan. The study also helped the school identify significant performance differences in middle school math results based on their elementary school enrollment with students who originated from the school's elementary program performing 30% better on CAASPP. The school implemented fact fluency screeners for middle school students, along with targeted intervention programs.

The staffing was consistent throughout the 2023-2025 years and math teachers and education specialists (co teachers) participating in multiple trainings, attending the Mid School Math Conference and the CPM conference, as well as receiving training from Curriculum Associates. The secondary math team is working on a book study of Building Thinking Classrooms. This has been complimented by common prep periods for grade level teachers and co teachers. Intervention and tutoring practices are consistent and are showing additional growth from those students involved. The focus on math facts fluency has yielded more community engagement through Math Fluency and STEM nights where parents were invited to learn math games that can be played at home to complement the at school instruction. Classroom observations yield a more math confident student community, and teachers consistently implementing the math discourse and engagement strategies.

Learning Recovery Block Grant Needs Assessment
Natomas Charter School has remaining funds from the Learning Recovery Block Grant that we have planned to use over several years to fund student support positions such as Teachers on Special Assignment (TOSAs) and student interventions, curriculum resources, and an additional math intervention teacher. NCS completed a Needs Assessment using the state template to determine the groups most in need of support. The principals worked with the leadership team to combine data to come up with a school-wide conclusion that English Learners are

our groupo most in need of Learning Recovery Supports. The greatest need for our English Learners is to have access to the curriculum and having teachers that utilize strategies that support their language development. Additionally work needs to be done to ensure high quality and consistency of the designated ELD instruction. In response, the school has revamped designated ELD supports for the 2025-2026 school year with additions of new curricula, a secondary ELD teacher, and staff training on ELD supports and strategies.

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.

Not Applicable

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

As we wait on 2025 CAASPP scores and CA Dashboard, the school is reliant on the local diagnostic tool, iReady and our 2024 results. In 2024 the average scaled score on the math CAASPP grew by 1.7 points, while the % Met/Exceeded decreased by 0.50%. Winter 2025 iReady diagnostics showed that 28% of students met typical growth and 8% met their stretch growth by the end of first semester. This is adequate progress for the mid year assessment. Preliminary 2025 CAASPP scores (with only 90% of scores released) show that NCS has decreased 1.74% but this does not include many of our 3rd-5th grade scores. We anticipate that the percentage will go up as historically these grade levels tend to perform at 55-60% Met/Exceed standard.

The use of math diagnostics has resulted in targeted intervention groups and a concentration on math fluency for grades K-8. We have seen growth and closing of gaps in math due to the interventions and tutoring put in place.

Shared instructional practices have been achieved through training for staff in data based strategies through training from the Math TOSA and Curriculum Associates (Ready Classroom). Math teachers also attended a variety of conferences and trainings CPM Conference, Mid School Math Conference, YouCubed, etc.), in addition to a department wide book study (Building Thinking Classrooms). Staff focused collaboration and PDSA cycles on specific strategies and how they impact student learning and success. We have seen a rise in student confidence levels with math fluency and problem solving.

This year NCS hosted several math nights for families to learn more about the curriculum being used and strategies that can be used at home to support student learning. This aligns with a core concept of the NCS charter: the three way compact that unites the student, parent, and school as equal partners in student success. Math nights included CPM Math Night (grades 6-12), STEAM Nights (grades TK-8), and Math Fluency Night (grades K-8). Parent participation was strong and parents were excited to receive and be trained on math game packs that were created to fit the individual needs of their student(s).

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

There are no major changes that need to be made to the current planned goal, metrics, target outcomes, or actions for the coming year. After CAASPP scores are released, the team will meet to discuss specific areas that need more focus for the 2025-2026 school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Math Assessment | Utilize diagnostic math assessments to track growth, inform differentiated instruction, and intervention. | $32,980.00 | Yes |
| **1.2** | Intervention & Mentoring | Refine existing intervention, tutoring and mentoring programs with a focus on supporting subgroups with most significant needs in math based on CAASPP results (ex: AA, SpEd, and EL students). | $178,582.00 | Yes |
| **1.3** | Shared Instructional Practices | Develop and implement focused expectations around instructional practices (pedagogy, materials, and assessments) in mathematics for all grade levels through professional development and coaching. | $171,648.00 | Yes |
| **1.4** | Data Informed Instruction | Engage in data informed collaborative conversations between teachers and staff (MTSS) to provide individualized support in mathematics to students through intervention. | $161,309.00 | Yes |
| **1.5** | Parent Engagement & Partnerships | Educate and engage parents about the importance of math education and at-home support strategies. | $117,746.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Build strong literacy instructional practices across all content areas to increase literacy skills and CAASPP ELA scores. | Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In the past California School Dashboard releases (2017, 2018, 2019, 2022, 2023, and 2024) Natomas Charter School has demonstrated strong academic performance in English Language Arts. Natomas Charter School earned "Green- High" for the ELA indicator in 2023 and 2024. In English Language Arts, the school has student results that are higher than the state average and local school district at the schoolwide level and across all significant subgroups. At Natomas Charter School two student groups showed growth but are still achieving below standard in ELA. Socio Economically Disadvantaged and Hispanic students earned a “Yellow- Medium” designation in ELA. The subgroups that are of most concern are African American, English Learners, and Students with Disabilities as they earned a “Orange- Low” designation in ELA. Natomas Charter is aware of the decrease and is working to increase student achievement across all subgroups in ELA. This is an area of focus for the 2024-2027 LCAP.

