LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: New Vision Middle School

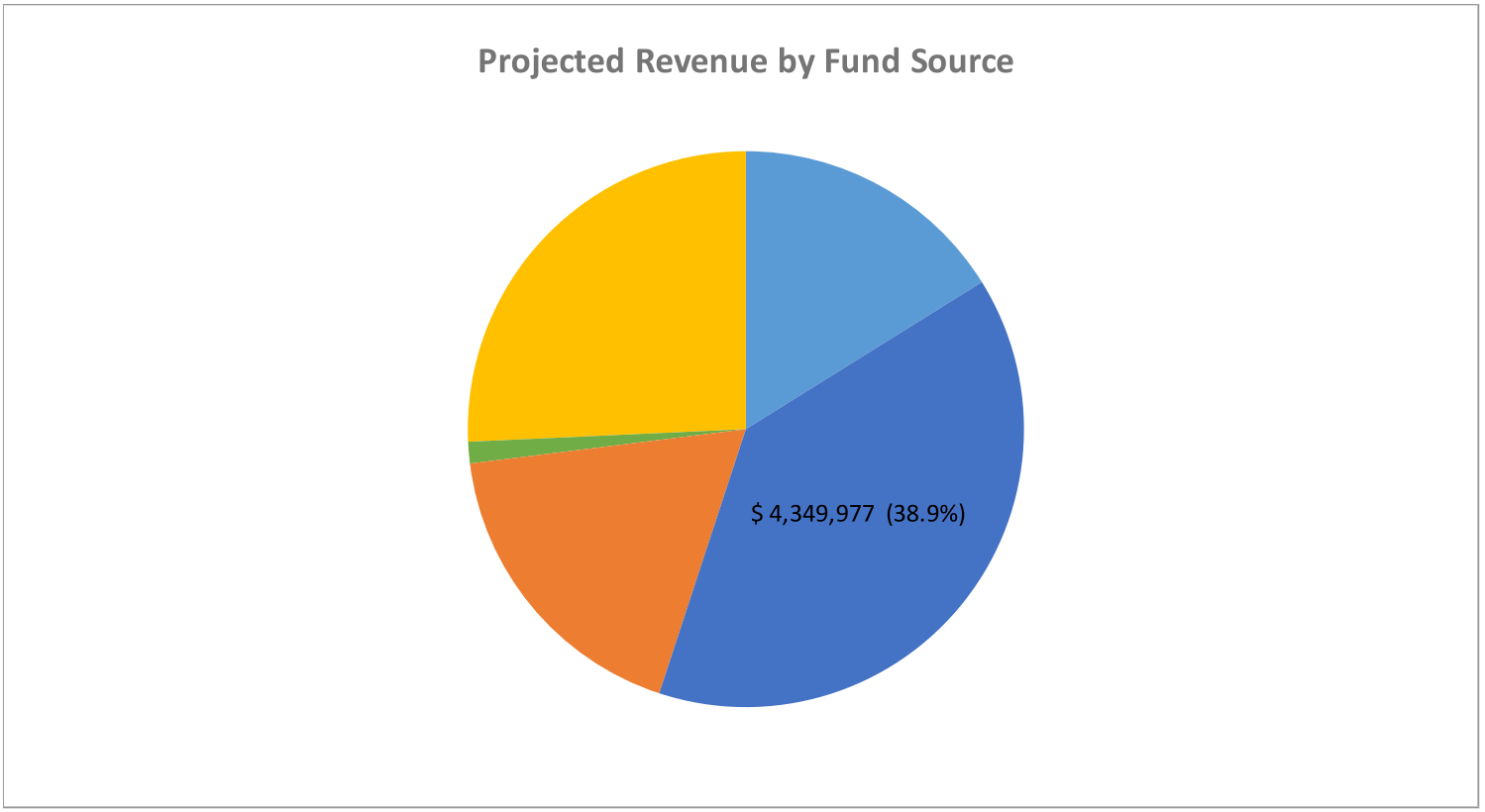
CDS Code: 36-67876-0120006

School Year: 2025-26

LEA contact information: Jacqueline Jefferson j.woodsjefferson@realjourney.org 909-888-8458

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

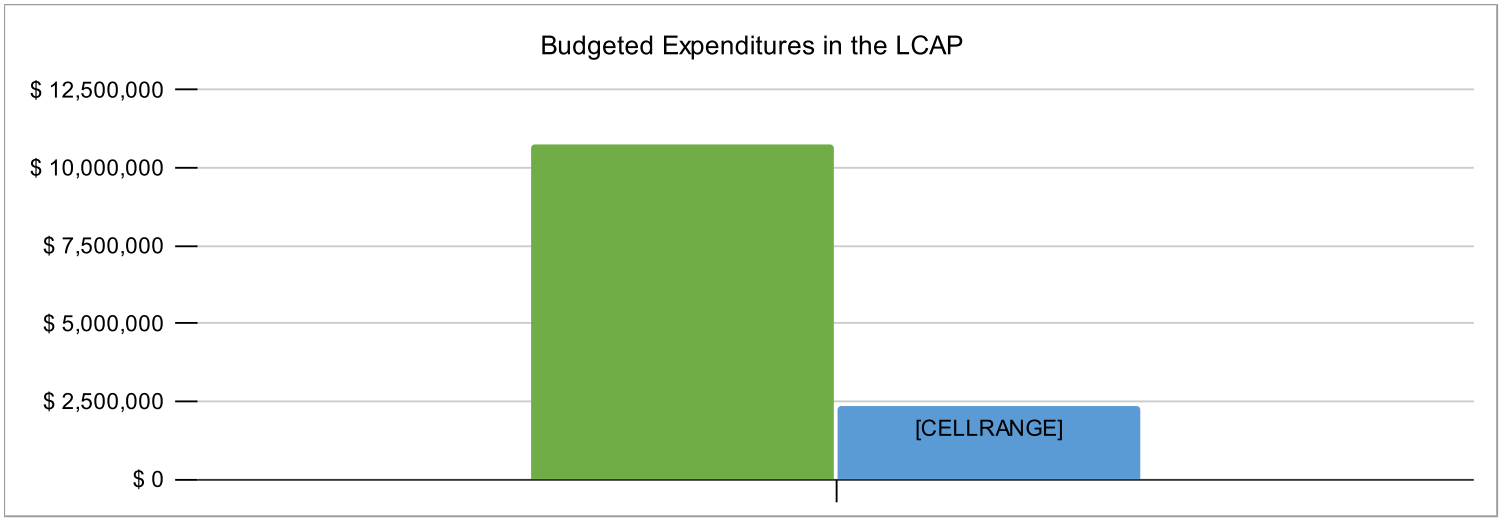
Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for New Vision Middle School is $11,178,319.00, of which $6,152,912.00 is Local Control Funding Formula (LCFF), $2,010,014.00 is other state funds, $140,000.00 is local funds, and $2,875,393.00 is federal funds. Of the $6,152,912.00 in LCFF Funds, $1,802,935.00 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.



