LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Opportunities Charter School

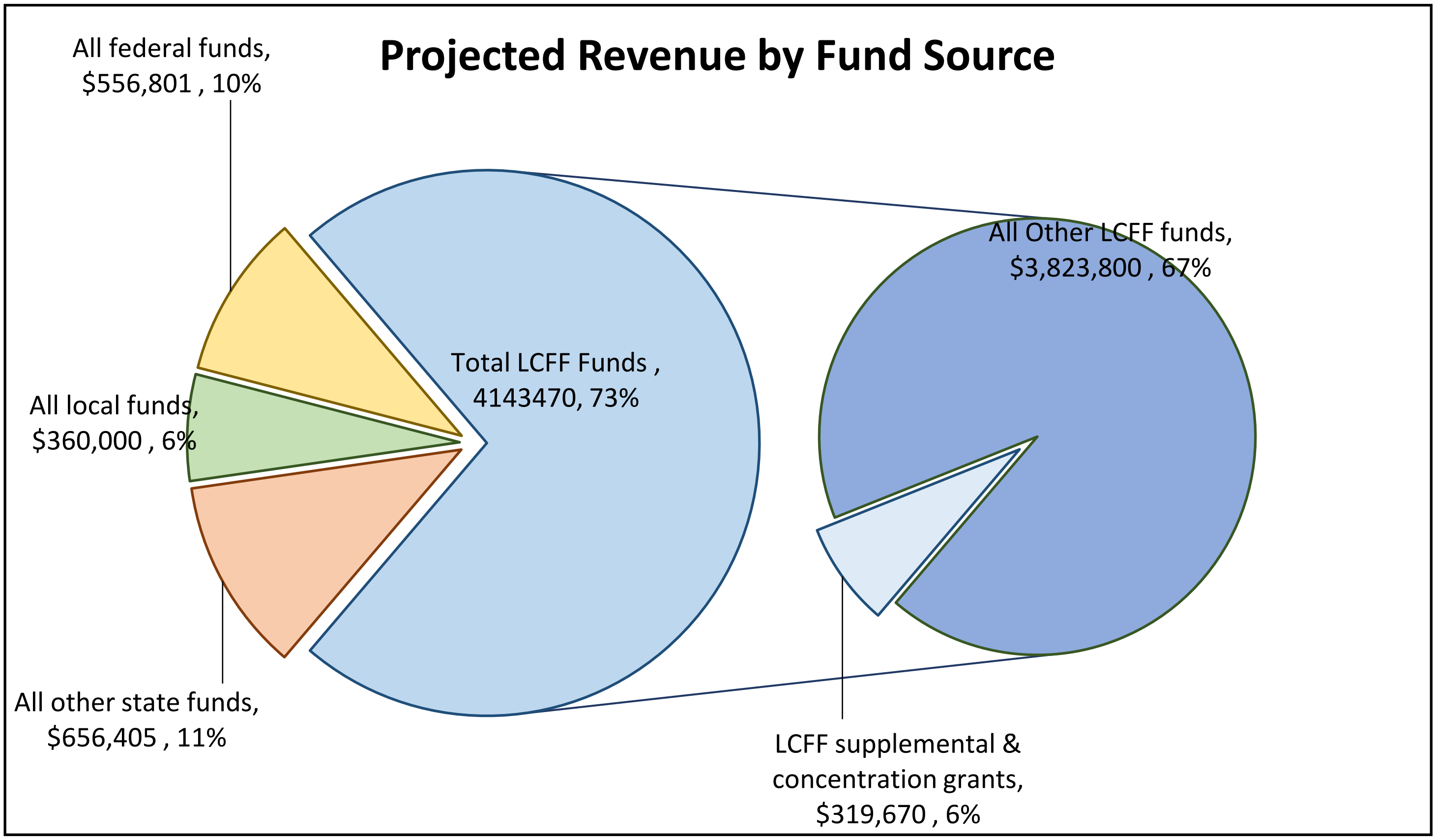
CDS Code: 19-64352-0128496

School Year: 2025-2026

LEA contact information: Ms. Carmen Rosas (310) 776-6479

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 2025-2026 School Year

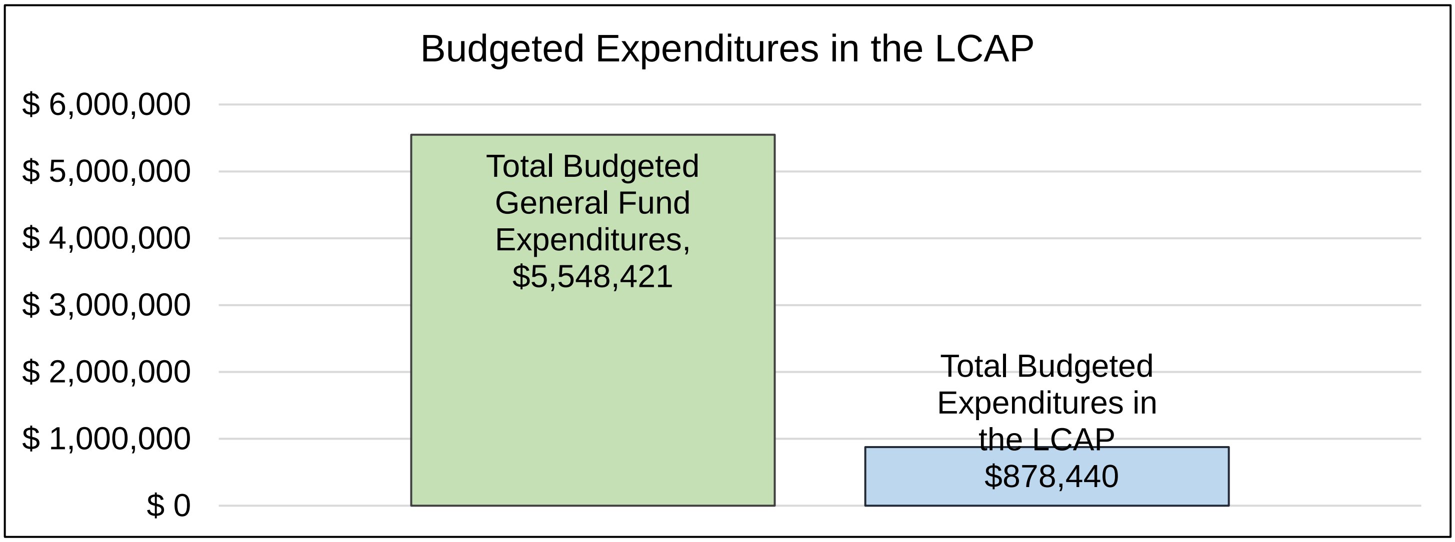


This chart shows the total general purpose revenue New Opportunities Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Opportunities Charter School is $5,716,676.00, of which $4,143,470.00 is Local Control Funding Formula (LCFF), $656,405.00 is other state funds, $360,000.00 is local funds, and $556,801.00 is federal funds. Of the $4,143,470.00 in LCFF Funds, $319,670.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New Opportunities Charter School plans to spend for 2025-2026. 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: New Opportunities Charter School plans to spend $5,548,421.00 for the 2025-2026 school year. Of that amount, $878,440.00 is tied to actions/services in the LCAP and $4,669,981.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

