LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Horizos Charter Academy
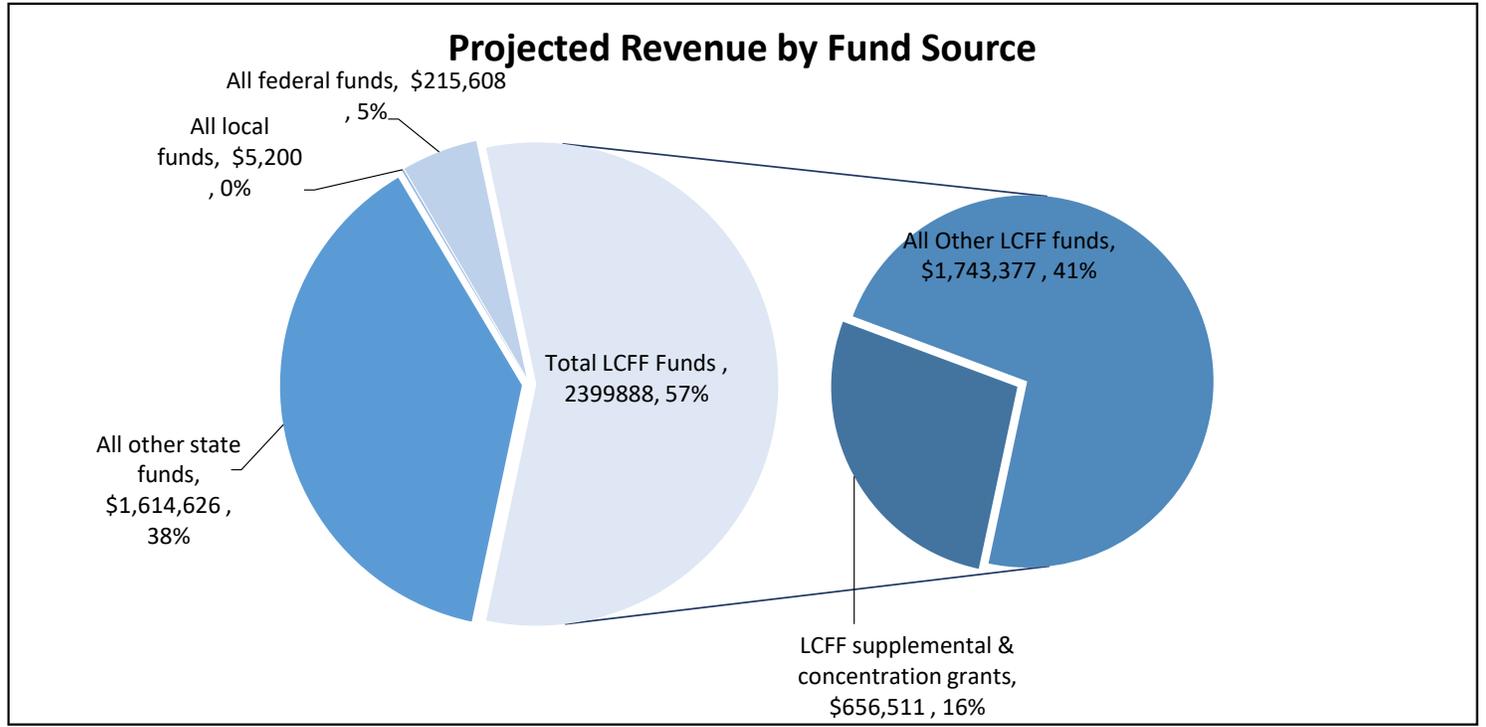
CDS Code: 19-64733-0128371

School Year: 2025-2026

LEA contact information: Richard Thomas, Executive Director

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

Projected Revenue by Fund Source

All federal funds, $215,608, 5%

All local funds, $5,200, 0%

All Other LCFF funds, $1,743,377, 41%

Total LCFF Funds, 2399888, 57%

All other state funds, $1,614,626, 38%

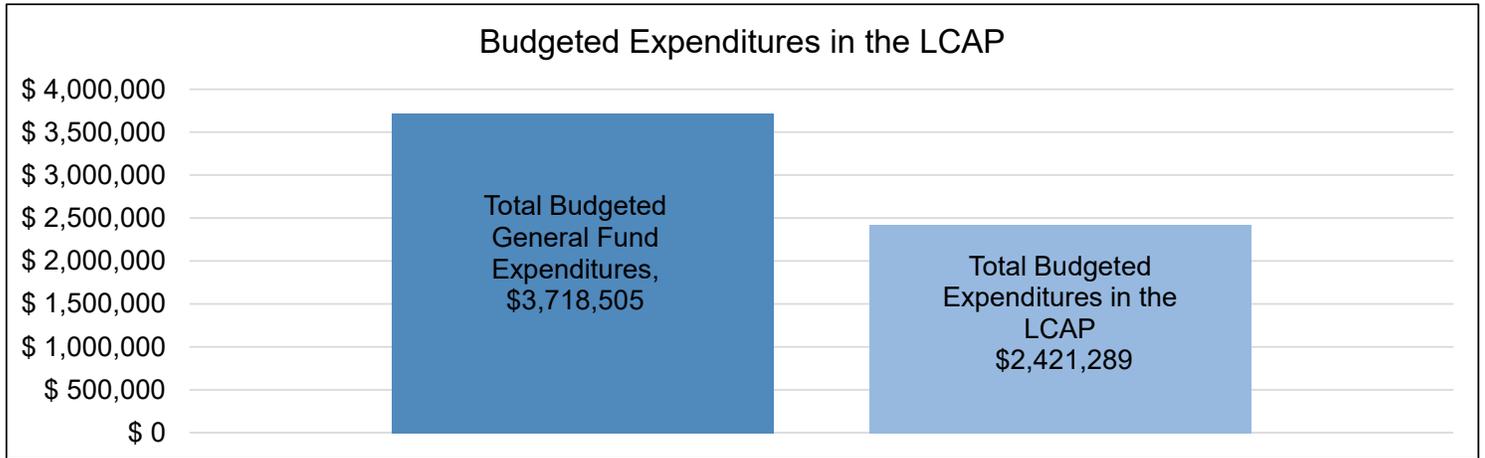LCFF supplemental & concentration grants, $656,511, 16%

This chart shows the total general purpose revenue New Horizos Charter Academy 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 Horizos Charter Academy is $4,235,322.00, of which $2,399,888.00 is Local Control Funding Formula (LCFF), $1,614,626.00 is other state funds, $5,200.00 is local funds, and $215,608.00 is federal funds. Of the $2,399,888.00 in LCFF Funds, $656,511.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,718,505	Total Budgeted Expenditures in the LCAP $2,421,289

Chart y-axis scale:
$ 4,000,000
$ 3,500,000
$ 3,000,000
$ 2,500,000
$ 2,000,000
$ 1,500,000
$ 1,000,000
$ 500,000
$ 0