Learning Recovery Block Grant Needs Assessment
Natomas Charter School has remaining funds from the Learning Recovery Block Grant that we have planned to use over several years to fund student support positions such as Teachers on Special Assignment (TOSAs) and student interventions, curriculum resources, and an additional math intervention teacher. NCS completed a Needs Assessment using the state template to determine the groups most in need of support. The principals worked with the leadership team to combine data to come up with a school-wide conclusion that English Learners are our groupo most in need of Learning Recovery Supports. The greatest need for our English Learners is to have access to the curriculum and having teachers that utilize strategies that support their language development. Additionally work needs to be done to ensure high quality and consistency of the designated ELD instruction. In response, the school has revamped designated ELD supports for the 2025-2026 school year with additions of new curricula, a secondary ELD teacher, and staff training on ELD supports and strategies.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | By 2027 NCS will be green for all students and all subgroups will be yellow or better and better than the state average on the CA School Dashboard in English language arts (ELA). Annually all student subgroups will increase their average scale score by 5 points on the ELA CAASPP. | CA Dashboard 2023<br>All Students: Green- High<br>36.5 points above standard<br>+5.7 points growth<br><br>Red Subgroup<br>None<br><br>Orange Subgroups<br>African-American<br><br>CAASPP 2023 66.30% Met/Exceeded Standard | CA Dashboard 2024<br>All Students: Green- High<br>32.1 points above standard<br>3.5 points decline<br><br>Red Subgroup<br>None<br><br>Orange Subgroups<br>African-American<br>English Learners<br>Students with Disabilities<br><br>CAASPP 2024<br>65.66%<br>Met/Exceeded Standard | | CA Dashboard 2026<br>All Students: Green<br>50 points above standard<br>5 points growth<br>All Subgroups: Yellow or higher<br><br>CAASPP 2026<br>72%<br>Met/Exceeded Standard | While maintaing an overall High (Green) status the school observed small changes as a school and in key subgroups. Each having a "Maintained" status. |

# Goal Analysis [2024-25]

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

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

Overall the implementation of the goal was on track with the planned actions. The staffing was consistent throughout the year and English Language Arts teachers and education specialists (co teachers) participated in multiple trainings and K-5 teachers received training from Curriculum Associates. This has been complimented by common prep periods for grade level teachers and co teachers. Intervention and phonics practices are consistent and are showing additional growth from those students involved. The focus on literacy and reading fluency has yielded more community engagement through Literacy and Humanities nights where parents were invited to learn reading strategies that can be used at home to complement the at school instruction. A cross curricular literacy team was formed and is working on a book study of The Writing Rope, to develop reading and writing support structures in core subject areas (social science, science, etc.).

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.

Not Applicable

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

As we wait on 2025 CAASPP scores, the school is reliant on the local diagnostic tool, iReady as well as the 2024 CAASPP results. A deeper analysis of the 2024 CAASPP results demonstrated that students who attended a Natomas Charter School elementary program tended to outperform their peers from other elementary programs in middle school by as much as 25%. As a result, this year the school implemented more reading screeners at the middle school level as well as more directed phonics and early reading instruction.

Winter 2025 iReady diagnostics showed that 45% of students met typical growth and 20% met their stretch growth by the end of first semester. This is adequate progress for the mid year assessment. Preliminary CAASPP scores (with only 90% of scores released) show that NCS has grown by 0.21% but this does not include any of our 3rd-5th grade scores. We anticipate that the percentage will go up as historically these grade levels average 60-70% Meeting/Exceeding standard.

The use of reading diagnostics has resulted in targeted intervention groups and a concentration on reading fluency for grades K-8. The Literacy TOSA worked with staff to complete additional reading screeners to determine specific needs of students. The team implemented phonics instruction with students to fill gaps. We have seen growth of up to two grade levels and closing of gaps in reading due to the interventions and tutoring put in place.

Shared instructional practices has been achieved through training for staff in data based strategies through training from the Literacy TOSA and Curriculum Associates (Ready Classroom). Staff focused collaboration and PDSA cycles on specific strategies and how they impact student learning and success. We have seen a rise in student confidence levels with reading fluency and writing.