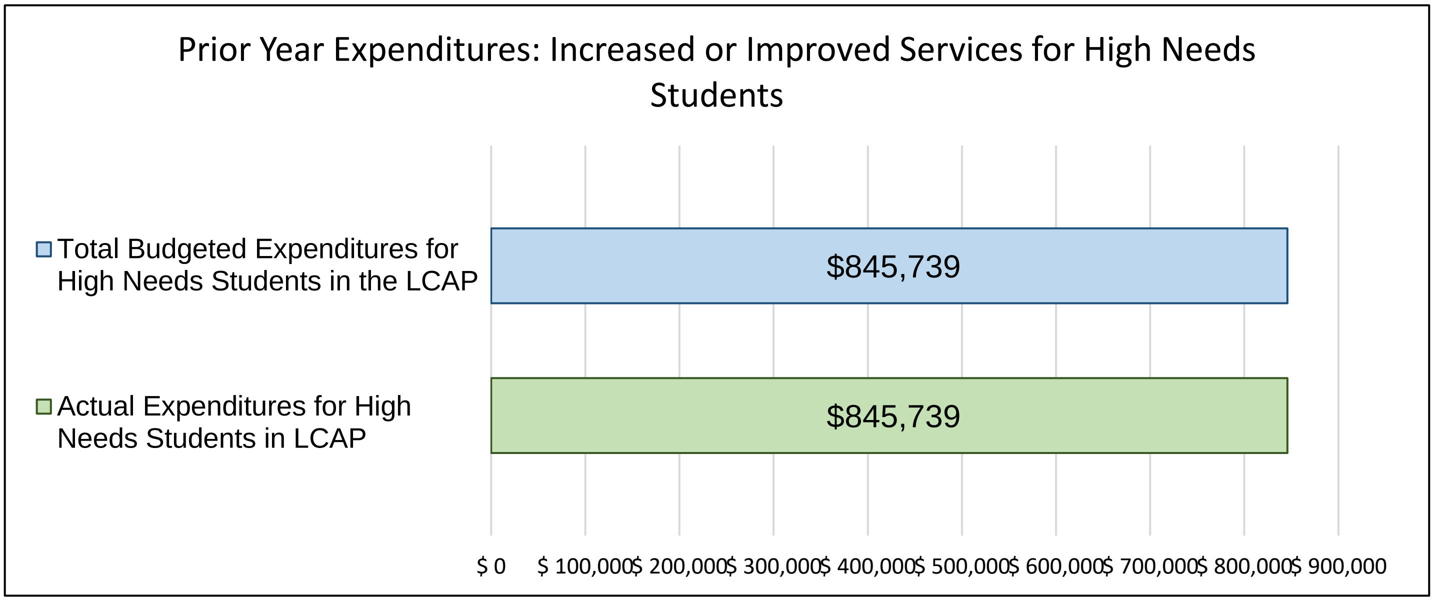
Expenditures not described in the LCAP are required to ensure operational efficieny including but not limited to overhead items such as Leases, Subleases, Utilities, Payroll and Benefits, Liability Insurance, Workers Comp Insurance, Professional Accounting and Auditing Services, Dues and Fees, and other expenses including but not limited to facilities improvements that benefit the student learning environment.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, New Opportunities Charter School is projecting it will receive $319,670.00 based on the enrollment of foster youth, English learner, and low-income students. New Opportunities Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. New Opportunities Charter School plans to spend $816,961.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what New Opportunities 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 New Opportunities 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 2024-2025, New Opportunities Charter School's LCAP budgeted $845,739.00 for planned actions to increase or improve services for high needs students. New Opportunities Charter School actually spent $845,739.00 for actions to increase or improve services for high needs students in 2024-2025.

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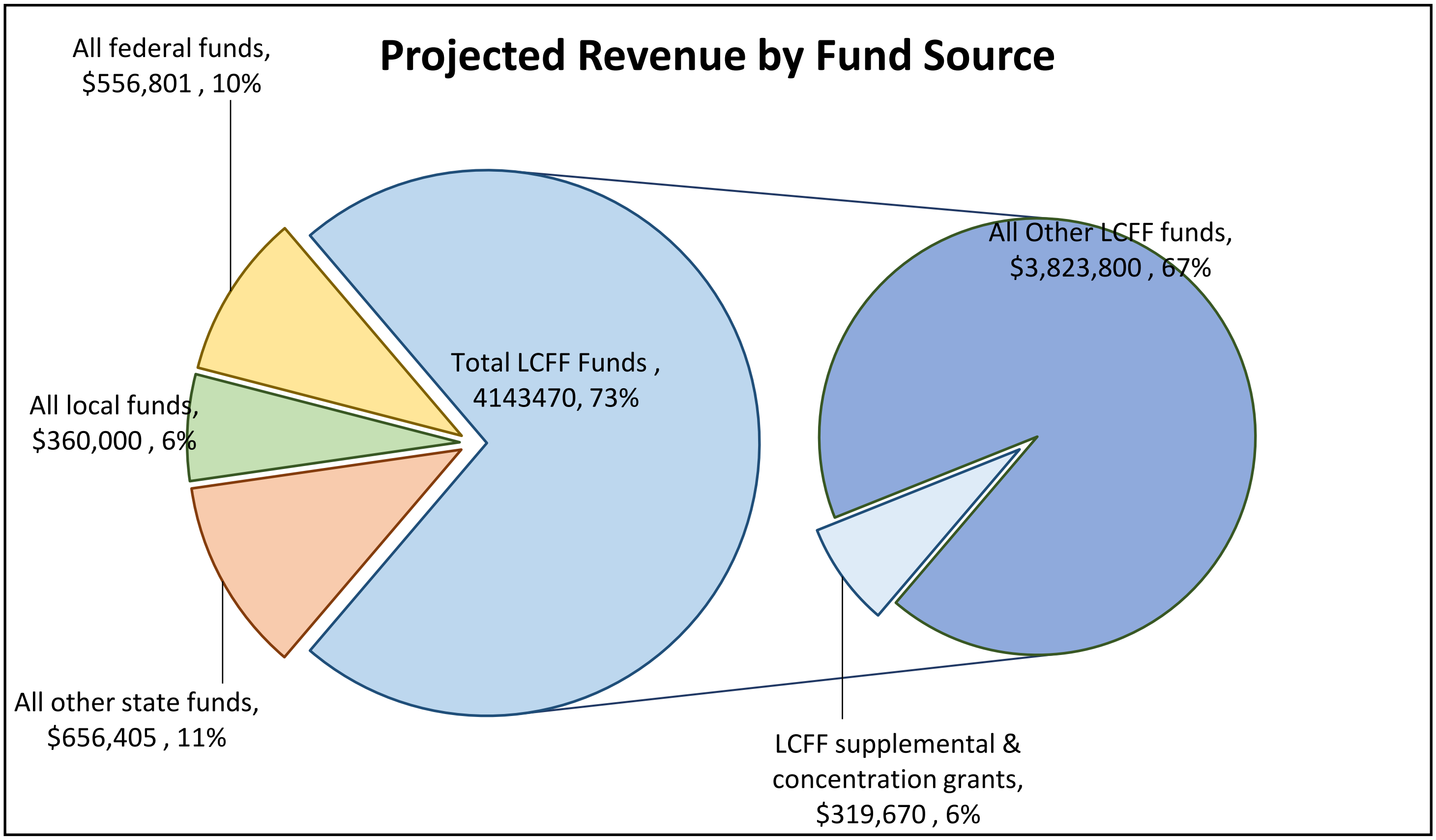