This chart provides a quick summary of how much New Horizos Charter Academy 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 Horizos Charter Academy plans to spend $3,718,505.00 for the 2025-2026 school year. Of that amount, $2,421,289.00 is tied to actions/services in the LCAP and $1,297,216.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
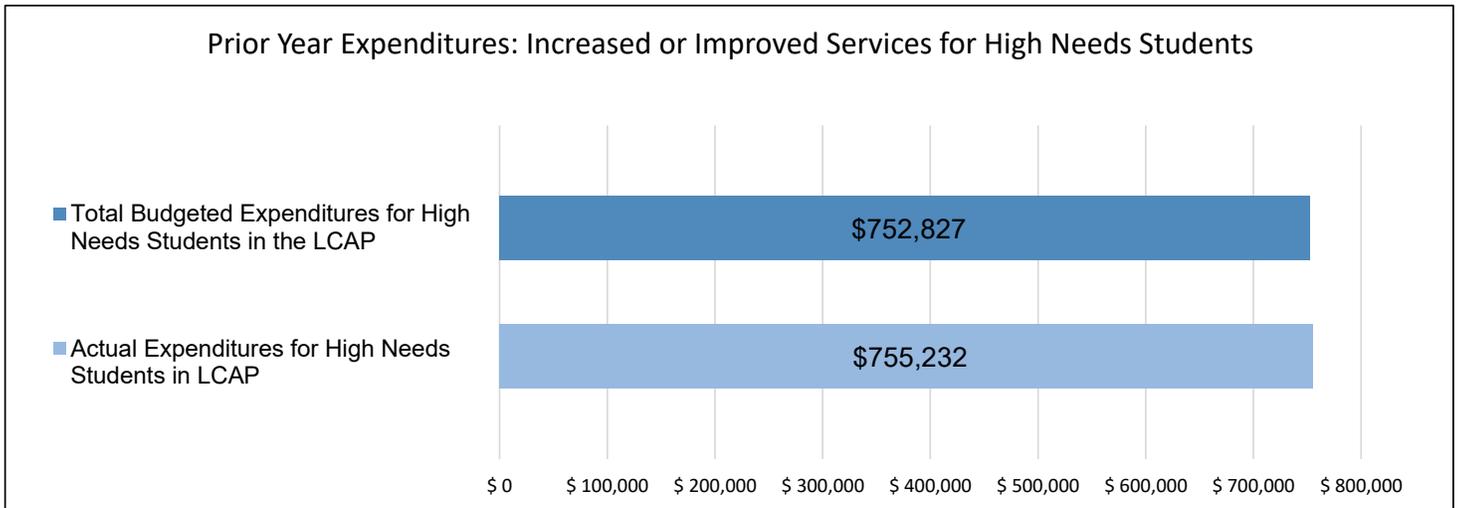
Business Office, food services, depreciation, oversight and legal fees

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

In 2025-2026, New Horizos Charter Academy is projecting it will receive $656,511.00 based on the enrollment of foster youth, English learner, and low-income students. New Horizos Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. New Horizos Charter Academy plans to spend $812,803.00 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 2024-20245

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the LCAP	$752,827
■ Actual Expenditures for High Needs Students in LCAP	$755,232

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000

This chart compares what New Horizos Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Horizos Charter Academy 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 2024-20245, New Horizos Charter Academy's LCAP budgeted $752,827.00 for planned actions to increase or improve services for high needs students. New Horizos Charter Academy actually spent $755,232.00 for actions to increase or improve services for high needs students in 2024-20245.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Horizons Charter Academy	Richard Thomas, Executive Director/Principal	rthomas@nhcharteracademy.com 818-655-9602

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

New Horizons Charter Academy (NHCA) is a TK–8 public charter school located in North Hollywood, a diverse community northwest of downtown Los Angeles. Operated by the Dharma Educational Institute, a California nonprofit public benefit corporation, NHCA has served the community since its founding in 2013. At NHCA, we believe that every student is gifted and that each member of our school community brings unique value. Grounded in respect for individual cultural and linguistic backgrounds, we provide a rigorous, comprehensive, and standards-based instructional program across all content areas. Our mission is to ensure academic success and personal growth for every student by offering equitable access to high-quality education in a supportive and inclusive environment.

NHCA upholds its core value of being a community-centered school by fostering strong, collaborative partnerships with families, community members, and LAUSD personnel. These relationships are integral to supporting the academic and social-emotional development of our students.

As part of our vision, NHCA offers a dual language program that promotes bilingualism and multicultural competence. The school provides a safe, nurturing environment where students, families, and staff feel welcomed and take shared ownership of the learning experience. Our flexible educational program empowers staff to meet the diverse needs of students through innovative instructional methods—ensuring success for all, regardless of individual differences or the impacts of poverty.

NHCA is dedicated to addressing community needs through a responsive and supportive team. Our approach is informed by research on high-performing, high-poverty schools, which emphasizes whole-child support, data-driven instruction, accountability, strong relationships, and an enrichment mindset. These principles are reflected in key programs, including data and assessment systems, advisory services, restorative practices, extracurricular offerings, and our multi-tiered system of supports (MTSS).

Instruction across all grade levels is student-centered, rooted in constructivist and problem-based learning strategies that foster critical thinking and active engagement. NHCA students are scholars, creators, and activists who embody the school's values of leadership and social justice.

Currently, NHCA serves approximately 195 students in grades TK through 8. Our student population reflects the rich diversity of the surrounding community with 84.6% of students qualify for Free or Reduced-Price Lunch (FRPL), 35.4% are English Learners (EL), 9.2% are

Students with Disabilities (SWD), .4% are Foster/Homeless Youth (F/HY), 60% are Hispanic/Latino, 21% are White, 21% Armenian, 4.6% are African American, 4.6% are Asian, 2.1% are Filipino, 1% are Two or More Races and 6.7% are not reported.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for New Horizons Charter Academy, which operates as a Schoolwide Program. The LCAP meets the requirements of Every Student Succeeds Act (ESSA) and aligns with other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on three broad goals. The first is to increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard performance. The second is to work collaboratively with students, staff, families, and community to increase resources that support a safe and nurturing educational experience addressing students' academic and social-emotional needs. The third is to ensure the school site maintains an inclusive and welcoming climate where all students and their families feel connected, and students are present engaged and ready to learn.

New Horizons Academy does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

New Horizons Charter Academy (NHCA) continues to make progress toward its long-term goals, as reflected in the 2024 California School Dashboard. While performance varied across indicators, notable gains were observed in English Language Arts, suspension, and chronic absenteeism—demonstrating the impact of targeted academic, behavioral, and attendance supports outlined in the LCAP.

As NHCA reflects on the 2024 data, it acknowledges this year as an early measure of progress under the current LCAP cycle. The school moved into the Yellow performance level in both ELA and chronic absenteeism, with key student groups—including English Learners, Socioeconomically Disadvantaged students, and Long-Term English Learners—showing significant growth. Suspension rates declined to 0.5%, placing NHCA in the Blue performance level and well below the state average.

Additional Dashboard data reported for informational purposes—such as CA Growth Model results and Science performance—offer further insight into student growth and signal opportunities for refinement. Positive trends were evident in ELA growth, while math performance and outcomes for Students with Disabilities and Hispanic students underscore the need for targeted support.

NHCA looks ahead to the release of the 2025 California School Dashboard, which will serve as a more complete representation of the impact of the strategies and actions outlined in the current LCAP. The school remains committed to using data to inform continuous improvement and ensure all students receive the academic, social-emotional, and community-based support needed to thrive.

2024 Dashboard

English Language Arts: Overall increase by +7.8 points, moving into the Yellow performance level with a Distance from Standard (DFS) of –32. Notable gains were made among key student groups. English Learners improved by +11.7 points, moving from the Red to Orange performance level, reflecting the impact of targeted language development supports. Socioeconomically Disadvantaged students increased by +6.4 points, moving from Orange to Yellow, while Hispanic/Latino students-maintained performance in the Orange level with a slight gain of +0.9 points. Although not assigned a performance color, additional student groups demonstrated significant improvement. Long-Term English Learners increased by +27.4 points, and White students improved by +7.3 points. However, Students with Disabilities experienced a

decline of –5.8 points. These results highlight meaningful progress toward closing achievement gaps for several student groups. Continued attention is needed to accelerate growth, particularly for Students with Disabilities, and to ensure sustained improvement across all subgroups.