This year NCS hosted several Literacy nights for families to learn more about strategies that can be used at home to support student learning. This aligns with a core concept of the NCS charter: the three way compact that unites the student, parent, and school as equal partners in student success. Literacy nights included Reading Fluency Night and Humanities Night. Parent participation was strong and parents were excited to participate and learn strategies for supporting reading fluency at home.

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

There are no major changes that need to be made to the current planned goal, metrics, or target outcomes for the coming year. After CAASPP scores are released, the team will meet to discuss specific areas that need more focus for the 2025-2026 school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Literacy Assessment | Utilize diagnostic literacy/reading assessments to track growth, inform differentiated instruction, and intervention. Additional literacy screeners will be utilized for English Learners and struggling students. | $68,100.00 | Yes |
| **2.2** | Intervention | Refine existing intervention, tutoring, and mentoring programs with a focus on supporting subgroups with most significant needs in ELA based on CAASPP results (ex: AA, SpEd, and EL students). | $263,506.00 | Yes |
| **2.3** | Shared Instructional Practices | Develop and implement focused expectations around instructional practices (pedagogy, materials, and assessments) in ELA for all grade levels through professional development and coaching. | $94,831.00 | Yes |
| **2.4** | Data Informed Instruction | Engage in data informed collaborative conversations between teachers and staff (MTSS) to provide individualized supports in literacy to students. | $164,890.00 | Yes |
| **2.5** | Parent Engagement & Partnerships | Educate and engage parents about the importance of literacy education and at-home support strategies. | $104,928.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Increase School Attendance Through a Strong School Culture | |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Natomas Charter School has an exceptionally strong school culture and climate. As measured by the past California School Dashboard releases (2017, 2018, 2019, and 2023), the school has earned the highest “Blue- Very High” designation for Suspension rate. The suspension rate increased in 2023-2024 by 0.3% earning the school a designation of "Green- High" due to installation of vape sensors on campus. The sensors initially resulted in an increase in suspensions. However, the sensors allowed staff to have a more robust conversation with students about vaping which resulted in fewer incidents as the year progressed. In 2023 Natomas Charter School earned a “Yellow-Medium” designation for Chronic Absenteeism as it increased from 6.5% to 7%. In 2024 the school decreased Chronic Absenteeism by 3.1% earning a designation of "Blue- Very High" which is a stronger performance than regional LEAs including Natomas Unified District (25.4%) and California statewide results. Natomas Charter is working with families to increase attendance rates. This will be an area of focus for the 2024-2027 LCAP.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | By 2027 NCS will be green for all students. All subgroups will be yellow or better and higher than the state for Chronic Absenteeism on the CA Dashboard. Annually all student subgroups will see a 1% point reduction | CA Dashboard 2023<br>All Students: Yellow-Medium<br>6.7% Chronic Absenteeism<br>Maintained 0.2%<br><br>Suspension Rate: Very Low - 0.5% | CA Dashboard 2024<br>All Students: Blue-Very Low<br>3.7% Chronic Absenteeism<br>Declined 3.1% | | CA Dashboard 2026<br>All Students: Green- High<br>Decreased/Maintained<br>3% Chronic Absenteeism | Chronic Absenteeism decreased by 3.1% and the school jumped from Yellow to Blue |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | in chronic absenteeism until that group reaches a level of 3% or lower. | | Suspension Rate: Green - Low 0.8% | | All Subgroups: Yellow or higher | Suspensions Increased by 0.30% moving from Blue to Green |

# Goal Analysis [2024-25]

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

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

Each academy at Natomas Charter School has developed an Attendance or Engagement Plan to support regular attendance for our students. All principals have created a tiered plan to support all students in attending school and addressing students who may be either at risk or considered chronically absent. These plans include proactive and reactive strategies to be implemented throughout the year. Proactive strategies include monthly assemblies to celebrate good attendance and certificates for high attendance. Reactive strategies include implementing a plan to communicate 5, 10 and 15 days of absences to our families through auto-generated emails at each of these thresholds. At 10 days of absences, our principals follow up with families to better understand what is getting in the way of regular attendance and connect them with needed resources and supports. At 15 days of missed instruction, a School Attendance Review Team (SART) meeting is held that is comprised of support staff (eg. school nurse, counselor, Ed Specialist, administration) to provide an additional layer of support. Additionally, the director team presented to all parent groups about how attendance drives school funding and how important being at school is each day. This was supported by test score data demonstrating that regular attendance increases CAASPP scores by 10-20%.

Natomas Charter School implemented a Positive Behavior Interventions & Supports (PBIS) program in the 2024-2025 school year at each academy. Academies had staff run PBIS teams that led training for staff, developed location and activity specific expectations, and an acronym for students. This was implemented through signage on campus, explicit training of students, family communications, and reward systems in place to track and honor students for meeting expectations. The rewards systems spanned from monthly assemblies with awards, weekly drawings, reward snack stores, to special events for successful students.