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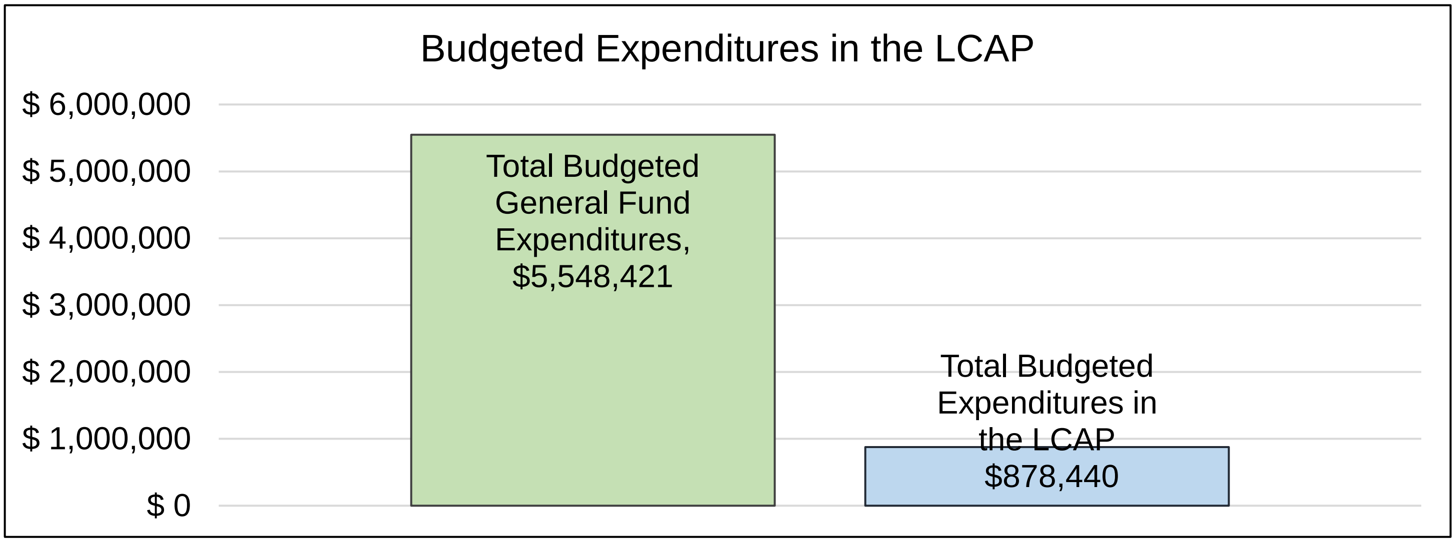

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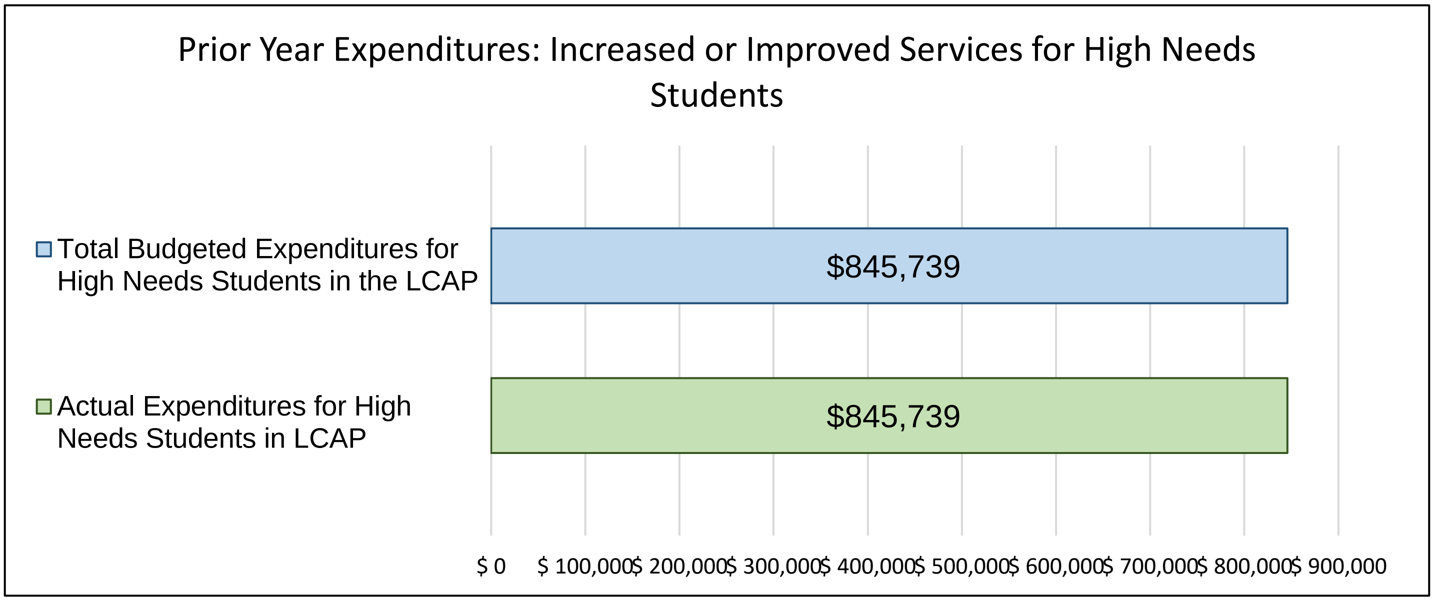

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The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Opportunities Charter School	Carmen Rosas, Director Operations and Business Services	carmen@newopps.org 310-776-6479

Plan Summary [LCAP 2025-2026]

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.

New Opportunities Charter School (LEA) is made up of 11 sites serving incarcerated adults within the LA County Jails as well as communities throughout the greater Los Angeles County and Orange County areas.

The mission of New Opportunities Charter School is to educate and empower underserved communities through academic success, partnerships, vocational training, and supportive services to improve the quality of life and well-being of our students. Both charter schools provide site based, high-quality full day classes within LA County and Orange County as well as independent studies options.