Mathematics Overall performance was maintained, with a slight increase of +0.1 points. Notable gains were made among English Learners, who improved by +12.3 points and moved from the Orange to Yellow performance level, reflecting the effectiveness of targeted instructional supports. However, both Hispanic/Latino and Socioeconomically Disadvantaged students declined in performance, moving from Yellow to Orange. Hispanic students declined by –11.0 points, and Socioeconomically Disadvantaged students declined by –8.4 points. Although not assigned a performance color, additional student groups demonstrated significant growth. Long-Term English Learners increased by +13.6 points, while White students-maintained performance levels. Students with Disabilities, however, experienced a decline of –21.6 points. These results suggest positive momentum for English Learners and Long-Term English Learners, while highlighting the need for renewed focus on addressing performance declines among Students with Disabilities, Hispanic/Latino students, and Socioeconomically Disadvantaged students.

English Learner Progress: English Learner progress moved into the Orange performance level, with 52.6% of English Learners making progress toward English language proficiency—a slight decline of 3.1% from the prior year. Despite this decrease, NHCA continues to outperform the state average of 45.7%. This performance reflects the effectiveness of existing supports, while also signaling the need to strengthen designated and integrated ELD instruction to accelerate language acquisition and maintain upward progress.

Chronic Absenteeism: Chronic absenteeism declined overall by 9.5 percentage points, moving from the Red to the Yellow performance level. Several key student groups also demonstrated meaningful improvement. Socioeconomically Disadvantaged students decreased by 8.9 percentage points, moving from Red to Yellow. Hispanic students improved by 12.1 percentage points, and White students by 14.5 percentage points, with both groups moving from Red to Orange. However, English Learners experienced a 2.9 percentage point increase in chronic absenteeism, resulting in a decline to the Red performance level. Although not assigned a performance color, additional student groups showed notable improvement. Long-Term English Learners decreased by 20 percentage points, Students with Disabilities by 14.5 percentage points, and students identifying as Two or More Races by 5.7 percentage points. In contrast, chronic absenteeism among African American students increased by 8.2 percentage points. To support improved attendance, NHCA added a pupil services staff member to lead intensified interventions, including home visits, family outreach, and daily follow-up. This targeted support played a critical role in improving attendance for key student groups and contributed to the school's overall shift out of the Red. While notable progress has been made, continued efforts are necessary to sustain improvement and address persistent attendance disparities across all student groups to ensure equitable access to learning.

Suspension: The overall suspension rate declined by 0.6 percentage points, moving from the Green to the Blue performance level, with an overall rate of 0.5%—substantially lower than the state average of 3.2%. Several student groups also demonstrated notable improvement. Socioeconomically Disadvantaged students declined by 0.6 percentage points to 0.5%, and White students declined by 1.9 percentage points to 0%, with both groups moving into the Blue performance level. English Learners maintained a 0% suspension rate and remained in the Blue performance level. Hispanic students moved from Blue to Green, maintaining a low suspension rate with a slight increase from 0.2% to 0.8%. These outcomes reflect the continued success of NHCA's schoolwide emphasis on positive behavior supports, restorative practices, and enrichment programming. With the support of the Dean of School Climate, NHCA has implemented Positive Behavioral Interventions and Supports (PBIS), which—along with early training and grant-funded support—has significantly improved the school's educational climate. Additional programs such as conflict mediation, Cloud 9 advisory groups, and enrichment opportunities provided through the Think Together after-school program, ASES, and ELOP have also contributed to improved student relationships, increased engagement, and reduced behavioral incidents.

Local Indicators: All local indicators were met.

Additional Dashboard Data: Informational Purposes

Science: The overall performance in Science increased by 4.1 points, with students scoring 25.4 points below standard. Although this indicator does not generate a performance color, positive growth was observed across key student groups. English Learners improved by 3.4 points, Hispanic students by 2.7 points, and Socioeconomically Disadvantaged students by 3.1 points. These gains, while modest, reflect early progress and underscore the need for continued investment in science instruction to close the gap and support all students in meeting grade-level expectations.

CA Growth Model ELA: Students in the *all students* group generally scored 1 point above the typical growth of students with similar test scores in the previous grade level. This group's possible growth range, from 4 points below to 6 points above typical growth, indicates overall performance consistent with expected academic progress. Several student groups demonstrated varied outcomes. Student groups that met or exceeded typical growth include Long-Term English Learners, who exceeded expectations with growth 11 points above typical; White students, with growth 7 points above typical; and Socioeconomically Disadvantaged students, who were 3 points above typical growth. In contrast, English Learners and Students with Disabilities fell below typical growth, with ELs scoring 13 points below and SWD 20 points below. These results highlight the continued need for differentiated supports and targeted interventions to accelerate learning for these student group

CA Growth Model Math: Students in the *all students* group scored, on average, 6 points below the typical growth of students with similar prior achievement. This group's possible growth range, from 11 points below to 1 point below typical growth, indicates overall performance below expected academic progress. Student groups demonstrated varied outcomes. White students exceeded expectations, scoring 15 points above typical growth. Four groups demonstrated growth within the typical range: Socioeconomically Disadvantaged students (+4), English Learners (+3), Long-Term English Learners (+2), and Students with Disabilities (+1). In contrast, Hispanic students fell below typical growth, scoring 11 points below. These results highlight the need for ongoing instructional support and targeted interventions to improve math outcomes, particularly for the Hispanic student group and the school overall.

Lowest Performing Student Groups

This LCAP includes required actions to address the need for improvement related to English Language Arts and Chronic Absenteeism on the 2023 Dashboard:

English Language Arts: English Learners (See Goal 1, Action 1.2)

Chronic Absenteeism: Hispanic students, Socioeconomically Disadvantaged students and White students. (see Goal 3, Action 3.7)

Learning Recovery and Emergency Block Grant

For the 2025–26 school year, the LEA will allocate $113,088 in unexpended LREBG funds to support key actions in the LCAP: $37,696 for Goal 1, Action 3 (Intervention), $37,696 for Goal 1, Action 5 (Professional Development), and $37,696 for Goal 2, Action 3 (Family and Community Outreach). These allocations align with EC 32526(c)(2) by funding targeted instructional support and professional learning designed to accelerate student recovery. This investment addresses identified needs, including learning loss among high-need students and the need to strengthen instructional capacity and family engagement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

NCHA is a single school LEA that is not 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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Action Committee and School Site Council Meetings	Our Parent Action Committee and School Site Council reviewed a presentation titled "Engaging Educational Partners," which provided an analysis of our 2024–2025 Annual LCAP. Together, we examined the successes and challenges associated with each goal and actively gathered feedback to inform the development of new goals for the upcoming year. The review also included a reflection on prior year actions, budget allocations, alignment with our vision and mission, and connections to our School Plans for Student Achievement (SPSAs).
Faculty Meeting	At a faculty meeting in May 2025, staff reviewed the "Engaging Educational Partners" presentation, which analyzed the 2024–2025 LCAP and informed the development of the 2025–2026 plan. Together, we reflected on the successes and challenges of each goal and gathered feedback to help shape priorities for the upcoming year.
Students	A student body assembly was held to share the LCAP, discuss its goals, and explain key information. Students were invited to provide feedback, and the vast majority expressed agreement with the proposed goals, metrics, and actions included in the plan.
NCHA Community Board	May 28 board meeting reviewed engaging educational partner slides to ensure feedback on our 2024-25 development of our LCAP.

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

The development of the 2025–2026 LCAP included a thorough review of the successes and challenges from the previous year, informed by valuable feedback from our educational partners. Through presentations and meetings with all stakeholder groups, we gathered insights that helped evaluate the impact of existing actions and shape priorities moving forward.