This chart provides a quick summary of how much New Vision Middle School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

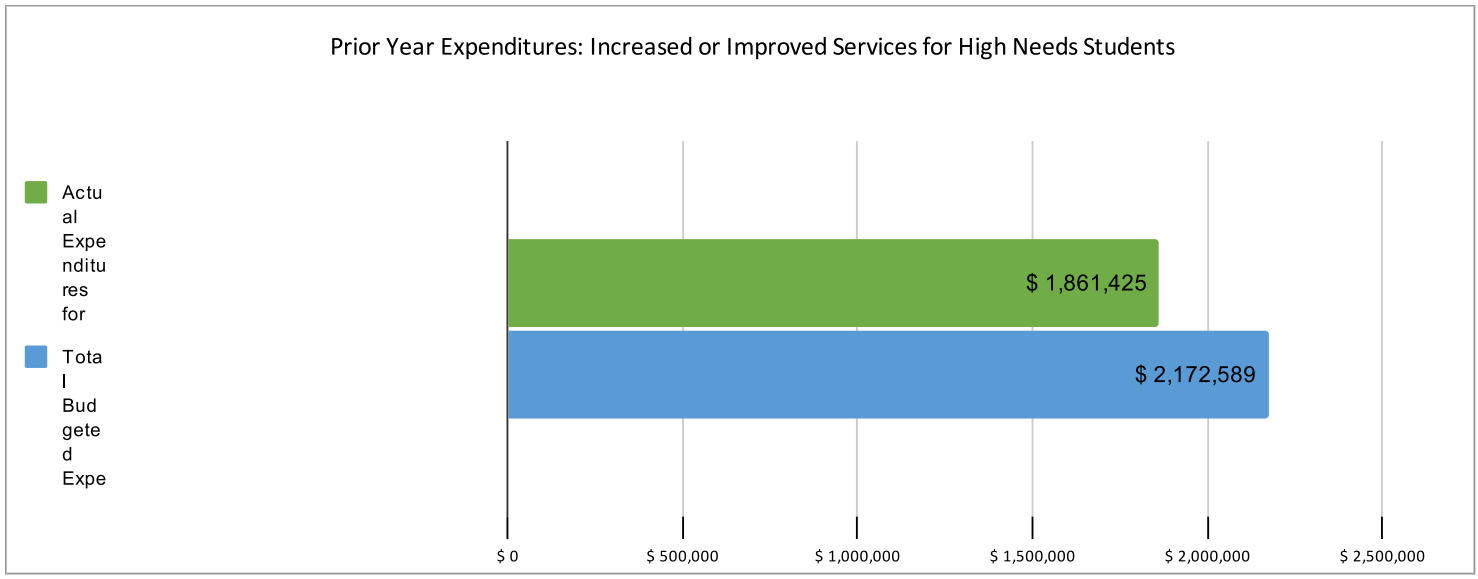
The text description of the above chart is as follows: New Vision Middle School plans to spend $10,780,722.00 for the 2025-26 school year. Of that amount, $2,347,589.00 is tied to actions/services in the LCAP and $8,433,133.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2025-26 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.

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

In 2025-26, New Vision Middle School is projecting it will receive $1,802,935.00 based on the enrollment of foster youth, English learner, and low-income students. New Vision Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. New Vision Middle School plans to spend $2,172,589.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2024-25, New Vision Middle School's LCAP budgeted $2,172,589.00 for planned actions to increase or improve services for high needs students. New Vision Middle School actually spent $1,861,425.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $311,164.00 had the following impact on New Vision Middle School's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Vision Middle School	Jacqueline Jefferson	j.woodsjefferson@realjourney.org 909-888-8458

Plan Summary 2025

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.

REAL Journey Academies is a charter network organization, established in 2009, that manages charter schools in the Inland Empire. The organization's primary mission is to increase the number of minority or economically disadvantaged students who receive an effective education in the Inland Empire. To that end, campuses were established in areas of Moreno Valley, San Bernardino, Highland and Fontana that have historically underserved populations.

The REAL Journey Academies seeks to create active and involved citizens by focusing on academic achievement, character development, and service to the community. Our vision is that REAL Journey Academies schools will transform our communities by raising expectations for achievement, offering a higher level of opportunity, and educating the next generation of local leaders. New Vision Middle School, located at 26655 Highland Avenue, Highland, CA 92346 began serving students in August of 2009. New Vision Middle School, offers grades sixth through eighth with an enrollment of over 439 students. The New Vision Middle School serves primarily Hispanic 67%, African American 23%, other 10%. New Vision Middle School serves 18% ELL, 11% SPED populations and of our student group population is 91% socioeconomically disadvantaged and .2% foster youth.

Features of New Vision Middle School include a dedicated, close-knit teaching staff, a full-time school counselor and social worker interns, after school program, and extracurricular activities. Our teachers continue to provide rigorous classroom instruction in the classroom. The counselor works to provide mental health education and support, with an emphasis on the social and emotional well being of families impacted by the struggles and challenges presented in today's world. We have adopted a new entrepreneurial focus as we work to provide our students with the skills needed for the ever changing world.