By providing programs relevant to the identified needs of disenfranchised individuals New Opportunities Charter School programs and supports help to break the cycles of recidivism and failure. Both Family First and New Opportunities are identified as DASS Schools serving students who are credit-deficient (i.e., students who are one semester or more behind in credits required to graduate on-time, per grade level based on the enrolling schools' credit requirement)

The traditional high school path did not meet, and in some cases failed to meet the extenuating needs of our students. Many students attended 2-3 high schools; others did not attend any high school. Historically, underperforming students have been pushed into diploma equivalencies instead. In other cases, non-completers are referred to community colleges and/or adult schools, only offered equivalency certificates, and not encouraged by comprehensive wrap-around support. New Opportunities Charter School student population is composed of the following groups: Black or African American 13.9%, American Indian or Alaska Native 0.018%, Asian 0.027%, Hispanic or Latino 62.5%, White 8.2% with 10.3% declining to state. Even further, over 55% of our population are considered socioeconomically disadvantaged, 16.69% of our population participated in English language development courses, approximately 2.97% of our enrollment included students with disabilities, 1% self-identified as previously foster youth, and 5% of our enrollment were considered homeless.

New Opportunities Charter School provides multiple pathways including High School Diploma, HiSet, English as a Second Language, and CTE Pathway (Medical Assistant). The High School pathway is designed around the educational needs of incarcerated men and women in the Los Angeles County Jails. The Community-Based program has a dual role in serving as an educational reception center for our incarcerated students to continue their education and as a resource for local community members to earn a high school diploma. In contrast to more traditional high school settings, our locations and programs are shaped by the educational and overall well-being of our students.

Thus, our student support program is uniquely staffed and partnered with local agencies to meet various comprehensive needs such as employment, housing, treatment, case-management, and socio-emotional needs.

Our students are often in transition into employment or out of underemployment. Students enrolled in our community sites are unemployed at a rate of approximately 47.7%.This being a primary concern, New Opportunities Charter School is uniquely aligned as a WIOA school with regional workforce partnerships to maximize opportunities for student and graduate employment. We serve communities impacted by established educational and opportunity gaps. Most of our students did not have the resources to continue previous efforts towards a diploma and they have attended 2 or more high schools before enrolling with New Opportunities Charter School. Lengths of previous disengagement vary by student and many enroll with compounded academic needs. Additionally, students may require instructional flexibility due to their life circumstances such as incarceration, health challenges, or as family caretakers.

Reflections: Annual Performance

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

New Opportunities Charter School continues to engage all stakeholders in an ongoing and reflective improvement process that has increased the school's ability to better serve these special populations. Although New Opportunities Charter School has aligned its effort to improve student success by increasing our programs capacity to address the myriad of student needs, non-traditional schools such as ours sometimes fail to acknowledge the individual needs. Therefore, it is through our ongoing and reflective focus on instruction, data use, student support services, and collaboration that reflect our most coordinated systematic improvement to date.

New Opportunities Organization serves a very at-risk population of students who are either incarcerated or have extreme gaps in their educational continuity. We strive to continue to provide both Academic and Student Services to meet the needs of our students in a non-traditional school setting. Our survey data indicates to us that our students feel safe and supported. That they have adequate resources to access curriculum and that our school facilities are maintained adequately. We continuously work to strengthen our use of Data, have an awareness of a reflective Academic process, and expand our Student Services to meet the needs of our students.

Data from the 2024 California Dashboard reveal that we had an increase in graduates by 13.6 % points for our school (New Opportunities). Even though we serve at-promise, highly transient, and a high number of economically disadvantaged students we want to increase those totals. We also had a decrease in English Language Arts by 55.7 points and a decline of 26.7 points in Mathematics. We want to continue the cycle of constant improvement and improve in these specific targeted areas of ELA and Math. Our expulsion and suspension levels show that we are meeting the standard by being in the blue level. We want to continue working with students to increase their academic performance and continue to offer interventions and services that provide a holistic approach to student well-being. Our Fall Student Survey had 206 total participants for our Community Sites. Overwhelmingly at over 75% students felt connected at the highest level. Conversely

1.4 % gave a connectivity level of 1.4%. We would also like to increase those levels of engagement with our ongoing efforts to engage students, family, and community partners. At our Correctional Sites we had 172 Fall Survey participants with 78.5% having an overall positive outlook and experience of our overall program. In the constant cycle of school and program improvement we would like to increase those numbers as well.

Reflections: Technical Assistance

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

N/A

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.

New Opportunities Charter School is eligible for comprehensive support and improvement

Support for Identified Schools

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

New Opportunities Charter School is a DASS identified school. Based upon state metrics like a persistently low graduation rate below the 67% threshold and our results on state testing data, our school has been identified for comprehensive support and improvement. Our school undertook the steps to formulate a comprehensive needs assessment with the insights of all of our educational partners and with a focus on all the state indicators and local indicators. Our education partners provided input on the needs assessment through feedback on surveys and in-person meetings. Our student groups were given a voice through student leadership councils at each school. We analyzed data from prior year CA Dashboards where we highlighted our critical need areas of deficit. These included low performance in the areas of ELA and Mathematics. We also analyzed our attendance data for chronic-absenteeism utilizing both local and state data and our graduation progress. Our other educational partners included Administrators, Teachers, and Support Staff who also analyzed data in the above-mentioned categories to analyze areas for growth to increase our educational outcomes for students. The needs assessment gave us a focus with respect to CAASP and SBAC testing and student performance in two areas, ELA and Mathematics since educational partners addressed our distance from standard with comparison to the state. Through the collaborative work of all educational partners, we were able to formulate a CSI plan that addresses the need for targeted academic supports in the areas of ELA and Mathematics and builds capacity within our Teacher groups through our continuance with our PLC model, our focus on data meetings, and our focus on professional development that focuses on these high need areas. Our CSI plan will utilize research-based methods and instructional practices to have greater impact on capacity and student achievement outcomes.

The needs assessment also yielded some key findings regarding resource inequities. Regarding instructional time and attention, we found that struggling students need additional time to leverage their deficits in learning. Our local context informs us that our students are credit-deficient and have not had a regular educational continuum. We also work with students who are in a correctional setting, thus are hindered by offering our full online instructional curriculum due to technology and safety constraints. They also come to our school with proficiencies and skills that are below grade level in the important categories of English Language Arts and Mathematics. Thus, we concluded that additional time would be required by the Teacher's to work with students in these 2 high need content areas. Another resource inequity we found was that we needed to have an early-intervention system in place to ensure that we are properly providing support to our at-risk students. Finally, in terms of staffing resource inequities we have demonstrated a concerted need for instructional-aide supports but have found it increasingly difficult to properly staff those positions to assist Teachers in content and academic support for ELA and Mathematics. For the purposes of analyzing and breaking down root cause analysis in presentations to our educational partners we utilized the fishbone-diagram and the 5 Why's method to take a deep dive into the causes of the why are students are performing below standard and below grade level.