At NCS, all five Academies have successfully adopted and implemented the SEL curriculum, Wayfinder. Students in grades TK-12 have regular access to lessons through Wayfinder in the six CASEL competencies.

Natomas Charter School worked with a community-based DEI consultant in the 2024-2025 school year. The contractor worked with school leaders to brainstorm in reviewing practices and training needed by the staff. Additionally, NCS partnered with Natomas USD to plan and execute the second annual LGBTQIA+ Student Conference on our site in 2025.

The short-term independent study program was streamlined to remove any duplication in the system and to ensure that accurate accounting was in place for student work product. The accountability for teachers in the process was raised with monthly check points and support sessions for staff that needed additional training and motivation.

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.

Not Applicable

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

At NCS, all five Academies have successfully implemented the SEL curriculum, Wayfinder. Students in grades TK-12 have regular access to lessons through Wayfinder in the six CASEL competencies. Students completed 2,902 Wayfinder lessons this year K-12. Students were assessed on the six CASEL competencies and show growth over the course of the year.

The focus on positive attendance programing has made a positive impact on overall attendance rates as well as chronic absenteeism. The preliminary 2025 attendance data includes an improvement in our chronic absenteeism rate (from 3.7% to 3.1%), as well as a average daily attendance rate just below 97%.Over 80% of student who were involved in the SART process due to missing 15 or more days of school saw an improvement in their attendance after the SART meeting.

While each academy principal has created a site specific Attendance Plan, each academy is working on implementing the incentives and interventions with fidelity. In addition, support is still needed from principals to connect with families who have missed 10 days of instruction. Through parent meetings it became clear that parents were not aware of how attendance impacted funding. Goals for 2025-2026 include implementing the processes with fidelity with regular check-ins with principals.

PBIS has provided opportunities to reward positive and desired behavior across all five Academies. NCS has successfully created and implemented Positive Behavioral Supports and Interventions (PBIS) programs. Teams meet regularly to look at student behavior data and make adjustments based on this data. The preliminary 2025 suspension rate is 0.92%, which is an increase of 0.12% but is the result of the installation of vape sensors on the secondary campus, as well as addressing some middle school behaviors including physical altercations at the start of the year. While the suspension rate increased overall for the year, the second half of the year students have demonstrated an improvement in overall behavior.

The LGBTQIA+ Student Conference was a success with students, parents, and community members participating in activities, partnering with community business and services, and a student panel. Students from NCS and Natomas High School were leaders in the planning and leading of the student panel. All community members in attendance are excited to participate in the coming years.

The streamlining of the short term independent study process has been successful as we have seen less errors on initial completion of the paperwork. The teacher support has resulted in quicker and more consistent completion of independent study documentation by teachers.

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

There are no major changes that need to be made to the current planned goal, metrics, or target outcomes for the coming year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Positive Attendance Program | Implement a positive attendance program across all five academies. | $193,961.00 | Yes |
| **3.2** | PBIS Program Implementation | Implement a schoolwide PBIS program to build a strong student culture. | $169,747.00 | Yes |
| **3.3** | Belonging and Access Training | Implement staff training to support a strong sense of belonging for a diverse student population including Students with Disabilities, English Language Learners, African American students and students who identify as LGBTQ+. | $42,906.00 | Yes |
| **3.4** | SEL Curriculum | Implement a schoolwide socioemotional learning (SEL) curriculum to build self-advocacy and problem solving skills for students. | $580,971.00 | Yes |
| **3.5** | Short Term Independent Study | Refine short term independent study processes to be more effective in site-based programs (Star, LE, and PFAA). | $378,921.00 | No |
| **3.6** | Parent Engagement & Partnerships | Educate and engage parents about the importance of regular school attendance and the availability of community-based mental health resources. | $137,280.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Attract and Retain Highly Qualified and Diverse Staff Through a Strong School Culture | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Similar to all charter schools and school districts, NCS is hiring teachers and staff in a very competitive job market. Additionally, as staff members have left NCS they are transitioning to careers outside of education as remote work opportunities have provided individuals in our community with greater job flexibility. At the same time, many of the credentialing agencies in our community are reporting significant decreases in individuals entering teacher credential programs. This means fewer qualified applicants are available to fill teaching vacancies especially in high-demand areas including mathematics and special education.  A final area of need for the school is to continue to evaluate our ability to attract and retain highly qualified teachers and staff. Staff retention is key for building a strong school culture and academic instruction. Over the past three years year over year staff retention has been inconsistent (79%-87%). As a result, the school has been making significant investments increasing wages and benefits, as well as providing on-going professional development in working with an increasingly diverse student population. The school has also engaged in comprehensive recruitment strategies including partnerships with local credentialing agencies, collaborating with other charter schools on job fairs, and supporting the growth of staff members in obtaining credentials or other certifications.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | NCS will meet or exceed salaries and benefits for comparable schools by 2027, ensure all certificated positions are | All Staff Retention Year over Year 90% | All Staff Retention Year over Year 93% | | All Staff Retention Year over Year 85% | All Staff Retention Year over Year increased 3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | staffed with fully qualified individuals, and maintain year-over-year employee retention rates of 80% or above. | All Certificated Staff Retention Year over Year 84%<br><br>% Certificated Employees 5+ Years at NCS 61%<br><br>Employee Survey: Access to Valuable Leadership Opportunities 82% | All Certificated Staff Retention Year over Year 94%<br><br>% Certificated Employees 5+ Years at NCS 29%<br><br>Employee Survey: Access to Valuable Leadership Opportunities 80% | | All Certificated Staff Retention Year over Year 90%<br><br>% Certificated Employees 5+ Years at NCS 70%<br><br>Employee Survey: Access to Valuable Leadership Opportunities +95% | All Certificated Staff Retention Year over Year increased by 10%<br><br>% Certificated Employees 5+ Years at NCS decreased by 32%<br><br>Employee Survey: Access to Valuable Leadership Opportunities decreased by 2% |