Stakeholders affirmed strong alignment with our current goals while also identifying key areas for improvement. In particular, feedback emphasized the need to strengthen support for English Learners in ELA and to continue addressing challenges related to attendance and chronic absenteeism. This input was instrumental in refining our actions and ensuring the LCAP remains responsive to student needs and grounded in our shared vision.

Public Hearing and Adoption were conducted on June 23, 2025.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Increase student achievement in English Language Arts and Mathematics to narrow the achievement gap between student groups and the general population, utilizing a blended learning model	Broad

State Priorities addressed by this goal.

Priorities: #1 Basic Services, #2 State Standards #4 Pupil Achievement, #8 Other Pupil Outcomes;

An explanation of why the LEA has developed this goal.

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS, and other California adopted state standards, be monitored in their progress toward mastery of these standards and receive differentiated support to ensure they are ready for future academic success. The ELD language program contributes to the creation of culturally proficient learning environments conducive to the success of student populations like NHCA's while also allowing the school to build upon the academic skills students may already have in Spanish.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with access to standards-aligned instructional materials for use at home and at school *Data Source: SARC*	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		100%	Maintained
1.2	% of properly credentialed and assigned teachers *Data Source: TAMO*	FTE: 12 Clear: 92% Out of Field: 0% Intern: 8% Ineffective, Incomplete, unknown: 0% *Data Year: 2021-22*	FTE: 12.5 Clear: 92% Out of Field: 0% Intern: 8% Ineffective, Incomplete, unknown: 0% *Data Year: 2022-23*		100% Properly Credentialed/0 Misassigned	Maintained

		(adjustments made for new data source)				
1.3	% of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Data Source: Local*	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		100%	Maintained
1.4	% of English Learners making progress on the ELPAC (ELPI) *Data Source: CA Dashboard*	55.8% making progress towards English language proficiency *Data Year: 2022-2023*	52.6% making progress towards English language proficiency *Data Year: 2023-2024*		64%	-3.2% making progress
1.5	English Learner Reclassification Rate *Data Source: Dataquest*	Data Not Available *Data Year: 2023-2024*	Data Not Available *Data Year: 2043-2025*		17%	N/A
1.6	NWEA MAP: % meeting or exceeding growth targets in Reading and Math *Data Source: Local*	31% Students Meeting Projected Fall to Spring Growth in Math 37% Student Meeting Projected Fall to Spring Growth in Reading *Data Year: 2023-2024*	Data In Progress Students Meeting Projected Fall to Spring Growth in Math Student Meeting Projected Fall to Spring Growth in Reading *Data Year: 2024-2025*		45% Students Meeting Projected Fall to Spring Growth in Math 50% Student Meeting Projected Fall to Spring Growth in Reading	N/A
1.7	SBAC ELA: Distance from Standard for all students and all numerically significant subgroups *Data Source: CA Dashboard*	All Students: -39.8 SED: -40 EL: -91 SWD: -110.6 Hispanic/Latino: -47.4 *Data Year: 2022-2023*	All Students: -32 SED: -33.7 EL: -79.3 SWD: -116.4 Hispanic/Latino: -46.5 *Data Year: 2023-2024*		All Students: -8.2 SED: -11.6 EL: -19 SWD: -30.8 Hispanic/Latino: -19.7	All Students: +7.8 SED: -5.8 EL: +11.7 SWD: -27.4 Hispanic/Latino: 0.9
1.8	SBAC Math: Distance from Standard for all students and all	All Students: -63.8 SED: -58.9 EL: -94.7 SWD: N/A	All Students: -63.7 SED: -67.3 EL: -126.2 SWD: N/A		All Students: -29.2 SED: -31.8 EL: -29.4 SWD: -27.4	All Students: 0.1 SED: -8.4 EL: +12.3 SWD: -27.4 Hispanic/Latino: -11

	numerically significant subgroups *Data Source: CA Dashboard*	Hispanic/Latino: -75.7 *Data Year: 2022-2023*	Hispanic/Latino: -86.7 *Data Year: 2023-2024*		Hispanic/Latino: -30.8	
1.9	CA Science (CAST): % of students met/exceeded standard *Data Source: Dataquest*	4.35% *Data Year: 2022-2023*	8.93% *Data Year: 2022-2023*		7%	+4.85 (exceeded target)
1.10	100% Participation in Professional Development *Data Source: SARC*	100% *Data Year 2023-2024*	100% *Data Year 2024-2025*		100%	Maintained

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 Horizons Charter Academy made meaningful progress in implementing its planned actions under Goal 1 while responding to ongoing academic needs and student subgroup performance. Below is a summary of key successes and areas for continued focus.

Successful Implementation

Action 1.1 – Curriculum and Instructional Materials: All students received access to standards-aligned instructional materials supporting both in-person and at-home learning. Instructional materials reinforced content across NHCA's dual language and blended learning model, supporting development of content knowledge and academic language.

Action 1.2 – Tutoring Services for English Learners: Targeted tutoring programs were implemented after school and on weekends to address the needs of English Learners. Additional supports included ELPAC and CAASPP boot camps.

Action 1.3 – Intervention During the School Day: NHCA maintained small class sizes (average 21 students) and operated a schoolwide RTI model supported by an Intervention Teacher and paraprofessionals. Daily small-group and individualized instruction through the Learning Center and Tier II pullouts enabled timely academic support for struggling students.

Action 1.4 – Academic Progress Monitoring: NHCA implemented a comprehensive assessment system, including NWEA MAP, CAASPP interims, ELPAC data reviews, and internal benchmarks. This information was regularly analyzed to inform instructional planning, adjust tutoring and intervention, and facilitate parent-teacher collaboration around student progress.

Actions 1.5, 1.6, and 1.7 – Professional Development, Technology, and High-Quality Instruction: Ongoing professional development supported effective instructional practices, with a focus on standards alignment, blended learning, and English Learner strategies.

Technology platforms were used consistently to personalize instruction and track student progress. The school successfully maintained a stable, credentialed teaching staff throughout the year.

Implementation Challenges

Action 1.3 – Intervention Effectiveness for SWD and Math Outcomes: While NHCA maintained a comprehensive intervention structure, the school encountered challenges in consistently delivering highly targeted academic support, particularly in math and for students with more intensive learning needs. Additional refinement of intervention strategies is needed to increase alignment between identified needs and the intensity of support provided.

Action 1.8 – English Learner Progress: Designated and integrated ELD instruction was implemented; however, the school identified the need to strengthen the integration of ELD strategies across content areas. Continued professional development and coaching are planned to support more consistent instructional delivery and progress monitoring for English Learners.

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

Variances between budgeted expenditures and estimated actuals, as well as between planned and actual percentages of improved services, are currently being reviewed internally. Any differences are being analyzed to determine their significance and to inform future planning. This internal review process helps ensure that all expenditures and services remain aligned with LCAP goals and the needs of students.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as shown through both outcome data and implementation insights. While NHCA made clear progress in English Language Arts, particularly for English Learners and Long-Term English Learners, outcomes in Mathematics and Students with Disabilities remain areas of focus and opportunities for growth.

Actions 1.1 and 1.6, which focused on ensuring access to standards-aligned curriculum, instructional materials, and digital tools, were effective in supporting instructional continuity across classrooms. All students had access to resources for both in-person and at-home learning, reinforcing the blended learning model. These actions laid the foundation for academic gains, particularly in ELA, where overall student performance increased by +7.8 points, moving the school into the Yellow performance level. These tools were particularly helpful in supporting engagement and differentiation across grade levels.