Reflections: Annual Performance

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

During the 2024-25 school year, we were able to expand and innovate how we incorporated technology into our classrooms and how we connected with our families and communities. New Vision Middle School began the school year off by providing high-quality education to 100% of students, working specifically on increasing growth and attainment scores as measured by NWEA and CAASPP. To achieve this, teachers at New Vision engaged in multiple days of professional development to ensure their knowledge of the CA content standards and their state-adopted curricula were the basis and focus of creating instructional plans. The goals of engaging all learners and

working to reach even the most distant learners through our targeted approach. New Vision Middle School then began working to implement a more rigorous and engaging model for students. In addition, we have worked to build students' engagement and connection to school through our after-school program, sports leagues.

Based on local measures, observations and gradebook reviews, these practices positively impacted the way students mastered material. Moving forward, we will continue to embed technology into instruction to support student learning. Our instructional model provided more opportunities to engage families, and we will continue to offer more school events, classroom, and school communications to keep families and community partners engaged. We are adding Career Technical Education classes next year to support what we call our E-mindset.

New Vision Middle School is proud of the work we have done implementing social and emotional practices into everyday learning. This implementation has absorbed Getting Along Together as the positive behavioral interventions and supports are embedded within the structures of the curriculum. In addition we added our College and Career Readiness class to focus on interpersonal skills and fostering a growth mindset. We have seen a decline in disruptive behaviors, which we attribute to the implementation of this model and plan to increase the focus on social and emotional learning in 2024-25, through our College and Career support class this school year. In addition, we have provided our teachers with professional development addressing student success, wellness and high quality instruction in the classroom and attribute the positive school culture to this focus. We plan to continue implementing professional development and providing a positive and safe environment for our students and teachers.

Our Dashboard results have shown increases in some areas including overall Language Arts Scores, English Language Learner performance. NWEA data showed that half of our students met one year's growth in both Math and Language Arts as measured by NWEA. We continue to remain vigilant through assessment and planning in support of CA Eight State priorities, through our LCAP goals.

Reflections: Technical Assistance

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

Our greatest needs, according to our local data and stakeholder surveys, are as follows:

A consistent positive learning environment that is conducive to learning. According to the Healthy Kids CHKS Survey, 62% of students perceive NVMS teachers to have high expectations of their learning; 61% of students indicated that they were academically motivated at NVMS.

As part of our participation in Differentiated Assistance through San Bernardino County Office of Education, we have reviewed our Dashboard Data specifically around student groups that are not growing or demonstrating proficiency in the following areas:

According to the 2024 Dashboard, African Americans with disabilities who are socio-economically disadvantaged experienced a decline in ELA.

According to the 2024 Dashboard, Students with Disabilities experienced a 17 point decline in ELA

English Learners have the greatest deficit in pupil achievement, as it relates to distance from standard in Math on CAASPP

To address these concerns we have chosen the following groups to focus efforts on in the coming year:

Targeted academic support intervention for general education, English Learners and Special Education students includes small-group and 1:1 instruction. Focus Groups mentor African American students known as the “Magic 13”, who are close to meeting grade-level standards, and monitor their grades, attendance, and behavior to maximize support.

To support these students we are implementing the following supports:

-Progress monitoring and targeted intervention based on score ranges on the NWEA for students in cohorted classes and/or homogeneous grouping

-Magic 13 Mentors mentors and targets support for the Magic 13 by monitoring students’ behavior, attendance, and grades, which will be used for intervention.

-Weekly planning in grade-level PLCs to plan and enhance instructional strategies to maximize learning for all students and their diverse learning needs.

-Teacher evaluation ensures teachers’ instructional strategies are aligned with the California Standards of the Teaching Profession (CSTPs), in order to consistently foster quality instruction for all students.

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.

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Surveys, family nights, interviews (formal and nonformal), school communications, SSC, ELAC, AAPAC
School Staff	Professional Development, LCAP goal development, School communication, ILT, SSC, ELAC, AAPAC
Students	Surveys, leadership opportunities, LCAP Development workshop

Insert or delete rows, as necessary.

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

Throughout the year we acquired feedback from multiple educational partners. We held School Site Council, African American Parent Advisory Committee, English Learner Advisory Council, and school student leadership meetings to gather feedback from various educational partners. We presented the LCAP goals at our family activity nights and passed out surveys. We also held monthly staff meetings to gather their input as well. We intentionally used the input from these groups to guide our decisions in reinforcing our work around our goals and helped all of our partners to help us in taking action steps toward our goals and action steps for the LCAP. The goals and action steps chosen fully align with the feedback and trends found within our stakeholder groups in addition to what our community values and has for goals for our students.

Our students expressed a desire for more personalized learning experiences, particularly in Math and English Language Arts, as well as a strong interest in counseling support and more extra curricular initiatives. They also highlighted the need for enhanced mental health support. In response, we included goals to provide targeted instruction tailored to individual learning levels, integrate sustainability into the curriculum, and increase resources for mental health services.

Our teachers expressed the need for ongoing professional development, collaborative planning time, and robust data systems to inform instruction. As a result, we allocated resources for professional development on our instructional frameworks, scheduled regular collaborative planning sessions, and enhanced our data systems to better track student progress and inform instructional adjustments.

Our administrators expressed the importance of accountability through measurable outcomes, and the integration of technology in teaching and learning. We responded by establishing specific goals and metrics to monitor student performance, developing clear, measurable goals to track progress, and investing in technology integration to prepare students for the digital age.

Our parents expressed concerns about maintaining academic rigor, the importance of a well-rounded education that includes social-emotional learning and environmental responsibility, and the need for regular and communication. In addition to ensuring students have many and varied life choices after highschool graduation. In response, we committed to maintaining high academic standards, incorporated goals for holistic education, and made consistent communication improvements to provide regular updates on student progress and school initiatives.

By incorporating this comprehensive feedback, we have refined our LCAP to better meet the needs of our school community, ensuring a supportive, inclusive, and high-achieving learning environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain high academic standards for all students by ensuring students receive targeted instruction at their ELA instructional level including re-teaching, remediation and rigor. Based on the common core state standards.	Focus Goal

State Priorities addressed by this goal

State Priorities: 1, 2, 3, 4, 7

An explanation of why the LEA has developed this goal.