# Goal Analysis [2024-25]

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

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

Annually Natomas Charter School completes a compensation study for key certificated positions to determine if staff are paid a competitive wage. In 2024-2025 the compensation study indicated a need for continuing to focus on increasing salaries for certificated teachers and administrative staff. The school also observed a need to revisit classified salaries, as well as health and welfare benefits. During the 2024-2025 school year the school formed a Health and Welfare Benefits committee to explore alternative options for providing benefits and hopefully reducing costs. The Board of Directors approved a 1% raise on top of current step and column adjustments, as well as an increase in the employer contribution amounts towards health and welfare benefits to ensure each employee was fully covered for medical, dental, and vision insurance.

The new staff onboarding process underwent changes based on the new staff feedback at the end of the 2023-2024 school year. Staff were started with one day of training and support on their campus with leadership and then joined in a charter-wide onboarding training process that included mission, vision, community building, processes, breakout sessions with differentiated training, and a tour of all three campuses.

Natomas Charter School worked with a community-based DEI consultant in the 2024-2025 school year. The contractor worked with school leaders to brainstorm in reviewing practices and training needed by the staff. Additionally, the contractor worked with a staff-led DEI committee to lead listening sessions based on the staff survey. The findings have been shared with leadership and are being implemented in

the 2025-2026 school year. The contractor led all staff training on cultivating an inclusive school culture, recognizing unconscious bias, inclusion competency self survey, and assessing personal growth.

Natomas Charter School has partnered with community and parent partnerships throughout the year to attract, retain, and develop quality staff to meet and reflect the school vision and mission. A focus was made on communicating to the community and NCS families about the culture and academics through student presentations, social media posts, attendance at community events, and news broadcasts. Additionally, all job postings were shared with the community and targeted to local community groups. This year the Human Resources staff had professional development on understanding unconscious bias within the interview and hiring process. These strategies were incorporated into the department's procedures and training was provided to our administrators. During the year staff attended nine career and job fairs to recruit and attract applicants.

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.

Not Applicable

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

The implementation of the compensation study along with intentional budgeting resulted this year in increasing all staff salaries by 1% in addition to a COLA and regular step and column adjustments.

Updates in the new staff onboarding process have been positive. New staff feedback is indicating that they appreciate the time on campus and connection with other new staff. Some suggestions are to add more check-ins throughout the year and more consistent expectations for the new staff mentors.

The DEI work in 2024-2025 has proven to be effective as staff share positive feedback on individual training sessions and appreciate the staff-led DEI Committee. Staff found the contemplation in personal bias as well as goal setting with a partner to be very effective as exemplified by new cross cultural units, and strategies in use by teachers.

The business office staff worked with a DEI consultant to get training on culturally responsive hiring and recruiting practices. The director then trained the administrative staff and hiring managers in the strategies and updated processes. Effective changes that were made included revising the hiring process form, requiring an HR representative at every interview, and the addition of a discussion of the experience, skills, and qualities needed for each role prior to interviews to ensure that all panel members are focused on the needed and qualities and aware of any biases they might be bringing to the process.

The human resources team worked with new community parters this year and found the relationships very effective. One example is the partnership with Sacramento City Jobs, which has resulted in strong classified staff candidates.

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

There were no changes made to the plan of completing a compensation study as it was completed and presented to the board in February 2025. The results were used to determine compensation adjustments for the 2025-2026 school year.

No major changes were made to the onboarding process throughout the year. Some suggestions to the onboarding process for 2025-2026 are to add more check-ins throughout the year and more consistent expectations for the new staff mentors. The onboarding location and expectations are being updated for fall 2025.