Our support for our schools is multi-faceted. With implementation and constant evaluation of our CSI plan we plan to use funding to support our most vulnerable learners like foster-youth, low socio-economic students, and English Learners. We implemented an MTSS based approach to discipline and behavior to improve school climate and reduce out of class referrals. We implemented a new analytics tool using PowerSchool to better track attendance, academic, behavior and socio-emotional supports. We increased the number of Teacher direct instruction lessons in the high needs' areas of English Language Arts and Mathematics. We evaluated the use of formative and summative assessments to provide feedback and also included more student work samples so that students can demonstrate mastery of state standards and college and career ready standards. We brought additional supports to students with the use of the Aztec curriculum for students struggling with ELA and Mathematics skills and mastery. We increased our support for our ELD students in the use of additional online curriculum supports like MyEnglishLab from Pearson. These supports target both our EL Learners and our Socio-Economically Disadvantaged students who may not had prior access to high quality curriculum or intervention supports. We increased our counseling staff to provide further socio-emotional supports and we increased the numbers of counselors who were bilingual to provide trauma-based counseling in their native language. We also developed and implemented a new Teacher observation protocol based on the California Standard for the Teaching Profession to go along with our Marzano Education Framework to provide additional informative feedback on educator effectiveness in the classroom.

Our three research-based evidence strategies resources were used to obtain and study peer-reviewed journal articles: WWC (What works clearinghouse and ERIC, both are posted on the California Department of Education website under the "evidence-based interventions under ESSA."

The Educator's Practice Guide: Preventing Dropout in Secondary Schools and Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students. Additionally, we added How to Provide Reading Interventions to Students for students in Grade 4-9 to support literacy.

Monitoring and Evaluating Effectiveness

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

The plan to support student and school improvement will be monitored with the insight of all educational partners through different student leadership council meetings, administrative meetings, data review teams and CSI team effectiveness meetings. We plan to evaluate the effectiveness monthly in our CSI improvement and data team meetings so that we may revisit, adjust, and add additional supports to our school improvement plan. Monthly leadership meetings will provide the opportunity to analyze schoolwide data, identify trends, and adjust the plan as needed to ensure Continuous School Improvement. Monthly school wide administrative meetings will be facilitated to analyze school level data and compare it to global data, identify trends, and develop plans for targeted intervention/support to meet schoolwide needs. Focused professional development will occur to engage other educational partners like Teachers and Support to have their input in the plans and to identify other high priority and needs areas. For external educational partners, updates will be provided and feedback solicited at the recurring special events and focus groups mentioned above. Transparency and collaborative processes ensure a shared responsibility in student achievement and guides our LCAP process to provide equitable outcomes for all of our students.

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
Staff	Anonymous Staff Surveys
Students	Bi-Annual Student Climate Surveys, Student Leadership Council Committee Meetings and Surveys
Los Angeles County Sheriff’s	Bi-Annual Quality Control Plan and Monthly reporting data sharing and meetings with Leadership Staff
EDD/AJCC	Input in partner meetings by our Support Staff with Local and State Unemployment Agencies

Insert or delete rows, as necessary.

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

New Opportunities Organization values its educational partners, which consist of families, community members, students, teachers, administrators, support staff, special education partners, and other interested parties. Throughout the planning and decision-making process, we have engaged with our educational partners and this continues to be an on-going process as part of the LCAP process.

Our educational Partners were engaged through dialogue, presentations, surveys and informal feedback. We receive the most actionable information from anonymous surveys. Surveys help us create an anonymous and low/no-pressure opportunity for student and staff respondents to share their feedback on topics beyond our survey as we always include additional text boxes for additional elaboration.

SurveyMonkey and Google Forms proprietary surveys were conducted to solicit feedback, suggestions and requests from continuing students via email, text messages and classroom reminders too.

Staff Presentations and Feedback:

8/05/24 Staff Professional Development Topics and Planning for Leadership Team

8/22/24 Staff Welcome Back Professional Development Day

10/14/24 Staff Professional Development Day and Post Attendee Survey

12/13/24 Staff Professional Development Day and Post Attendee Survey

2/24 Staff Professional Development Day and Post Attendee Survey

All Student Presentations and Feedback

9/11/24 Student Entry Survey

11/15/24 Community Day Survey

5/12/25 Student Leaders Meeting and Coffee with the Principal

5/15/25 Student Leaders Meeting and Coffee with the Principal

5/16/25 Student Leaders Meeting and Coffee with the Principal

6/5/25 End of Year Surveys

Leadership Presentation and Feedback:

8/20/24 Leadership Meeting

8/22/24 New Lead Teacher Presentations

9/16/24 New Opportunities Anniversary Planning Meeting

11/19/24 Leadership Meeting and Presentation

12/12/24 Community Sites and Correctional Sites Fall Survey Presentations

1/21/25 Leadership Meeting

2/18/25 Leadership Meeting

3/18/25 Leadership Meeting

4/22/25 Leadership Meeting

5/20/25 Leadership Meeting

6/25/25 End of Year Presentations Directors

[Respond here]

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
[Goal 1]	**Broad Goal** **Data Focus: Optimize student learning, student growth, and school effectiveness through the collection and use of data to measure progress, drive instruction and promote student achievement.**	Broad Goal

State Priorities addressed by this goal.

State Priorities- 1, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal has addressed state and local priorities to include other accountability measures such as WASC and CSI. New Opportunities Charter School identified this goal because we want to continue with our momentum of being a school that is data driven and as such believe that data analysis will yield a structured focus to increase student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Data Meetings #1	5 Leadership Meetings	2 meetings, one per semester	5 meetings	[Insert outcome here]	8 data meeting at 4 per semester	Exceeded baseline by 3 meetings
Data Reporting #2	6 Data Reports	Spring 2025	4 data reports	[Insert outcome here]	6 Data Reports with 3 per semester	34% away from Baseline
Data collection/reporting training #3	4 schoolwide data use trainings	2 meetings, one per semester	5 meetings	[Insert outcome here]	6 Data trainings throughout the year at 3 per semester	Exceeded baseline by 1 meeting

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

New Opportunities Organization expanded site level PLC's collaboration through the adoption of additional Lead Teachers across various instructional areas. Lead teachers support content area colleagues through monthly meetings to review multiple student data sets (site-level) and organization wide. They identify trends and best practices to increase student support. The data reviewed at site level PLC's include course completions in various curriculum areas. As well as expanding expertise in high need content areas of the CCR standards as well as CCSS standards by developing pedagogical approaches based on data from student performance in summative and formative assessments. Additionally, data has been analyzed to implement and deploy new academic supports to increase student achievement for the HiSet examination. The Lead Teachers have also been included in our on-going Data Cabinet meetings so that they can also review both aggregated and disaggregated data to provide expertise in their respective curriculum areas as well as to analyze trends for interventions and supports for all of our students.

Additionally, the site level PLC's have provided the space for a more structured and purposeful curriculum review process that has been grounded in data review (completion rates, graduation rates, student survey feedback, and teacher feedback).

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.

N/A

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

The expansion of the PLCs to include (Lead Teachers) and peer led observations has increased Teacher participation and data analysis. The PLCs are data driven and now review multiple data sets to identify trends and support student learning. Additionally, a data technician was hired to support the data review and analysis school wide. The data technician has provided ongoing support and training to all staff which has resulted in an increase of effectiveness.