In analyzing the 2024-2025 CAASPP data and recognizing that 24.41% of students met or exceeded the standards, while 27.03% nearly met the standards, we recognized that we needed to implement an intentional focus on how to improve this data. This goal will allow us to be accountable to all of our stakeholders while bridging the academic gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	CAASPP ELA - Achievement Schoolwide	19.4% of all students met or exceeded standards during the 2022-23 CAASPP administration.	24.41%of all students met or exceeded standards during the 2023-24 CAASPP administration.	[Insert outcome here]	55% of all students met or exceeded standards during the CAASPP administration.	We have seen a 5.1 percent increase in students scoring met or exceeded on CAASPP since baseline
	CAASPP ELA - Achievement for English Learners	23.45% of all English Learners students met or exceeded standards during the 2022-23 CAASPP administration.	29.61% of all English Learners students met or exceeded standards during the 2023-24 CAASPP administration.	[Insert outcome here]	40% of all English Learners students met or exceeded standards during the 2026-27 CAASPP administration.	We have seen a 6.16 percent increase in students scoring met or exceeded on CAASPP since baseline
Metric #2	English / Language Arts Course Failure Rate	The failure rate for English / Language Arts was 10.32% for the first 3 quarters of the 23-24 SY.	The failure rate for English / Language Arts was 4% for the first 3 quarters of the 23-24 SY.	[Insert outcome here]	The failure rate for English / Language Arts was 5% for the first 3 quarters	We had a 6.32 percent decrease in students failing in the first three quarters.
Metric #3	NWEA - Growth	56% students who tested Fall to Spring met their projected growth goal in reading.	51% students who tested Winter to Spring met their projected growth goal in reading.	[Insert outcome here]	70% of students will meet their goals MOYto EOY in reading	We had a 5% decrease in students meeting their NWEA growth Targets MOY to EOY
Metric #4	ELPAC Proficiency Rate	28.2 % students grew on the ELPAC	47.4% students grew on the ELPAC	[Insert outcome here]	100% of students will grow 1 proficiency level per academic year	Students increased growth on 19.2% from baseline

Insert or delete rows, as necessary.

Goal Analysis for [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.

The implementation of the goal to maintain high academic standards in English Language Arts (ELA) through targeted instruction at students' instructional levels was largely successful, though several challenges and deviations from the planned actions arose. For the targeted reading curriculum, teachers and administrators received training in the Success for All program and component team meetings were held to analyze student data and group students by their reading levels.. Administrators supported teachers in using the curriculum with fidelity, but ensuring consistent engagement with the program was difficult due to student buy-in and motivation around completing course work and evaluating their work using SFA rubrics and strategies.. To incentivize student engagement, the school implemented rewards for test score growth. In terms of the writing curriculum, teachers and administrators were trained in Step Up to Writing, and administrators provided ongoing support for curriculum implementation. However, like the reading program, ensuring complete fidelity to the writing curriculum proved difficult as teachers sometimes with time to fully incorporate new strategies as students' writing ability is challenged. The purchase of NWEA Measures of Academic Progress software was a success in providing teachers with valuable student achievement data. Data analysis in Professional Learning Communities (PLCs) was crucial for driving instruction; however, some grade-level teams wrestled with finding the best way to implement strategies to address focus points informed by the data. The use of IXL for supplemental instruction was incorporated, but teacher enthusiasm and time constraints hindered its full integration into practice as students did not always work in their skills plans. Professional development on CAASPP and SBAC interim assessments was well-received, Lastly, the implementation of the targeted ELD program, supported by internal experts and paraprofessionals, was largely effective, although coordination among staff was sometimes challenging due to varying levels of expertise and availability. Overall, while the goal of maintaining high academic standards in ELA was addressed through a comprehensive set of actions, success was found in terms of growth toward standard and attainment.

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.

Action 1:Reading Curriculum
Budgeted Expenditures: $100,000
Estimated Actual Expenditures:-$142,122
Material Difference:-$42,122
Explanation:The material difference is due to additional cost as a result of replacing curricular resources.

Action 2:Writing Curriculum
Budgeted Expenditures: $78,000
Estimated Actual Expenditures:$70,411
Material Difference:$8,411
Explanation:There is no material difference.

Action 3:NWEA Software & Professional Development
Budgeted Expenditures: $87,000
Estimated Actual Expenditures:$73,396
Material Difference:$13,604
Explanation:There is no material difference.

Action 4:Data Analysis
Budgeted Expenditures: $103,000
Estimated Actual Expenditures:$19,147
Material Difference:$110,853
Explanation:The material difference is due to phase implementation. The next phase of implementation will take place during the 2025-26 school year.

Action 5:CAASPP Summative and Interim Professional Development
Budgeted Expenditures: $68,432
Estimated Actual Expenditures:$17,309
Material Difference:$51,123
Explanation:The material difference is due to a reduction in professional development cost due to the option of virtual trainings during the 2024-25 school year.

Action 6:ELD Curriculum
Budgeted Expenditures: $113,000
Estimated Actual Expenditures:$117,309
Material Difference:-$4,309
Explanation:There is no material difference

Action 7:Enrichment
Budgeted Expenditures: $167,600
Estimated Actual Expenditures:$87,320
Material Difference:$86,280
Explanation: The material difference is due to lower student enrollment during the 2024-25 school year.

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

This year, a comprehensive approach that included implementing targeted reading and writing curricula, purchasing NWEA Measures of Academic Progress software with professional development, conducting regular data analysis through Professional Learning Communities (PLCs), and providing professional development on CAASPP Summative and SBAC Interim Assessments has led to measurable student success. The addition of a targeted English Language Development (ELD) curriculum ensured that English learners received focused instruction to support language acquisition and academic achievement. These efforts were further supported by learning loss mitigation strategies and enrichment opportunities, which helped address gaps caused by previous disruptions and provided advanced learning pathways for students ready to excel. Together, these actions created a well-rounded, data-informed instructional program that met students where they were and moved them forward academically.We continue to offer afterschool tutoring to all students and are working to build our communities' use of this resource.