Actions 1.2 and 1.3, which provided extended tutoring and in-school intervention through RTI, yielded strong outcomes for English Learners and Long-Term English Learners. ELs improved by +11.7 points in ELA and +12.3 points in Math, moving up a performance level in both areas. Long-Term English Learners saw even more substantial growth, with gains of +27.4 in ELA and +13.6 in Math. These results confirm the effectiveness of after-school tutoring, weekend academic support, and small-group instruction. However, the same interventions were less effective for Students with Disabilities, who declined by –5.8 points in ELA and –21.6 points in Math. These outcomes suggest that more intensive, specialized supports are needed to meet the needs of students with IEPs.

Actions 1.4 and 1.5, focused on academic progress monitoring and professional development, contributed to overall instructional effectiveness and supported the use of data to adjust teaching. The CA Growth Model shows that Long-Term English Learners exceeded typical growth in ELA by +11 points and Socioeconomically Disadvantaged students by +3 points, validating the effectiveness of these

systems for tracking student progress and informing targeted instruction. However, Students with Disabilities scored 20 points below typical growth in ELA, and Math growth across the All Students group was 6 points below typical, pointing to the need for deeper instructional refinement and more targeted training—particularly in math and for special populations.

Actions 1.7, 1.8, and 1.9, which supported stable staffing and targeted subgroup interventions, had mixed effectiveness. NHCA retained credentialed teachers throughout the year, which helped maintain program consistency. English Learner supports, including designated and integrated ELD, contributed to academic gains, yet the English Learner Progress Indicator declined slightly by 3.1%, with only 52.6% of students making progress toward English proficiency. This suggests a need to strengthen language instruction and monitor reclassification readiness more closely. Supports for Students with Disabilities were not as effective, as shown by declines in both state test performance and growth model results. These outcomes indicate that additional support for RSP services, alignment of IEP goals with instruction, and increased intervention capacity are needed.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications:

Added data year to all metrics.

1.2: Changed data source from SARC to TAMO thereby updating baseline for the 2021-2022 school year. No changes to target outcome.
1.9: Corrected baseline data year

No other changes are planned to goal, metrics or target actions resulting from the reflections from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instructional Materials	Provide standards-aligned curriculum and instructional materials for all students for use at home and at school to promote dual language acquisition and content knowledge development.	$25,839	No
1.2	Tutoring Services	To address the red indicator in English Language Arts on the 2023 Dashboard for our English Learners, this action will enhance tutoring services specifically designed to meet their needs. These services will be expanded through additional sessions offered after school and on	$412,741	Yes

		weekends, ensuring targeted support to improve their academic performance.		
		NHCA will provide ELPAC and CAASPP boot camps to provide students additional tutoring to support growth on the state academic assessments.		
1.3	Intervention	NHCA provides additional support to students during the school day with RTI Intervention center, led by Intervention teacher and supported by teachers and paraprofessionals that support small group and individual instruction during the school day. NHCA also maintains small class sizes to ensure students receive the support needed for academic growth. ● Student Assistance Program ● Small class sizes (averaging 21 students) will provide small group instruction and individual student support through our blended learning model. Includes teacher assistants ● Learning Center and RTI program in blended learning model LREGB funding of $37,696 in the 2025-2026 school year.	$188,328	Yes
1.4	Academic Progress Monitoring	Academic progress monitoring assesses students' academic performance and the effectiveness of instruction. Regularly measuring students' progress toward specific educational goals and using the data to inform instructional practices and interventions helps educators identify students who are struggling, tailor instruction to meet individual needs and ensure all students are on track to achieve their academic goals. Key components of academic progress monitoring include: ● NWEA data analysis Fall, Winter and Spring ● Analyze student data from internal benchmarks and digital platforms ● Analyze data for tutoring program effectiveness ● Review of ELPAC data with teachers, students and parents ● Interim CAASPP Assessments 2X a year ● Teachers offer periodic meeting with parents to review quarterly report cards and student assessments	$18,026	Yes
1.5	Professional Development	Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards.	$36,480	No

		LREGB funding of $37,696 in the 2025-2026 school year.		
1.6	Technology and Digital Resources	Maintain the technology and digital resources that will allow NCHA to differentiate instruction, develop students 21st century skills, and meet state standards, such as: ● Freckle Literacy & Math ● Learning A-Z: Raz Kids ● BrainPop ● AERIS Digital Report Cards ● Teachers pay teachers digital resources ● NWEA	$50,774	Yes
1.7	High-Quality Instruction	Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff, and contracted services to support students with special needs	$978,081	No
1.8	English Learner Support and Reclassification	Provide intervention, designated and integrated ELD instruction, and similar academic support during the school day for English Learners. This includes but is not limited to: ● Continuation of an RTI Tier II pullout for ELA ● In-class instructional aide to support English Learner ● Monitor ELPAC summative assessments and review with teachers, parents, and students ● Host annual reclassification ceremony for student meeting criteria ● Professional Development for teachers on designated and integrated ELD strategies ● Administrator and ELD Coordinator will attend annual ELPAC training with Los Angeles County Office of Education	$0	No
1.9	Special Education	NHCA will coordinate special education services by a RSP teacher, instructional aides, and external service providers to provide all of the services required in each student's IEP.	$142,934	Yes

Goal 2

Goal #	Description	Type of Goal
2	Actively engage families in their children's education, fostering a collaborative environment that enhances learning experiences and supports students' academic and emotional growth.	Broad

State Priorities addressed by this goal.

Priorities: #3 Parental Involvement

An explanation of why the LEA has developed this goal.

Students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School social media and two-way communication outlets: -Mobile NCHA App -Instagram -Facebook -ClassDojo -OneCALL -Goggle Classroom *Data Source: Local*	93% *Data Year: 2023-24*	Data in Progress *Data Year: 2024-25*		95%	N/A
2.2	% of parents expressing satisfaction with NCHA (based on parent survey) *Data Source: Local Survey*	93% *Data Year: 2023-2024*	Data in Progress *Data Year: 2024-2025*		90%	N/A
2.3	% of parent connected (as measured by parent survey question				90%	N/A

	"My school has a strong and committed community that actively encourages family participation") *Data Source: Local Survey*	94% *Data Year: 2023-2024*	Data in Progress *Data Year: 2024-2025*			
2.4	% of parents that feel the school is safe *Data Source: Local Survey*	93% *Data Year: 2023-2024*	Data in Progress *Data Year: 2024-2025*		90%	N/A
2.5	Opportunities for family engagement *Data Source: School Calendar*	10 School Events *Data Year: 2023-2024*	10 School Events *Data Year: 2024-2025*		10 School Events	Maintained

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.

NHCA made significant progress in implementing its planned actions under Goal 2, with a strong emphasis on building trust, strengthening school-family relationships, and creating inclusive opportunities for engagement. All actions were implemented as planned, with no substantive deviations, and several enhancements were made to deepen family and community participation.

Action 2.1 was fully implemented through a series of well-attended family events, including the Fall Festival, Winter Performance, and Back to School Night. These events helped foster a welcoming school culture and strengthened relationships between families and staff.

Action 2.2 provided a consistent series of family workshops on topics such as supporting learning at home, dual-language immersion, and growth mindset. These sessions offered families relevant tools to support student success and were well-received.

Action 2.3 was implemented through the leadership of the Parent Engagement Coordinator, who maintained strong communication, coordinated community services, and increased parent participation in school councils. Regular meetings and surveys ensured family voices were included in school planning.

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.

Variances between budgeted expenditures and estimated actuals, as well as between planned and actual percentages of improved services, are currently being reviewed internally. Any differences are being analyzed to determine their significance and to inform future planning. This internal review process helps ensure that all expenditures and services remain aligned with LCAP goals and the needs of students.