The DEI training and support saw challenges as the consultant encountered some health issues which delayed some of the training for staff. The community was able to overcome this through collaboration and rescheduling of events.

Human Resources staff added more information resources to the new hire welcome packets including resource instructional for logging into varies financial systems, such as Time and Attendance and Absence Management. Staff also added a monthly substitute open house and coordinated a mid year orientation for substitutes and employees that were hired after the school year started. For the 2025-2026 school year, HR will conduct more administrator training and include principals in the hiring of teacher substitutes.

Natomas Charter School continues to collaborate with other charter schools within the greater Sacramento area regarding hiring practices and job fairs. The school hosted the third annual Charter School Collaborative Career and Job Fair in March 2025.

**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 |
|---|---|---|---|---|
| **4.1** | Compensation Study | Conduct an annual compensation study for key certificated positions and make on-going investments in salary and benefits using this information to attract and retain employees. | $73,121.00 | No |
| **4.2** | Staff Onboarding & Support | Refine and expand the new employee onboarding and support processes and procedures for instructional staff. Provide opportunities for staff to grow as professionals. | $410,032.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **4.3** | Culturally Responsive Hiring Practices | Implement practices for increasing culturally responsive recruiting and hiring practices. | $162,508.00 | No |
| **4.4** | Community Partnerships | Cultivate community and parent partnerships to attract, retain, and develop quality staff to meet and reflect the school vision and mission. | $104,284.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $1,729,660.00 | $0.00 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 8.789% | 0.000% | $0.00 | 8.789% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Math Assessment<br><br>**Need:**<br>Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **1.2** | **Action:**<br>Intervention & Mentoring<br><br>**Need:**<br>Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data, and Intervention Data. |
| **1.3** | **Action:**<br>Shared Instructional Practices<br><br>**Need:**<br>Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data, and teacher instructional practices. |
| **1.4** | **Action:**<br>Data Informed Instruction | A focus will be on struggling students LEA-wide and specifically the following subgroups: African | CA Dashboard, CAASPP scores, Local Diagnostic |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.<br><br>**Scope:**<br>LEA-wide | American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. | Data, and teacher instructional practices. |
| **1.5** | **Action:**<br>Parent Engagement & Partnerships<br><br>**Need:**<br>Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data, and Parent Engagement. |
| **2.1** | **Action:**<br>Literacy Assessment<br><br>**Need:**<br>ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners. | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>Intervention<br><br>**Need:**<br>ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data. |
| **2.3** | **Action:**<br>Shared Instructional Practices<br><br>**Need:**<br>ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data, Instructional Plans |
| **2.4** | **Action:**<br>Data Informed Instruction<br><br>**Need:**<br>ELA CAASPP scores of less than 50% students meeting or exceeding standard for | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data, Instructional Plans. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | subgroups: African American, Students with Disabilities, and English Learners.<br><br>**Scope:**<br>LEA-wide | | |
| **2.5** | **Action:**<br>Parent Engagement & Partnerships<br><br>**Need:**<br>ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students. | CA Dashboard, CAASPP scores, Local Diagnostic Data, Parent Engagement Data. |
| **3.1** | **Action:**<br>Positive Attendance Program<br><br>**Need:**<br>School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. | CA Dashboard, Attendance Rates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **3.2** | **Action:**<br>PBIS Program Implementation<br><br>**Need:**<br>School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. | CA Dashboard, Attendance Rates, Suspension Rates |
| **3.3** | **Action:**<br>Belonging and Access Training<br><br>**Need:**<br>School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. | CA Dashboard, Attendance Rates, Suspension Rates |
| **3.4** | **Action:**<br>SEL Curriculum<br><br>**Need:**<br>School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students | A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. | CA Dashboard, Attendance Rates, Counseling Data |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.<br><br>**Scope:**<br>LEA-wide | | |
| **3.5** | **Action:**<br>Short Term Independent Study<br><br>**Need:**<br>School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.<br><br>**Scope:** | A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. | CA Dashboard, Attendance Rates, Short Term Independent Study Success Data |
| **3.6** | **Action:**<br>Parent Engagement & Partnerships<br><br>**Need:**<br>School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.<br><br>**Scope:**<br>LEA-wide | A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. | CA Dashboard, Attendance Rates, Parent Engagement Data |