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.

None

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Targeted Reading Curriculum	a. Teachers and administrators are trained in the Success for All instructional program. b. Teachers will meet monthly in component teams to analyze student data in order to group students based on their reading levels. c. Administrators will support teachers in using the curriculum with fidelity to ensure students mastery d. The school will support students' engagement in reading assignment completion by incentivizing learning.	$100,000	Yes
Action #2	Implement Targeted Writing Curriculum	a. Teachers and administrators are trained in Step Up to Writing. b. Administrators will support teachers in using the curriculum with fidelity to ensure students' mastery. d. The school will support students' engagement in writing activities and assignment completion by incentivizing learning.	$78,000	Yes
Action #3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	a. Purchase and acquisition of NWEA Measures of Academic Progress will allow teachers access to student achievement data to track and monitor student growth during beginning of the year assessments, middle of the year assessment and end of the year assessments in ELA. b. School staff will participate in professional development on NWEA Measures of Academic Progress to learn how to navigate the online software, to administer assessments and to access system reports to promote greater academic growth in ELA.	$87,000	Yes

Action #4	Data Analysis and Professional Learning Communities	a. With the support of internal experts, teachers in grades 6th-8th, will utilize interim based assessment data to drive future instruction to support students in mastery of content. b. Administration will facilitate and teachers will meet in grade level PLC's to analyze student data, work samples, program data and common assessment data in order to increase student achievement in English-Language Arts. c. With support of internal experts, teachers will utilize IXL in order to supplement appropriate state standard ELA content to ensure student exposure and support in areas of identified growth and enrichment.	$103,000	Yes
Action #5	Professional Development on CAASPP Summative & SBAC Interim Assessments	a. School staff will participate in professional development on CAASPP to learn how to navigate the online portal components, to access system reports to promote greater academic growth in ELA. b. School staff will participate in professional development on SBAC interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth. Administration and teachers will use the data to inform instructional practices to close the achievement gap based on the CCSS for reading, writing, speaking and listening.	$68,432	Yes
Action #6	Implement Targeted ELD Curriculum and Program	a. With support of internal experts, teachers para-professionals will implement daily designated ELD instruction using the newly adopted ELD program to increase language acquisition. b. All students will receive daily designated ELD instruction and with support of teachers, para-professionals, and educational support persons will progress monitor their achievement.	$113,000	Yes
Action #7	Support Learning Loss Mitigation and enrichment	a. Students identified as "at risk" will attend tutoring sessions with a credentialed teacher two days a week after school to improve reading and writing strategies to support students becoming strategic readers and writers. b. Teachers provide students with targeted support in reading and writing instruction to specifically support achievement in ELA.	$167,000	Yes

Insert or delete rows, as necessary.

Goal #2

Goal #2	Description	Type of Goal
2	Maintain high academic standards for all students by ensuring students receive targeted math instruction level including re-teaching, remediation and rigor. Based on the common core state standards.	Focus Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 3, 4, 7

An explanation of why the LEA has developed this goal.

In analyzing the 2023-2024 CAASPP data and recognizing that 9.14% of students met or exceeded the standards, while 22.98% nearly met the standards, we recognized that we needed to implement an intentional focus on how to improve this data. This goal will allow us to be accountable to all of our stakeholders while bridging the academic gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CAASPP - Math Achievement Schoolwide	7.61% met or exceeded Math for the school year 2023-2024.	9.14% met or exceeded Math for the school year 2024-2025.	[Insert outcome here]	35% of students meet or exceed Math for the school year	We have seen a 1.53 percent increase in students scoring met or exceeded on CAASPP since baseline
	CAASPP - Math Achievement for Students with Disabilities	3.64% Students with Disabilities met or exceeded Math for the school year 2023-2024.	3.77% Students with Disabilities met or exceeded Math for the school year 2024-2025.	[Insert outcome here]	10% Students with Disabilities meet or exceed Math for the school year	We have seen a .13 percent increase in students scoring met or exceeded on CAASPP since baseline
	CAASPP - Math Achievement for African American Students	4.76% of African American Students met or exceeded Math for the school year 2023-2024.	4.23% of African American Students met or exceeded Math for the school year 2023-2024.	[Insert outcome here]	20% of African American Students meet or exceed Math for the school year	We have seen a .53 percent decrease in students scoring met or exceeded on CAASPP since baseline
[Metric #2]	Math Course Failure Rate	The failure rate for math was 6.1% for the first 3 quarters of the 23-24 SY.	The failure rate for math was 13% for the first 3 quarters of the 23-24 SY.	[Insert outcome here]	The failure rate for math will be 3% for the first 3 quarters	We have seen a 6.9 percent increase in students failing for the first 3 quarters of the year since baseline.
[Metric #3]	NWEA - Growth	50% of students who tested Fall to Spring met their projected growth goal in math.	49% of students who tested Fall to Spring met their projected growth goal in math.	[Insert outcome here]	65% of students who test Winter to Spring meet their projected growth goal in math.	We had a 1 percent decrease in students meeting their projected growth since baseline.

Insert or delete rows, as necessary.

Goal Analysis for [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.

The implementation of the goal to maintain high academic standards for all students through targeted math instruction and remediation involved several key actions, with some deviations and challenges in execution. We focused on implementing a targeted math curriculum SWUN Math, where teachers were trained and supported by both internal and contracted curriculum specialists. While this training occurred as planned, some challenges arose in maintaining consistent fidelity to the curriculum due to varying levels of teacher experience and engagement. Staff PLCs (Professional Learning Communities) effectively analyzed student data to increase student achievement, but time constraints occasionally hindered in-depth data discussions, especially for English Learners. Data-informed instruction was emphasized, and teachers used interim assessments to guide instruction. Although most teachers incorporated data meetings into their planning, there was inconsistency in the use of supplementary tools like IXL , as some teachers faced challenges in fully integrating it into their daily routines. Act We implemented the NWEA Measures of Academic Progress software, was successful in providing real-time data for tracking student growth. We centered around professional development on CAASPP Summative & SBAC Interim Assessments, which was implemented with strong attendance; however, the challenge was in translating the data insights into tangible instructional changes, as teachers required additional time and support to implement new strategies effectively. English Language Development (ELD), was mostly implemented as planned, as we created a class for students to receive designated instruction.. Finally, Action #6, which offered enrichment and tutoring for students identified as "at risk" or "at promise," provided much-needed support for students, although logistical challenges with scheduling and student attendance sometimes limited the impact. Despite these hurdles, the overall strategy of targeted math instruction, along with remediation, coaching, and professional development, helped maintain a focus on improving academic standards across the school.Coaching with SUN Math was particularly impactful this year as we saw quality growth in attainment from fall to spring this year.