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

NHCA's family engagement strategies under Goal 2 were effective in strengthening school-community relationships and supporting student success. Actions 2.1, 2.2, and 2.3 worked together to create a welcoming and inclusive environment that encouraged active family involvement.

NHCA's family engagement efforts have been effective in strengthening partnerships and creating a supportive school climate. Community events fostered connection and trust, while workshops provided families with useful strategies to support learning and social-emotional growth at home. Ongoing outreach, led by the Parent Engagement Coordinator, ensured regular communication and increased participation in school decision-making. Collectively, these actions promoted collaboration and helped align home and school efforts to support student success.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications:

2.1: Corrected data year to 2023-24

No other changes are planned to goal, metrics or target actions resulting from the reflections from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Events	Host family events that provide opportunities for families to come to campus and build community with the school and other NHCA families. Some events that we have held in the past and hope to be able to continue to host in the future include our Fall Festival, Winter Performance, Halloween Parade, Winter Carnival, Fiesta Night, as well as the traditional Back to School Night and Open House events.	$ 0.00	No
2.2	Family Workshops	To support our families and enhance their involvement in their children's education, we offer a series of workshops covering key topics:	$ 0.00	No

		- Supporting Learning at Home: Practical strategies for parents to aid their children's education. - Dual-Language Immersion: Insights and tips for helping children thrive in a bilingual environment. - Growth Mindset: Encouraging resilience, perseverance, and a positive attitude towards learning. - Inclusivity and Diversity: Strategies for embracing and celebrating differences, creating a welcoming community. - Community Resources: Information on available tutoring programs, extracurricular activities, and support services. These workshops empower parents with the knowledge and tools to support their children's educational journey and overall well-being.		
2.3	Family and Community Outreach	Maintain a robust parent and community outreach program, led by a dedicated parent coordinator, that actively seeks feedback and participation. This program offers essential services, training, and information to support students' educational and developmental needs. The parent coordinator will facilitate workshops, organize events, and ensure open communication, fostering a collaborative and supportive environment for all with the below strategies: - Use of electronic communication systems and social media - Annual education partner surveys - Host regular educational partner meetings and forums (coffee with the principal, parent action meetings) - Assisting families in need with uniforms - Providing family services through community partners - Hosting community services, outreach and recruiting events - Increasing ways families and educational partners can provide feedback - Recruit parents/guardian to participate in school councils (ELAC, SSC, PIA) LREGB funding of $37,696 in the 2025-2026 school year.	$ 0.00	No

Goal 3

Goal #	Description	Type of Goal
3	Provide a safe, inclusive and welcoming school climate that is engaging and stimulating for all students and their families, ensuring every student is ready and eager to learn.	Broad

State Priorities addressed by this goal.

Priorities: #1 Basic Services, #5 Student Engagement, #6 School Climate, #7 Broad Course of Study

An explanation of why the LEA has developed this goal.

NHCA strives to ensure that students feel safe so that they attend school on a daily basis. Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. Chronic absenteeism has been a growing concern and identified as a need within our school community. Being at school is the most important factor to drive student achievement so as an organization, NHCA must prioritize creating conditions that promote consistent attendance, emotional well-being, and inclusive engagement for all students and families.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate *Data Source: CALPADS P-2*	*Data Year: 2023-2024*	*Data Year: 2024-2025*		93%	
3.2	Chronic Absenteeism *Data Source: CA Dashboard*	All Students: 44% SED: 44.6% EL: 35.8% White: 41.2% Hispanic: 45.7% *Data Year: 2022-2023*	All Students: 34.5% SED: 35.8% EL: 38.7% White: 26.7% Hispanic: 33.6% *Data Year: 2023-2024*		All Students: ≤ 18% SED: ≤ 18% EL: ≤ 25% White: ≤ 15% Hispanic: ≤ 18%	All Students: -9.5% SED: -8.9% EL: +2.9% White: -14.5% Hispanic: -12.1%
3.3	Suspension Rate *Data Source: CA Dashboard*	1.1% *Data Year: 2022-2023*	0.5% *Data Year: 2023-2024*		<1%	-0.6% (exceeded target)
3.4	Expulsion Rate *Data Source: Dataquest*	0% *Data Year: 2022-2023*	0% *Data Year: 2022-2023*		0%	Maintained

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2026–27	Current Difference
3.5	Middle School Dropout Rate *Data Source: Calpads*	0% *Data Year: 2022-2023*	0% *Data Year: 2023-2024*		0%	Maintained
3.6	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs *Data Source: Local*	100% Data Year: 2023-2024	100% Data Year: 2024-2025		100%	Maintained
3.7	% of students that feel a sense of connectedness to the school *Data Source: Local Survey*	94% Data Year: 2023-2024	% Data Year: 2023-2024		96%	
3.8	% of students that feel a school is safe *Data Source: Local Survey*	93% Data Year: 2023-2024	% Data Year: 2024-2025		95%	
3.9	School facilities condition *Data Source: SARC*	Overall Good	Overall Good		Overall Good	Maintained

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.

NHCA fully implemented the planned actions under Goal 3, with an emphasis on maintaining a safe, inclusive, and engaging environment for all students. No substantive differences occurred between planned and actual implementation. Key actions focused on school safety, positive behavior systems, enrichment opportunities, mental health, and attendance support.

Action 3.1 Safe and Clean Campus: Regular safety drills, facilities inspections, and updates to the comprehensive school safety plan. The campus remained clean and well-maintained throughout the year, contributing to a safe and orderly environment.

Action 3.2 Positive Behavioral Interventions and Supports (PBIS) Implementation: Led by the Dean of Climate, staff participated in LACOE training, school-wide expectations were promoted through signage and the school mandala, and students engaged in monthly incentive activities. A student leadership group was also established to support climate-building efforts.

Action 3.3 Enrichment Activities: Wide range of enrichment activities including robotics, STEM, music, visual arts, and field trips. NHCA also expanded non-athletic extracurricular options and maintained a strong after-school program, contributing to increased student engagement.

Actions 3.4 (Nutrition) and 3.5 (School Uniforms) ensured that all students had access to healthy meals and school uniforms as needed, removing barriers to participation and fostering a sense of belonging.

Action 3.6 Mental Health: Provided access to mental health support through counseling services. These supports were integrated into NHCA's broader MTSS framework to meet students' academic and social-emotional needs.

Action 3.7 Attendance Support: Focused on improving student attendance, particularly for groups previously identified with high chronic absenteeism. The school's Pupil Services staff led targeted outreach, tracked attendance closely, and worked with families to remove barriers and promote consistent attendance.

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.

Variances between budgeted expenditures and estimated actuals, as well as between planned and actual percentages of improved services, are currently being reviewed internally. Any differences are being analyzed to determine their significance and to inform future planning. This internal review process helps ensure that all expenditures and services remain aligned with LCAP goals and the needs of students.

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

NHCA's actions under Goal 3 were effective in improving school climate, student safety, and engagement. Student survey results show strong gains, with 96% reporting a sense of connectedness and 95% feeling safe—up from 94% and 93% the prior year. Suspension rates dropped to 0.5%, and expulsion and middle school dropout rates remained at 0%. The school maintained 100% access to a broad course of study and continued to provide well-maintained facilities.

Chronic absenteeism declined overall by 9.5 points, with substantial improvements among Socioeconomically Disadvantaged (–8.9%), Hispanic (–12.1%), and White students (–14.5%). However, absenteeism increased by +2.9% for English Learners, indicating a need for more targeted attendance support. The overall attendance rate improved to 93%.

These outcomes reflect the positive impact of NHCA's coordinated efforts across PBIS, enrichment, mental health, and family outreach, while also highlighting areas for continued improvement in attendance for specific student groups.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications:

3.2: Added Data year to baseline and adjusted target for year 3 outcome.