Although progress was made in the area of data review and analysis there is still a need to provide training to high school teachers in the area of analyzing HiSet data among other data sets to increase instructional support to students. Additionally, there is a need to continue to develop data review policies and protocols.

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.

Our baseline data indicates that we are headed in the right direction but there are areas of opportunity for growth based on state and local indicators. Therefore, increased actions and support like the hiring of instructional aides will assist teachers and students make gains in key targeted area of Math and ELA. These actions along with the use and training of an MTSS tool that will help track academic, attendance, and socio-emotional learning in one learning management system.

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
Action #1	Data analysis expansion	Continue data meetings for the next school year at the leadership level and include lead teachers to serve as a hub for collaboration and decision making regarding the collection, analysis, and use of data to meet student needs. Data Cabinet leads all data review and analysis and ensures alignment across the board. Also, now to include support staff and student leaders School level, site level, and classroom level At 7%: All Administrators 2 Support Staff 6 PLC Leads	$49191	Y
Action #2	Site Based Data analysis	Provide specific data collection and review training to all lead teachers to support higher level analysis during PLC meetings. Continue utilizing PLC meetings to support the review, discuss and reflect on the student progress and needs as based on performance data. Including support staff PLC meetings. Provide additional training to review and compare multiple learning data and produce common formative assessments At 10.65% All Instructional Staff All Site & Testing Coordinators	$85247	Y

Action #3	Educational Partners (stakeholder) surveys and engagement	Increase stakeholder surveys from once a year to bi-annually through the use of Survey Monkey. Establish a CTE advisory board and host annual CTE advisory meetings for the local workforce to review curriculum and provide industry insight. At 4.5% 3 Admins Survey Monkey Annual Subscription Cost of hosting Annual CTE Advisory Board Meeting	$21329	Y
Action #4	Create and host schoolwide data updates	Review and progress data for upcoming years for alignment with our mission. 7 administrators + 2 data & budget managers 4 meetings 3 hours per meeting At .60% 5 Admin 2 Managers 2 Data Coordinators	$2308	Y
Action #5	Implement aligned training for Data Cabinet	Implement training calendar w/ training session/ PD for committee members and site staff. Time needed to design a professional development schedule. Approximately 20 hours per year. At 1% All Admin	$4569	Y
Action #6	Implement Data Analysis Schedule and protocols	Design and implement calendar with meetings and data collection & analysis periods .Time needed to design an operations/accountability calendar: Approximately 24 hours per year. At 1.15% All Admin	$5255	Y

Action #7	Regular training and collaboration meetings among data technicians/support staff	Conduct training for support staff and frontline data technicians in the process of data entry and synchronized tracking and common practices. Monthly Meetings for all support staff across sites approximately 48 hours per year. At 2.3% All Support Staff	$9217	Y
Action #8	Renew data-based feedback practices	Develop data use in the classroom to support feedback practices to be used by site leaders for teacher growth. At 2.45% 6 PLC Leads	$4586	Y
Action #9	Review CASAS Training	Continue to train staff to using data from CASAS assessments to drive instruction All teachers + all support staff approximately 30 hours per year At 2.4% All instructional staff At 1.45% All Support Staff	$15991	Y
Action #10	Regular training and collaboration meeting around targeted academic support around HiSet testing	Train Staff on using data from HiSet assessment results to support targeted instruction to increase student proficiency in core subject areas. All teachers + all support staff approximately 30 hours per year At 2.4% All instructional staff At 1.45% All Support Staff	$15991	Y
Action #11	Obtain targeted HiSet instructional tools	Seek and obtain tools and or practices in the preparation for HiSet testing	$10824	Y

Action #12	Increase teacher and student use of digital curriculum to better target student support	Purchase technology, training and or equipment to be used to enable staff and students to utilize student performance data	$67200	Y
Action #13	Hire 1.0 FTE Instructional Aide	Provide instructional support in the areas of Math and ELA	$23424	Y
Action #14	Increase staff knowledge and proficiency usage of MTSS academic interventions to improve student outcomes	Purchase plug-in from PowerSchool LMS that incorporates MTSS academic data and also provide training for deployment All Administrators + All teachers + Student Services	$7616	Y

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
[Goal 2]	**Broad Goal** **Curriculum Alignment, Review, and Standardization: Review the existing Curriculum to identify Staff and student needs, gaps, strengths, and assess/align instructional/curricular resources. Continue exploring assessment types and their requisite associated training.**	**Broad Goal**

State Priorities addressed by this goal.

Priorities – 2, 7, 8

An explanation of why the LEA has developed this goal.

This goal has addressed state and local priorities to include other accountability measures such as WASC, and CSI. New Opportunities Charter School identified this goal because of the need to provide the best possible combination of staffing and curricular opportunities to ensure student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Curriculum Review #1	Identify curriculum to replace paper-based curriculum for correctional programs	Review of two potential providers	Review of ELD curriculum as well as updated High School Diploma curriculum and continue to review paper-based options for correctional programs	[Insert outcome here]	Transition to full Digital Curriculum offerings in the correctional education sites with 1-1 device support	50% from baseline
ELL & SPED resources #2	Catalog existing and needed resources/training	In progress	Train teachers in the use of self-directed learning to assist targeted populations	[Insert outcome here]	Create full digital repository of needed and existing resources/training for ELL and SPED resource and provide full staff support	100% from baseline
Staff Efficacy #3	85%> report increases in efficacy	Staff efficacy report at 85%	Staff indicates continued staff efficacy at 85%	[Insert outcome here]	Staff efficacy at 90%	0% from baseline

Insert or delete rows, as necessary.

Goal Analysis for [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.

New Opportunities organization has started developing a Curriculum Review Process that is data driven. The first phase of the process involves reviewing student and instructor data (course completion, student focus groups, teacher feedback) to identify gaps in the current curriculum. The second phase is to identify curriculum that meets the needs of students/program.

As we continue with our ongoing curriculum review process, we have looked at other key instructional areas like our ELD program and have been working with Lead Teachers in that specific area to pilot and explore curricular options like Burlington English. We received a demonstration of their product offerings to see if they could become a future option for our school. We also hosted focus training for Teachers on updated curriculum in Edgenuity Ex and BYU online learning management systems. This is an on-going strategic focus area for our school. Teachers in our correctional education department also analyzed additional curriculum options.

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.

N/A

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

The development of a Curriculum Review Process has greatly supported New Opportunities with identifying gaps in the current curriculum and has helped to ensure that all stakeholders are part of the process and have a voice. Additionally, the Curriculum Review process has ensured that all student groups receive targeted curricular support.

Teacher training will continue to focus on high instructional need areas of Mathematics, English Language Arts and focused assistance to our students who are SPED and English Language Learners. The gaps for the above-mentioned student groups remain. New Opportunities Organization will continue to provide professional development to support student success.