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.

Action 1:Math Curriculum
Budgeted Expenditures: $140,000
Estimated Actual Expenditures:-$152,711
Material Difference:-$12,711
Explanation:There is no material difference.

Action 2:Data Informed Instruction
Budgeted Expenditures: $74,974
Estimated Actual Expenditures:$72,502
Material Difference:$2,472
Explanation:There is no material difference

Action 3:NWEA Software and Professional Development
Budgeted Expenditures: $89,000
Estimated Actual Expenditures:$29,396
Material Difference:$59,604
Explanation:The material difference is due to a discount from NWEA for the 2024-25 school year. The discount will not be available during the 2025-26 school year.

Action 4:CAASPP Summative and Interim Professional Development
Budgeted Expenditures: $58,432
Estimated Actual Expenditures:$5,090
Material Difference:$53,342
Explanation:The material difference is due to a reduction in professional development cost due to the option of virtual trainings during the 2024-25 school year.

Action 5:ELD Curriculum
Budgeted Expenditures: $96,063
Estimated Actual Expenditures:$5,090
Material Difference:$90,973
Explanation:There is no material difference

Action 6:Enrichment
Budgeted Expenditures: $228,920
Estimated Actual Expenditures:$206,226
Material Difference:$22,694
Explanation:The material difference is due to lower student enrollment.

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

This year, we have seen marked improvement in our students' math performance through the implementation of the SWUN Math curriculum, which has provided a clear, structured, and standards-aligned approach to math instruction. The targeted math curriculum has allowed teachers to deliver consistent lessons that build conceptual understanding and procedural fluency. By integrating data-informed instruction and utilizing NWEA Measures of Academic Progress software, teachers have been able to monitor student growth in real-time, adjust instruction to meet individual needs, and provide timely interventions. The accompanying professional development ensured that educators were well-equipped to interpret the data and apply it effectively within their classrooms, leading to more personalized and impactful instruction.R ecognizing that 1% less students met their yearly growth target on NWEA, we are still impressed as many students showed growth in the second semester especially in our 7th grade.

Additional support through professional development on CAASPP Summative and SBAC Interim Assessments has helped teachers align instruction with assessment expectations, better preparing students for state testing. The implementation of a targeted ELD curriculum and program has ensured that English learners received the language support necessary to access rigorous math content, while learning loss mitigation and enrichment programs have helped close gaps and challenge advanced learners. These combined efforts have created a comprehensive and equitable math learning environment that supports growth for all students, leading to significant gains in achievement and confidence in mathematics.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes were made to the desired outcomes.

Changes to Actions: No No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Targeted Math Curriculum	a.Teachers will be trained on curriculum and will receive coaching and support from both contracted and internal curriculum specialists. Teachers will implement targeted curriculum with fidelity. b.Teachers will meet in grade level PLC's to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics. c.Teachers will meet in grade level PLC's to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics for English Learners. d.Teachers will design integrated lessons that include science and math to support math fluency.	$140,000	Yes
Action #2	Support Data Informed Instruction	a.Teachers in grades 6th- 8th, will utilize math interim based assessment data to drive future instruction. b. Students identified as "at risk" are extended the opportunity to attend tutoring sessions with a credentialed teacher two days a week after school. c.Teachers participate in Data Meetings that inform instructional planning. d. Teachers will use IXL in order to supplement appropriate state standard math content.	$74,974	Yes
Action #3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	a. Purchase and acquisition of NWEA Measures of Academic Progress will allow teachers access to student achievement data to track and monitor student growth during beginning of the year assessments, middle of the year assessment and end of the year assessments in math. b. School staff will participate in professional development on NWEA Measures of Academic Progress to learn how to navigate the online software, to administer assessments and to access system reports to promote greater academic growth in math.	$89,000	Yes

Action #4	Professional Development on CAASPP Summative & SBAC Interim Assessments	a. School staff will participate in professional development on CAASPP to learn how to navigate the online portal components, to access system reports to promote greater academic growth in ELA. b. School staff will participate in professional development on CAASPP interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth. Administration and teachers will use the data to inform instructional practices to close the achievement gap based on the CCSS for reading, writing, speaking and listening.	$58,432	Yes
Action #5	Implement Targeted ELD Curriculum and Program	a.Teachers will implement daily integrated ELD instruction using our adopted ELD program (Educeri) b. English Learners will receive integrated ELD daily in their core content areas.	$96,063	Yes
Action #6	Support Learning Loss Mitigation Enrichment	a.Students identified as “at promise” are extended the opportunity to attend tutoring sessions with a credentialed teacher at least two days a week after school. b.Students receive targeted support in math fluency and word problem solving. c. Students engage in an enriching and robust after school curriculum to support learning loss mitigation in math content	$228,920	Yes

Goal #3

Goal #3	Description	Type of Goal
#3	Engage students, parents, staff and community members to promote the social, emotional and physical needs of students. State Priorities: 1, 5, 6, 8	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 3, 4, 7

An explanation of why the LEA has developed this goal.