No other changes are planned to goal, metrics or target actions resulting from the reflections from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe and Clean Campus	The school provides clean, well-maintained facilities through: ● Evaluating schools comprehensive safe school plan ● Monthly safety drills ● Regular walkthroughs and site inspections ● Additional cleaning and disinfecting services	$16,900	No
3.2	PBIS Implementation	Dean of climate supports the implementation of school wide PBIS and incorporates alternatives to suspension as a component of the school's MTSS plan with the following strategies: ● Create a PBIS team composed of certificated and classified staff ● PBIS training through LACOE for all staff ● Implementation of a monthly incentive program including, but not limited to activities, participation in game rooms, field trips, snacks and student of the month recognition. ● Establish school-wide expectations and promote them through posters and signs around the school ● School mandala and expectations ● Create a student leadership group to coordinate activities ● GoGaurdian, a classroom management and mental health tool	$0	No
3.3	Enrichment Activities	NHCA will provide enrichment opportunities for all students including but not limited to: ● Schoolwide STEM program provided weekly for 15 weeks robotics, coding, engineering ● Student educational enrichment field trips ● Weekly Music and Visual Arts Education Program ● After School Program	$485,182	Yes

		• Sex health education for middle school students, and increased non-athletic extracurricular activities and programming in the arts • Paxton-Patterson enrichment classes including cooking, robotics, legos, STEM (subject to change by vendor)		
3.4	Nutrition Program	Provide a healthy nutritious breakfast and lunch for all students.	$66,004	Yes
3.5	School Uniforms	Provide uniforms for students whose families cannot afford to purchase	$0	Yes
3.6	Mental Health	Provide mental health support for students with access to counseling services.	$0	No
3.7	Attendance Support	To address the red indicator in Chronic Absenteeism on the 2023 Dashboard, this action will support regular attendance for all students, however, is specifically designed to meet the needs of our Hispanic, Socioeconomically Disadvantaged and White students' groups. Pupil service position plays a crucial role in promoting a culture of regular attendance by actively engaging with families and providing targeted support to our unduplicated students to reduce absenteeism and improve overall academic outcomes through the following strategies: • Communicate the importance of regular attendance to families and students • Track daily attendance and communicate with families when a student is absent • Track students who are in danger of becoming chronically absent and meet with families	$0	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$656,511	$78,830

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
37.66%	0%	$0	37.66%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	NCHA is a small, diverse K-8 school community. 85.5% are Socioeconomically Disadvantaged students and 35.4% are English Learners. The 2023 CA Dashboard indicates additional support with the indicator in ELA for our English Learners as red and in math orange. The indicator for our Socio-Economically Disadvantaged students in ELA is orange and yellow in math.	NHCA will provide tutoring to support the academic growth of our students on the state assessments. These tutoring services will be increased through additional sessions after school and on weekends. These services are specifically designed towards our Socioeconomically Disadvantaged students and English Learners but are provided to all students on a school wide basis as all students will benefit from tutoring to support their academic needs.	1.7: SBAC ELA: Distance from Standard (EL, SED and all numerically student groups) 1.8: SBAC Math: Distance from Standard (EL, SED and all numerically student groups)
Goal 1 Action 3	NCHA is a small, diverse K-8 school community. 85.5% are Socioeconomically Disadvantaged students and 35.4% are English Learners.	This action is designed to work in tandem with our tutoring program to ensure students receive interventions during the school day with our RTI center in addition to the support through our	1.7: SBAC ELA: Distance from Standard (EL, SED and all numerically student groups)

		tutoring program. Our RTI center employs a blended learning model, is led by an Intervention teacher and supported by teachers and paraprofessionals that support small group and individual instruction during the school day. These services are specifically designed for our unduplicated students, however, are provided on a schoolwide basis as all students will benefit.	1.8: SBAC Math: Distance from Standard (EL, SED and all numerically student groups
Goal 1 Action 4	NCHA is a small, diverse K-8 school community. 85.5% are Socioeconomically Disadvantaged students and 35.4% are English Learners. The 2023 CA Dashboard indicates additional support with the indicator in ELA for our English Learners as red and in math orange. The indicator for our Socio-Economically Disadvantaged students in ELA is orange and yellow in math.	NCHA will monitor and assess students' academic progress by regularly measuring their progress toward specific educational goals. Using this data to inform instructional practices and interventions, educators will be able to identify students who are struggling, tailor instruction to meet individual needs, and ensure that all students stay on track to achieve their academic goals. These services will support personalized learning, address gaps promptly, and promote overall academic success. They are designed for our unduplicated students but are provided on a schoolwide basis as all students will benefit.	1.6: NWEA MAP: % meeting or exceeding growth targets in Reading and Math
Goal 1 Action 6	NCHA is a small, diverse K–8 school where 84.6% of students qualify for Free or Reduced-Price Lunch (FRPL) and 35.4% are English Learners (EL). There is a need to maintain access to high-quality technology and digital platforms that support differentiated instruction, language development, and the development of 21st-century skills to meet academic standards.	Providing schoolwide access to targeted digital tools ensures that all students—particularly those who are low-income and English Learners—benefit from technology that supports personalized instruction, language acquisition, and academic growth. Tools such as Freckle, Raz Kids, BrainPop, and NWEA help teachers deliver differentiated instruction and track student progress toward meeting state standards.	3.1 Attendance Rate 3.6: % of students with access to a broad course of study, including unduplicated students and students with exceptional needs
Goal 1 Action 9	NCHA is a small, diverse K–8 school where 85.5% of students qualify for Free or Reduced-Price Lunch (FRPL), and 9.2% of students receive special education services. There is a need to ensure all students with disabilities receive the services outlined in their Individualized Education Programs (IEPs).	Coordinating special education services through a Resource Specialist (RSP), instructional aides, and external service providers ensures that all students with disabilities have access to a Free Appropriate Public Education (FAPE). These services support academic access, progress toward IEP goals, and compliance with legal requirements. Provided schoolwide, this action ensures equity and legal compliance for all eligible students.	1.7: SBAC ELA: Distance from Standard 1.8: SBAC Math: Distance from Standard
Goal 3 Action 4	NCHA is a small diverse K-8 school community with a student population of 84.6 % of students who qualify for Free or Reduced-Price Lunch (FRPL).	This action will support providing a healthy, nutritious breakfast and lunch for all students for socio-economically disadvantaged students, is essential. Nutritious meals enhance academic performance, improve health outcomes, and	3.1 Attendance Rate 3.7: % of students that feel a sense of connectedness to the school

		ensure equity by giving all students the energy and focus needed for learning ensuring that every student has the opportunity to succeed.	

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
N/A	N/A	N/A	N/A

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.

N/A

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.