The greatest challenge continues to be in developing a plan to support ELL's inside of the correctional facilities due to the limited access and LASD security guidelines around targeted populations. Teachers continue to attempt to meet those needs individually so the challenge of individualizing support within a class period and across subjects requires tools, support, and practice. New Opportunities Charter School believes these challenges will be overcome by increased proficiency over time. Additionally, we would like to introduce Technology based Curriculum and Career exploration to our incarcerated students. As of this time we have initially slowly begun the process of introducing technology-based initiatives revolving around our CASAS testing as well as our efforts to introduce technology based CTE options. Our goal would be to have our digital high school curriculum offered to our incarcerated students. Yet given the technological and logistical limitations of the facilities we understand that it will be a slower process, however we have continuously pushed for those initiatives and engaged with our educational partners and we are making progress.

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.

N/A

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
Action #1	Curriculum Resource Review	The leadership and PLC meetings will continue to serve as a hub for collaboration and decision-making around the collection and analysis of multiple data sets to meet all learner needs.	Embedded in Goal 1 Action 2	Y
Action #2	ELA & Math focused training	Continue to provide core academic teacher training in best practices for supporting high needs students in ELA and Math. 1.5 hours per month approximately At 1.25% All instructional staff	$6957	Y
Action #3	Purchase and train on ELA & Math support material	Purchase academic support material relevant to supporting high needs students in ELA and Math (Paper Based- Corrections)	$48000	Y
Action #4	Identify and acquire specific material supports in core areas for SPED and ELL students	Purchase academic support material relevant to supporting high needs students in ELA and Math especially for needs identified by SPED and ELL students.	$9600	Y
Action #5	Target and acquire specific training in core areas for SPED and ELL students	All academic teacher training in best practices for supporting high needs students in ELA and Math. At 2.15% All instructional staff	$9120	Y
Action #6	Develop and implement test preparation supports for all students, especially those students noted on indicators and PIR, CSI…	Secure targeted training as needed by core teachers specifically related to preparation for state testing. Approximately 32.5 hours per year. At 2.66% All instructional staff	$11454	Y

Action #7	Conduct new and ongoing support/training/new curriculum for all staff	Collaborative meetings on curriculum implementation and sharing best practices for the varied classroom contexts - All Staff Meetings. Approximately 20 hours per school year. At 1.65% All instructional staff At .96% All Admin & Support Staff	$11569	Y
Action #8	Field Trips to institutions of higher learning	Create plans and support for teachers and support staff to attend higher learning institutions like local community colleges, CSU, and UC so that students can be exposed to further options after their high school completions and to further their CTE options. All instructional staff	$13824	Y
Action #9	Formative and Summative Assessment Training	Provide training and materials for Teachers on formative and Summative assessment to be analyzed at end of Semester. All instructional staff	$12759	Y

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
[Goal 3]	**Broad Goal** **Instruction Focus: Promote high quality instruction through an evidence-based and systematic Marzano feedback system between teachers and supervisors.**	**Broad Goal**

State Priorities addressed by this goal.

Priorities 2, 4, 5, 8

An explanation of why the LEA has developed this goal.

This goal was adopted given that the Marzano Framework and Feedback system allows Teachers to be evaluated using an evidence-based observation tool that takes a careful analysis of Educator effectiveness in various domains and promotes higher order thinking and learning among students utilizing such items as depth-of-knowledge and Bloom’s Taxonomy.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Professional Development	Expand staff training to include peer observations	Four PDs held around instruction, data, and student support	Lead Teachers took the lead in peer observations and Four PDs held	[Insert outcome here]	2 peer observations for Staff by Lead Teachers each semester for a total of 4 per year and 4 reports and debriefs per year.	0% difference from baseline
PLC-Teacher collaboration	Provide continuous training to PLC leads in the data analysis and review of multiple learning data to produce common formative assessments and the adoption of CCRs.	Monthly meetings (site-level) Bi-monthly meetings PLC Leads. Two trainings per semester.	Lead Teachers continued their monthly meetings (site-level) with teams and the Bi-Monthly meetings included school Administrators.	[Insert outcome here]		0% difference from baseline
Formal Observations	Continue formal observation process for all staff using Marzano Framework and include peer observations	Add peer observations starting spring 2025	Peer observations occurred in spring 2025 and both informal and formal observations took place during the 2024-2025 school year by Administrator's.	[Insert outcome here]	4 total informal observations by Administrator's throughout the year and 4 total Peer observations throughout the year at 2 per semester.	0% difference from baseline

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

New Opportunities Organization has increased the representation of Lead Teachers to support peer data collaboration around teaching and learning as well as evidence based pedagogical strategies. The increase in Teacher Lead positions has resulted in an increase in identifying current academic trends to develop necessary Academic and Socio-Emotional supports for all students. This is the desired result preceding actual classroom changes and improvement of instruction. New Opportunities Charter School understands that an improvement of instruction and learning requires ongoing adjustments and support which makes these early signs of impact significant. The largest challenge remains largely logistical. Timed observations, briefings, and debriefings took a tremendous amount of time. However, all indicators from surveys and informal feedback suggest that that practice was not only needed but appreciated. Though informal observations will continue in the upcoming school year there is a stated need to plan, develop, and implement a universal informal observation protocol that will be based on the CSTP's to improve teacher practice and positive outcomes for all students.

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

N/A

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

During the 2024-25 school year the Lead Teachers began meeting to report on data findings within their respective academic or career technical education areas. A process was created for Lead Teacher to publish monthly reports and report back to the administrative team. Another progress initiative that was made towards the goal was having Lead Teachers become part of the data cabinet team thus increasing stakeholder participation in that area so that they could report back to their team of teachers. As we move forward, we have begun to have support staff as part of the process and will include student leaders in future sessions.

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 is a need for more feedback to teachers on their instructional practice besides formal and their peer observations. We will develop a protocol and training to have Administrator's provide feedback based on the California Standards for the Teaching Profession. We will also increase the support for EL Learners by analyzing reclassification data, ELPAC data and use targeted academic interventions for those groups.

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
Action #1	Provide Professional Development and continuous support on evidence based best practices to support students with disabilities	Provide targeted professional development and continuous support on evidence based best practices to support students with disabilities to meet all learner needs. Approximately 10 hours per year At 0.82% All teachers At 0.48% All support staff	$5402	Y
Action #2	Professional Development to expand equitable initiatives and opportunities for all students	Provide professional development to expand equitable initiatives and opportunities for our students and families (ie. English Classes Approxmately 10 hours per year At 0.82% All teachers At 0.48% All support staff	$5402	Y
Action #3	Train Site Coordinators in CASAS reporting.	Identify common CASAS reports to be generated quarterly. Train site directors and PLC leads in generating reports from Tops Pro/TE. At 1.52% 9 Site Coordinators + Conference Fees At 1.52% 1 Manager + Conference Fees At 1.15% All Support Staff	$28608	Y
Action #4	Train Administrators on observation protocols	Develop new informal observation protocol based on the CSTP's in order to receive data and provide timely feedback to teachers on their instructional practice to maximize student achievement across all instructional areas	$2810	N

Action #5	Provide Professional Development on teaching strategies for Adult EL learners	Provide intervention training and supports to teachers to assist, support, and monitor English Learner progress 1.64% All instructional staff	$6957	Y

Insert or delete rows, as necessary.