In analyzing the 2023-2024 parent and student survey data, we identified engagement with our community as a high priority to student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Home & School Climate Surveys Student Response to: I know the math and writing rubrics.	73.4% of students report engaged in school by knowing how they are graded with math and writing rubrics	82.9% of students report engaged in school by knowing how they are graded with math and writing rubrics	[Insert outcome here]	100% of students report engaged in school by knowing how they are graded with math and writing rubrics	Increase of 9.5 percent from baseline
[Metric #2]	Chronic Absenteeism	45% chronic absenteeism rate for the 2023 school year to date.	46.5%chronic absenteeism rate for the	[Insert outcome here]	Reduction by 10% to 15% chronic absenteeism rate	Increase of 1.5 percent from baseline
[Metric #3]	Suspension Rate	9.3% suspension rate in the 2023 SY.	20.6% suspension rate in the	[Insert outcome here]	3% suspension rate	Increase of 11.3 percent from baseline
[Metric #4]	Suspension Rate African American	16.2% suspension rate 2023 SY.	25.8% suspension rate	[Insert outcome here]	3% suspension rate	Increase of 9.6 percent from baseline

Goal Analysis for [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.

At New Vision Middle School, we are proud to see growing student and parent engagement as we continue to expand resources and activities that support Social Emotional Learning (SEL) and overall student success. Our College and Career Readiness class plays a key role in this effort, with a strong focus on helping students build critical social skills, self-awareness, and confidence that will benefit them both in and beyond the classroom.

This ongoing commitment to SEL and whole-child development has contributed to a significant decrease in suspensions and expulsions, creating a more positive and inclusive school climate. While we celebrate this progress, we recognize that chronic absenteeism remains a challenge. Addressing this issue remains a top priority as we strive to ensure that every student has the opportunity to thrive academically, socially, and emotionally. Gifted and talented students have been identified and that program is taking place.

We continue to build our staff through Solutins Teams, as we address are Identified schoolwide challenges. We are becoming more effective in working as a team to address

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.

Action 1:Schoolwide Solution Model
Budgeted Expenditures: $168,450
Estimated Actual Expenditures:$40,332
Material Difference:$128,118
Explanation:The material difference is due to reduced student enrollment during the 2024-25 school year.

Action 2:Community & Educational Partners
Budgeted Expenditures: $83,300
Estimated Actual Expenditures:$32,491
Material Difference:$50,809
Explanation:The material difference is due to a phase implementation. The next phase will be implemented during the 2025-26 school year.

Action 3:Family & Parent Connection
Budgeted Expenditures: $125,200
Estimated Actual Expenditures:$23,003
Material Difference:$102,197
Explanation:The material difference is due to a lower participation rate in the 2024-25 school year.

Action 4:Student Success Coach
Budgeted Expenditures: $88,000

Estimated Actual Expenditures:$0
Material Difference:$88,000
Explanation:The material difference is due to implementation during the 2025-26 school year.

Action 5:GATE
Budgeted Expenditures: $187,800
Estimated Actual Expenditures:$120,223
Material Difference:$67,577
Explanation:The material difference is due to a reduced number of planned field trip experiences for the 2024-25 school year.

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

The success of this goal is reflected in the strengthened support system that addresses the social, emotional, and physical needs of students through intentional collaboration among students, parents, staff, and community members. The refinement and implementation of the School Wide Solution Model has provided a proactive approach to behavior support, promoting positive relationships, emotional well-being, and a safe school climate. Adding community and educational partnerships have expanded access to mental health services, wellness programs, and enrichment opportunities, ensuring that students receive well-rounded support. Additionally, efforts to strengthen parent and family connections—through regular communication, and events— we continue to empower families to be active partners in their children's well-being.Community events are well attended but we continue to find challenges in getting parents, and guardians to our school committee meetings. Together, these actions are creating a nurturing and responsive school environment where students feel supported, valued, and ready to thrive.

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

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes were made to the desired outcomes.

Changes to Actions: No No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing

[Action #1]	Implement School Wide Solution Model	a. Students will receive Core Value Instruction to increase self-efficacy, empathy and enrich the community. b. Teachers implement the SEL curriculum and engage in culturally relevant practices in order to reduce student conflict, build self-confidence, teach conflict resolution, increase learning and coping skills, encourage teamwork, and create an inclusive school culture and community. c. School employees will participate in solutions committees to help build a cohesive vision for the school that is reflective of all stakeholders that ensures the social, emotional and physical well-being of our students and families are met. d. Admin, teachers, and staff will work together to ensure students perceive their school as a safe place to learn. The school will prioritize the physical and emotional safety of students. e. Students participate and engage in the adopted SEL program through incentives to build towards students self-adoption of coping stills, conflict resolutions and core values.	$168,450	Yes
[Action #2]	Community & Educational Partnerships	a. The school will partner with organizations both local and nationally to ensure that the physical needs of students and families are met. b. The school will provide additional support for any student with chronic absences (bus pass, weekend tutoring, work completion assistance etc.)	$83,300	Yes
[Action #3]	Support Parent & Family Connection	a. The school will host workshops to support parents in supporting their students at home and provide pathways to resources to meet their needs. b. The school will continue to partner with communities to ensure equitable access to necessities.	$125,200	Yes

[#Action 4]	Student Success Mentors	• Develop and implement intervention lessons targeting individual student challenges in daily school activities and relationships. • Create and manage mentoring schedules for up to 30 students, focusing on academic coaching and behavior coaching. • Collaborate with school staff to identify student needs and develop personalized success plans. • Provide one-on-one coaching and support to students facing economic challenges, substance abuse issues, episodes of violence or bullying and academic underperformance. • Foster a supportive and inclusive environment conducive to student growth and development. • Monitor student progress and adjust coaching strategies as needed to ensure success. • Maintain accurate records of student interactions, progress, and outcomes. • Participate in professional development opportunities to enhance coaching skills and knowledge of best practices.	$88,000	Yes
[Action #5]	Gifted and Talented Education (GATE) Program	a. Provide professional development to teachers and administration in gifted education to identify advanced learning opportunities for students including those of diverse backgrounds b. Purchase online assessment software NNAT3 to determine eligibility for the GATE program. c. Recruit and hire a GATE Specialist	$187,800	Yes

Goal #4

Goal # 4	Description	Type of Goal
4	Engage teachers, administrators, parents and community members to promote active citizens who value academic achievement, character development, safe well maintained learning environments and exposure to community resources in supporting each of our students to reach their potential as learners. State Priorities: 1, 3, 4, 7	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 3, 4, 7

An explanation of why the LEA has developed this goal.