NCHA is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to retain staff providing direct services to students through the following actions:

To support student learning and address individual academic needs, Goal 1, Action 2 will provide tutoring services to students and Goal 1 Action 3 will provide Intervention to provide the staffing to support our foster youth, English learners and low-income students. These services will be delivered through one-on-one or small group sessions, ensuring personalized attention and targeted instruction to enhance student academic performance and understanding in English Language Arts and Math.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable for charter schools	Not Applicable for charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable for charter schools	Not Applicable for charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,907,788	$ 1,398,801

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum and Instructional Materials	No	$ 15,725	$ 1,835
1	1.2	Tutoring Services	Yes	$ 212,994	$ 179,203
1	1.3	Intervention	Yes	$ 138,604	$ 145,356
1	1.4	Academic Progress Monitoring	Yes	$ 8,026	$ 12,183
2	1.5	Professional Development	No	$ 4,796	$ 2,729
2	1.6	Technology and Digital Resources	Yes	$ 148,658	$ 58,026
2	1.7	High Quality Instruction	No	$ 763,172	$ 630,941
2	1.8	English Learner Support and Reclassification	Yes	$ 19,895	
2	1.9	Special Education	Yes	$ 131,748	$ 136,040
2	2.1	Family Events	No	$ -	$ -
2	2.2	Family Workshops	No	$ -	$ -
2	2.3	Family and Community Outreach	No	$ -	$ -
3	3.1	Safe and Clean Campus	No	$ 78,100	$ 8,064
3	3.2	PBIS Implementation	No	$ 2,311	$ -
3	3.3	Enrichment Actitivies	Yes	$ 248,381	$ 173,985
3	3.4	Nutrition	Yes	$ 124,745	$ 50,439
3	3.5	Student Uniforms	Yes	$ 1,387	$ -
3	3.6	Mental Health	No	$ 9,246	$ -
	3.7	Attendance Support	No	$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)
$ 752,827	$ 1,034,438	$ 755,232	$ 279,206	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)
1	1.1	Curriculum and Instructional Materials	No	$ -	$ -
1	1.2	Tutoring Services	Yes	$ 212,994	$ 179,203.00
1	1.3	Intervention	Yes	$ 138,604	$ 145,356.00
1	1.4	Academic Progress Monitoring	Yes	$ 8,026	$ 12,183.00
2	1.5	Professional Development	No	$ -	$ -
2	1.6	Technology and Digital Resources	yes	$ 148,658	$ 58,026.00
2	1.7	High Quality Instruction	No	$ -	$ -
2	1.8	English Learner Support and Reclassification	Yes	$ 19,895	
2	1.9	Special Education	yes	$ 131,748	$ 136,040.00
2	2.1	Family Events	No	$ -	$ -
2	2.2	Family Workshops	No	$ -	$ -
2	2.3	Family and Community Outreach	No	$ -	$ -
3	3.1	Safe and Clean Campus	No	$ -	$ -
3	3.2	PBIS Implementation	No	$ -	$ -
3	3.3	Enrichment Actitivies	Yes	$ 248,381	$ 173,985.00
3	3.4	Nutrition	Yes	$ 124,745	$ 50,439.00
3	3.5	Student Uniforms	Yes	$ 1,387	
3	3.6	Mental Health	No	$ -	$ -
3	3.7	Attendance Support	No	$ -	$ -

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,891,767	$ 752,827	0.000%	39.795%	$ 755,232	0.000%	39.922%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 1,743,377	$ 656,511	37.66%	0.00%	37.66%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,815,084	$ 545,908	$ -	$ 60,297	$ 2,421,289	$ 2,000,961	$ 420,329

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum and Instructional Materials		No	LEA-wide	N/A	NCHA	Ongoing	$ -	$ 25,839	$ 7,300	$ 18,539	$ -	$ -	$ 25,839	0.000%
1	2	Tutoring Services		Yes	LEA-wide	English Learners and Low-Income	NCHA	Ongoing	$ 412,741		$ 412,741	$ -	$ -	$ -	$ 412,741	0.000%
1	3	Intervention		Yes	LEA-wide	English Learners and Low-Income	NCHA	Ongoing	$ 188,328		$ 188,328	$ -	$ -	$ -	$ 188,328	0.000%
1	4	Academic Progress Monitoring		Yes	LEA-wide	English Learners and Low-Income	NCHA	Ongoing	$ -	$ 18,026	$ 18,026	$ -	$ -	$ -	$ 18,026	0.000%
1	5	Professional Development		No	LEA-wide	N/A	NCHA	Ongoing	$ -	$ 36,480	$ -	$ 36,480	$ -	$ -	$ 36,480	0.000%
1	6	Technology & Digital Resources		Yes	LEA-wide	N/A	NCHA	Ongoing	$ -	$ 50,774	$ 50,774	$ -	$ -	$ -	$ 50,774	0.000%
1	7	High Quality Instruction		No	LEA-wide	N/A	NCHA	Ongoing	$ 978,081		$ 978,081	$ -	$ -	$ -	$ 978,081	0.000%
1	8	English Learner Support and Reclassification		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	$ -	$ -	$ -	0.000%
1	9	Special Education		Yes	LEA-wide	English Learners and Low-Income	NCHA	Ongoing	$ 104,034	$ 38,900	$ 142,934	$ -	$ -	$ -	$ 142,934	0.000%
2	1	Family Events		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	0	$ -	$ -	0.000%
2	2	Family Workshops		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Family and Community Outreach		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Safe and Clean Campus		No	LEA-wide	N/A	NCHA	Ongoing	$ -	$ 16,900	$ 16,900	$ -	$ -	$ -	$ 16,900	0.000%
3	2	PBIS Implementation		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Enrichment Activities		No	LEA-wide	N/A	NCHA	Ongoing	$ 317,777	$ 167,405	$ -	$ 485,182	$ -	$ -	$ 485,182	0.000%
3	4	Nutrition Program		Yes	LEA-wide	English Learners and Low-Income	NCHA	Ongoing	$ -	$ 66,005	$ -	$ 5,707	$ -	$ 60,297	$ 66,004	0.000%
3	5	School Uniforms		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	$ -	$ -	$ -	0.000%
3	6	Mental Health		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	$ -	$ -	$ -	0.000%
3	7	Attendance Support		No	LEA-wide	N/A	NCHA	Ongoing	$ -		$ -	$ -	$ -	$ -	$ -	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,743,377	$ 656,511	37.66%	0.000%	37.66%	$ 812,803	0.000%	46.622%	**Total:**	$ 812,803
								LEA-wide Total:	$ 812,803
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Curriculum and Instructional Materials	No	LEA-wide		NCHA	$ -	0.000%
1	2	Tutoring Services	Yes	LEA-wide	English Learners and Low-Income	NCHA	$ 412,741	0.000%
1	3	Intervention	Yes	LEA-wide	English Learners and Low-Income	NCHA	$ 188,328	0.000%
1	4	Academic Progress Monitoring	Yes	LEA-wide	English Learners and Low-Income	NCHA	$ 18,026	0.000%
1	5	Professional Development	No	LEA-wide		NCHA	$ -	0.000%
1	6	Technology & Digital Resources	Yes	LEA-wide	N/A	NCHA	$ 50,774	0.000%
1	7	High Quality Instruction	No	LEA-wide		NCHA	$ -	0.000%
1	8	English Learner Support and Reclassificatic	No	LEA-wide		NCHA	$ -	0.000%
1	9	Special Education	Yes	LEA-wide	English Learners and Low-Income	NCHA	$ 142,934	0.000%
2	1	Family Events	No	LEA-wide		NCHA	$ -	0.000%
2	2	Family Workshops	No	LEA-wide		NCHA	$ -	0.000%
2	3	Family and Community Outreach	No	LEA-wide		NCHA	$ -	0.000%
3	1	Safe and Clean Campus	No	LEA-wide		NCHA	$ -	0.000%
3	2	PBIS Implementation	No	LEA-wide		NCHA	$ -	0.000%
3	3	Enrichment Activities	No	LEA-wide		NCHA	$ -	0.000%

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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

    o 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).

                o 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.

    o 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;

  o **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.

   o 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,

- o 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:

  - o 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

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.

  o 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:

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

  o 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.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o 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.

    o 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.

    o 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.

    o 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.

- o 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.

    - o 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).

    - o 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.

    - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - o 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.

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

    o 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.

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

    o 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:

  o **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.

  o **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.

  o **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).

  o **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.

  o **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%).

  o 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)**

- o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

  - o 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)**

  - o 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).