Goal 4

Goal #	Description	Type of Goal
Goal #4	**Broad Goal** **Student Success: Continue developing a schoolwide whole-student success model that provides SEL support and overall wellness to all students, especially unique needs students.**	**Broad Goal**

State Priorities addressed by this goal.

State Priorities – 1, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

The adoption of this goal aligns with the focus that New Opportunities places on the Socio-Emotional Learning component in tandem with the Academic success for students. We recognize the importance of Student-Wellness within the scope of achieving academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
SEL Training	All staff training	Monthly teacher support meetings	Monthly support meetings include all staff including teachers, administrators, student services and support staff	[Insert outcome here]	Monthly support and training for all staff in SEL across all schools	0% difference from baseline
Quarterly SEL & Educational Partners engagement events	Alignment of all student promoting SEL wellness	Partner meetings	Community Connections Meetings for students run by Student Support Service and Partner meetings attended by various staff including administrators, teachers, and support staff	[Insert outcome here]	Increase staff participation and share-out debrief of partner meetings to monthly reporting and have bi-annual partner engagement events	0% difference from baseline
1-to-1 interventions	Quantify 1-to-1 student support	Case management	Case management and behavior support ongoing for students	[Insert outcome here]	Fully integrated student intervention system and tracking in our SIS system	0% difference from baseline

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

This school year New Opportunities Organizations has implemented adding additional quantitative and qualitative data to explore student input concerning their well-being as it relates to SEL. A new MTSS approach to provide tiered intervention behavior was developed with the feedback from administrators, teachers, support services, and students.

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

[Respond here]

N/A

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

As a result of increasing the data analysis of multiple data sources such as attendance, student support meetings, case management notes, and course completions, New Opportunities has had effective outcomes related to learner persistence by identifying social and emotional needs of its student population and providing targeted support. Monthly Student support meeting facilitated by the student support team to include all staff.

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.

Our ongoing SEL supports will continue to serve our high needs populations. We have added actions to increase the health outcomes of our students by increasing supports that will directly impact student health and wellness. We have also added actions to have our interventions monitored in a new SIS plug-in that will become the central repository for attendance, academic, socio-emotional, and behavior support.

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
Action #1	SEL Training	Provide continuous staff training and support based on issues surrounding the needs of all educational partners (students, staff, and community). All teachers, all support staff, all admin + cost of outside training providers 12 hours per year	$9389	Y
Action #2	Life Skills Classes	Expand current life skills classes to include job and career readiness and digital literacy. Hire 1 or 1.5 teachers	$46800	Y
Action #3	Employ 1.0 FTE Job and Career Readiness Specialists	Employ 1.0 FTE Job and Career Readiness Specialist to facilitate career and job readiness and reentry support to meet the needs of all learners.	$62400	Y
Action #4	Employ 1.0 PTE Student Council Advisor to support student civic organizing and advocacy efforts.	Provide leadership and advisory counsel to the student council group that guides student leaders in successfully planning events related to community and civic engagement, making decisions and representing their fellow students.	$62400	Y
Action #5	Expand quarterly student events and resource fairs in support of SEL	Expand events to include additional community partners to support identified student barriers and needs. The events will be a mix of information and workshops based on the survey responses. Events will all contain a Budget $75000 to recruit a Student Council Advisor equal to 1.0 FTE for staff to identify students in need of additional support in tandem with their studies. At 1.15% All Admin At 1.96% All instructional staff At 1.15% All Support Staff	$35457	N

Action #6	Professional development to all staff in the area of safety	Continue to provide professional development to all staff in the area of safety Training facilitated by community partners such as LASD in the area of active school shooting and other safety topics. Approximately 4 hours for all staff + trainer fees At 0.20% All Admin All Support Staff At 0.33% All instructional staff $5000 outside trainer fees	$5515	Y
Action #7	MTSS plug-in from PowerSchool and training	Purchase and train staff on additional LMS tool that will streamline behavior, attendance, and SEL interventions and supports	$15233	Y
Action #8	Field Trips to institutions of higher learning	Create plans and support for teachers and support staff to attend higher learning institutions like local community colleges, CSU, and UC so that students can be exposed to further options after their high school completions and to further their CTE options	$15360	N
Action #9	Mentor Training for Staff	Create mentoring opportunities for targeted student groups with our staff to increase school engagement and also create partnerships with local community professionals All Admin All Instructional Staff All Support Staff	$7852	N
Action #10	Student Health and Wellness Initiative	Increase our support for student health and wellness by having wellness events focused on diet, healthy living, preventing chronic illness and embedding them in partner events.	$15052	Y

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$319,670	$-

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%	[Insert percentage here]%	$[Insert dollar amount here]	8%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Action #1 MTSS Intervention Model for Behavior	LEA -wide support for student behavior Need: Student and families of English Learners, Foster Youth, Homeless and students of low income settings may lack access to the resources to educate and support the management of student behaviors that interfere with accessing education during the school day (McLeod, S., Uemura, M., & Rohrman, S., 2022).	This action addresses the needs of English Learners, Former Foster Youth, and Low-Income students by providing ongoing training for teachers, staff, and administrators related to student behavior management and the development of school-wide tiered systems of support grounded in MTSS. Thus, establishing behavioral expectations. In addition, this action will improve campus climate, increase learning time, and decrease discipline related issues.	Multiple metrics will be used including local indicator dashboard data, attendance data, behavior data, teacher reporting data and data gathered in our SIS systems.
Action #2 Student Wellness Centers	Lea-wide support for Student Wellness and SEL Need: Our high needs students and particularly English Learners, Foster Youth, and Homeless students lack adequate spaces in their homes or communities where they can freely access technology, job resources, job opportunities, and overall spaces to reduce stressful situations due to monetary hardships and educational inequities.	This action addresses the needs of English Learners, Former Foster Youth, and Low-Income students by providing additional in-school facility usage. Our survey data reported overwhelmingly that students would be in favor of establishing student wellness centers as they increase engagement and provide accessibility to resources, they severely lack or not met by their local communities.	Multiple metrics will be used including future survey data on positive and increase engagement of our students.

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

Over 90% of our school could fit under the categories of highest needs learners. However, to focus on those SPED, EL, and former Foster students NOCS will continue to collaborate at district and site level to assess needs and possible adoptions that would bridge resource and learning gaps. Each action above emphasizes high needs students first by beginning with a targeted needs assessment. The actions within each goal include assessment of needs/impact on 'high need' populations.

We anticipate this baselining of high needs students to provide further insight for growth and improvement because the students and staff encouraged this direction. Surveys, focus groups, informal feedback all indicated that initial comprehensive needs would be more helpful. The rationale was that high needs students are also wide needs students, to suggest that their needs vary and the students are not a monolith.

Focus groups with EL students and EL teachers in addition to SPED teachers and SPED students have shown that targeted support in terms of online and face-to-face tutoring along with additional classroom support would help student achievement.

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	7-300	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	14-300	[Provide ratio here]

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [*Education Code* Section 52062];
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [*Education Code* Section 52068]; and
- For charter schools, see [*Education Code* Section 47606.5].
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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