### *Limited Actions*

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

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

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

### Additional Concentration Grant Funding

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

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

# 2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $19,679,564 | 1,729,660.00 | 8.789% | 0.000% | 8.789% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,997,134.00 | $615,117.00 | $0.00 | $0.00 | $3,612,251.00 | $3,294,853.00 | $317,398.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Math Assessment | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $0.00 | $32,980.00 | | $32,980.00 | | | $32,980.00 | |
| 1 | 1.2 | Intervention & Mentoring | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $178,582.00 | $0.00 | $140,369.00 | $38,213.00 | | | $178,582.00 | 8.49% |
| 1 | 1.3 | Shared Instructional Practices | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $134,148.00 | $37,500.00 | $21,930.00 | $149,718.00 | | | $171,648.00 | 8.49% |
| 1 | 1.4 | Data Informed Instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $116,059.00 | $45,250.00 | $161,309.00 | | | | $161,309.00 | 8.49% |
| 1 | 1.5 | Parent Engagement & Partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $104,928.00 | $12,818.00 | $117,746.00 | | | | $117,746.00 | 8.49% |
| 2 | 2.1 | Literacy Assessment | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $0.00 | $68,100.00 | | $68,100.00 | | | $68,100.00 | |
| 2 | 2.2 | Intervention | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $263,506.00 | $0.00 | $181,317.00 | $82,189.00 | | | $263,506.00 | 8.49% |
| 2 | 2.3 | Shared Instructional Practices | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $94,831.00 | $0.00 | $45,009.00 | $49,822.00 | | | $94,831.00 | 8.49% |
| 2 | 2.4 | Data Informed Instruction | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $164,890.00 | $0.00 | $137,510.00 | $27,380.00 | | | $164,890.00 | 8.49% |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.5 | Parent Engagement & Partnerships | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $104,928.00 | $0.00 | $104,928.00 | | | | $104,928.00 | 8.49% |
| 3 | 3.1 | Positive Attendance Program | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $185,961.00 | $8,000.00 | $193,961.00 | | | | $193,961.00 | 8.49% |
| 3 | 3.2 | PBIS Program Implementation | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $167,747.00 | $2,000.00 | $154,362.00 | $15,385.00 | | | $169,747.00 | 8.49% |
| 3 | 3.3 | Belonging and Access Training | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $0.00 | $42,906.00 | | $42,906.00 | | | $42,906.00 | |
| 3 | 3.4 | SEL Curriculum | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $530,051.00 | $50,920.00 | $530,051.00 | $50,920.00 | | | $580,971.00 | 8.49% |
| 3 | 3.5 | Short Term Independent Study | All | No | | | All Schools | | $378,921.00 | $0.00 | $378,921.00 | | | | $378,921.00 | 8.49% |
| 3 | 3.6 | Parent Engagement & Partnerships | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $137,280.00 | $0.00 | $137,280.00 | | | | $137,280.00 | 8.49% |
| 4 | 4.1 | Compensation Study | All | No | | | All Schools | | $73,121.00 | $0.00 | $73,121.00 | | | | $73,121.00 | 8.49% |
| 4 | 4.2 | Staff Onboarding & Support | All | No | | | All Schools | | $410,032.00 | $0.00 | $352,528.00 | $57,504.00 | | | $410,032.00 | 8.49% |
| 4 | 4.3 | Culturally Responsive Hiring Practices | All | No | | | All Schools | | $162,508.00 | $0.00 | $162,508.00 | | | | $162,508.00 | 8.49% |
| 4 | 4.4 | Community Partnerships | All | No | | | All Schools | | $87,360.00 | $16,924.00 | $104,284.00 | | | | $104,284.00 | 8.49% |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $19,679,564 | 1,729,660.00 | 8.789% | 0.000% | 8.789% | $1,925,772.00 | 144.330% | 154.116 % | **Total:** | $1,925,772.00 |
| | | | | | | | | **LEA-wide Total:** | $1,925,772.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Math Assessment | Yes | LEA-wide | English Learners Low Income | All Schools | | |
| 1 | 1.2 | Intervention & Mentoring | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $140,369.00 | 8.49% |
| 1 | 1.3 | Shared Instructional Practices | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $21,930.00 | 8.49% |
| 1 | 1.4 | Data Informed Instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $161,309.00 | 8.49% |
| 1 | 1.5 | Parent Engagement & Partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $117,746.00 | 8.49% |
| 2 | 2.1 | Literacy Assessment | Yes | LEA-wide | English Learners Low Income | All Schools | | |
| 2 | 2.2 | Intervention | Yes | LEA-wide | English Learners Low Income | All Schools | $181,317.00 | 8.49% |
| 2 | 2.3 | Shared Instructional Practices | Yes | LEA-wide | English Learners Low Income | All Schools | $45,009.00 | 8.49% |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.4 | Data Informed Instruction | Yes | LEA-wide | English Learners Low Income | All Schools | $137,510.00 | 8.49% |
| 2 | 2.5 | Parent Engagement & Partnerships | Yes | LEA-wide | English Learners Low Income | All Schools | $104,928.00 | 8.49% |
| 3 | 3.1 | Positive Attendance Program | Yes | LEA-wide | English Learners Low Income | All Schools | $193,961.00 | 8.49% |
| 3 | 3.2 | PBIS Program Implementation | Yes | LEA-wide | English Learners Low Income | All Schools | $154,362.00 | 8.49% |
| 3 | 3.3 | Belonging and Access Training | Yes | LEA-wide | English Learners Low Income | All Schools | | |
| 3 | 3.4 | SEL Curriculum | Yes | LEA-wide | English Learners Low Income | All Schools | $530,051.00 | 8.49% |
| 3 | 3.5 | Short Term Independent Study | | | | All Schools | $378,921.00 | 8.49% |
| 3 | 3.6 | Parent Engagement & Partnerships | Yes | LEA-wide | English Learners Low Income | All Schools | $137,280.00 | 8.49% |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $2,109,985.00 | $2,338,549.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Math Assessment | No | $24,300.00 | $57,491.00 |
| **1** | **1.2** | Intervention & Mentoring | No<br><br>Yes | $105,068.00 | $106,883.00 |
| **1** | **1.3** | Shared Instructional Practices | No<br><br>Yes | $138,375.00 | $155,560.00 |
| **1** | **1.4** | Data Informed Instruction | No<br><br>Yes | $159,261.00 | $170,947.00 |

| 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 | 1.5 | Parent Engagement & Partnerships | No<br><br>Yes | $83,199.00 | $88,301.00 |
| 2 | 2.1 | Literacy Assessment | No | $19,500.00 | $53,682.00 |
| 2 | 2.2 | Intervention | No<br><br>Yes | $127,972.00 | $130,676.00 |
| 2 | 2.3 | Shared Instructional Practices | No | $54,164.00 | $49,042.00 |

| 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) |
|---|---|---|---|---|---|
| | | | Yes | | |
| **2** | **2.4** | Data Informed Instruction | No<br><br>Yes | $132,261.00 | $246,736.00 |
| **2** | **2.5** | Parent Engagement & Partnerships | No<br><br>Yes | $71,369.00 | $99,975.00 |
| **3** | **3.1** | Positive Attendance Program | No<br><br>Yes | $101,815.00 | $103,389.00 |
| **3** | **3.2** | PBIS Program Implementation | No<br><br>Yes | $113,985.00 | $151,192.00 |
| **3** | **3.3** | Diversity Training | No | $160,817.00 | $160,817.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.4** | SEL Curriculum | No<br><br>Yes | $76,579.00 | $72,672.00 |
| **3** | **3.5** | Short Term Independent Study | No | $219,727.00 | $221,572.00 |
| **3** | **3.6** | Parent Engagement & Partnerships | No<br><br>Yes | $97,660.00 | $99,975.00 |
| **4** | **4.1** | Compensation Study | No | $45,760.00 | $45,760.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| **4** | **4.2** | Staff Onboarding & Support | No | $122,477.00 | $110,818.00 |
| **4** | **4.3** | Culturally Responsive Hiring Practices | No | $180,450.00 | $142,964.00 |
| **4** | **4.4** | Community Partnerships | No | $75,246.00 | $70,097.00 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 1,498,474.00 | $1,166,895.00 | $1,370,259.00 | ($203,364.00) | 121.120% | 121.120% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.2 | Intervention & Mentoring | Yes | $81,432.00 | $106,883.00 | 7.57% | 7.57% |
| 1 | 1.3 | Shared Instructional Practices | Yes | $138,375.00 | $155,560.00 | 7.57% | 7.57% |
| 1 | 1.4 | Data Informed Instruction | Yes | $159,261.00 | $170,947.00 | 7.57% | 7.57% |
| 1 | 1.5 | Parent Engagement & Partnerships | Yes | $83,199.00 | $88,301.00 | 7.57% | 7.57% |
| 2 | 2.2 | Intervention | Yes | $127,972.00 | $130,676.00 | 7.57% | 7.57% |
| 2 | 2.3 | Shared Instructional Practices | Yes | $43,369.00 | $49,242.00 | 7.57% | 7.57% |
| 2 | 2.4 | Data Informed Instruction | Yes | $132,261.00 | $246,736.00 | 7.57% | 7.57% |
| 2 | 2.5 | Parent Engagement & Partnerships | Yes | $71,369.00 | $74,517.00 | 7.57% | 7.57% |
| 3 | 3.1 | Positive Attendance Program | Yes | $101,815.00 | $103,389.00 | 7.57% | 7.57% |
| 3 | 3.2 | PBIS Program Implementation | Yes | $93,670.00 | $96,454.00 | 7.57% | 7.57% |
| 3 | 3.4 | SEL Curriculum | Yes | $47,579.00 | $47,579.00 | 7.57% | 7.57% |
| 3 | 3.6 | Parent Engagement & Partnerships | Yes | $86,593.00 | $99,975.00 | 7.57% | 7.57% |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $19,910,620.00 | 1,498,474.00 | 0% | 7.526% | $1,370,259.00 | 121.120% | 128.002% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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