We recognize that our school cannot be successful without the support and inclusion of our educational and community partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Maintain High Academic Standards for Teacher Support	100% of teachers are fully engaged in professional development opportunities.	100% of teachers are fully engaged in professional development opportunities.	[Insert outcome here]	100% of teachers are fully engaged in professional development opportunities.	We have maintained 100% of teachers engaginging in professional development since baseline.
[Metric #2]	Increase student engagement in school sponsored activities	80% of students in the 2022-2023 school year were engaged in school sponsored activities.	80% of students in the 2023-2024 school year were engaged in school sponsored activities.	[Insert outcome here]	95% of students in the school year were engaged in school sponsored activities.	We have maintained 80% of students being engaged in school sponsored activities since baseline.
[Metric #3]	Increase parent/guardian engagement in school sponsored events	25% of parents/guardians engaged in school sponsored activities	50% of parents/guardians engaged in school sponsored activities	[Insert outcome here]	95% of parents/guardians involved and utilized school resources	We have seen a increase of 25% of parents participating in school activities, focusing on orientations

Goal Analysis for [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 Vision Middle School demonstrated a strong commitment to student success by ensuring that all teaching staff were fully credentialed, with most of the teachers meeting certification requirements; we had 3 lomgterm subs two of which are in credentialing programs. To further support instructional excellence, teachers participated in induction programs to clear their preliminary credentials within the first three years of employment. These efforts helped establish a high standard of pedagogical and instructional practice across the campus, creating an environment where academic achievement was a shared priority among staff and students alike.

To strengthen collaboration and shared decision-making, New Vision actively engaged educational partners—including teachers, staff, families, and community members—through participation in key school committees such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), and the Solutions Team. These groups provided input on school policies and initiatives, ensuring alignment with the mission and vision of the school and RJA. Through this inclusive model, all stakeholders played a role in shaping a school culture that valued character development, civic engagement, and equitable access to educational opportunities. Getting parents involved in these committees was again a challenge this year.

Family and community engagement remained central to the school's success. Over 85% of parents attended at least one parent night, and 100% of parents who wanted a parent teacher conference received one. The school maintained clear communication by ensuring that nearly all families received report cards and that those with chronic absenteeism concerns were contacted through SART/SARB notifications and home visits. Survey data further confirmed this strong connection, with 85% of families surveyed, reporting that the school listened to their concerns, offered support, and maintained approachable and caring administrators. Teacher feedback from professional development surveys also guided staff training priorities, ensuring continuous improvement to meet the diverse needs of students and families.

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.

Action 1:Credentialed Teachers
Budgeted Expenditures: $0
Estimated Actual Expenditures:$0
Material Difference:$0
Explanation:There is no material difference.

Action 2:Educational Partners & Community
Budgeted Expenditures: $58,344
Estimated Actual Expenditures:$33,717
Material Difference:$24,627
Explanation:The material difference is due to having a lower participation rate during the 2024-25 school year.

Action 3:Teacher Induction
Budgeted Expenditures: $175,000
Estimated Actual Expenditures:$72,000
Material Difference:$103,000
Explanation: The material difference is due to having a lower participation rate of teachers requiring the induction program for the 2024-25 school year.

Action 4:Parent and Educational Partner Engagement
Budgeted Expenditures: $46,000
Estimated Actual Expenditures:$11,188
Material Difference:$34,812
Explanation:The material difference is due to having a lower participation rate during the 2024-25 school year.

Action 5:Professional Development
Budgeted Expenditures: $11,074
Estimated Actual Expenditures:$9,013
Material Difference:$2,061
Explanation:There is no material difference

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

The success of this goal at New Vision Middle School is evident through the strong collaboration between teachers, administrators, parents, and community members, all working together to support student growth academically and personally. While staffing fully credentialed teachers in every classroom has been a challenge, students benefit from high-quality instruction delivered by educators who are well-prepared and deeply committed to student success. The teacher induction program has played a key role in supporting new educators, helping them grow professionally and align with the school's vision of academic excellence and character development. Additionally, regular professional development and feedback from survey results have helped shape relevant training opportunities that respond directly to the needs of staff, further strengthening teaching practices across the board.

Parent and educational partner engagement has also been instrumental in promoting a culture of active citizenship and academic achievement. Through active participation in committees and councils, families and community members have had meaningful opportunities to voice their perspectives, contribute to decision-making, and support a safe, well-maintained learning environment. Community partnerships have expanded student access to valuable resources and experiences, enhancing learning beyond the classroom. This collective commitment from all educational partners has fostered a sense of shared responsibility and pride, creating a supportive and inclusive school culture where every student is encouraged and empowered to reach their full potential.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: No changes were made to the desired outcomes.

Changes to Actions: No No changes made to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Fully Credentialed teachers	Maintain 100% fully credentialed teaching staff	[$ 0.00]	No
[Action #2]	Educational Partners & Community Committees/Councils	Engage participation for: • Educational partners (teacher, staff, families, community) are represented on the Solutions team committees. • Educational partners understand the mission and vision of RJA/School • Educational partners (teacher, staff, families, community) are represented on the ELAC/DLAC. • Educational partners (teacher, staff, families, community) are represented on the AAPAC. • Educational partners (teacher, staff, families, community) are represented on the SSC	$58,344	Yes
[Action #3]	Teacher Induction	Teachers will participate in the required process of moving their preliminary teaching credential to a clear credential within the first three years of employment to support pedagogical and instructional best practices	$175,000	No
[Action #4]	Parent & Educational Partner Engagement	Engage Parents and Community by: • 85% of Parents participate in at least 1 parent night. • 95% of student families participate in Parent-teacher conferences • 95% of families receive report cards • 95% of families with chronic absenteeism attendance receive notifications (SART/SARB) and home visits at the SARB level. • 95% of families feel that their school listens to their concerns • 95% of families report they feel supported by their school • 95% of families feel like their school administrators are approachable and caring	$46,000	Yes
[Action #5]	Professional Development Survey Results	Teachers provide meaningful feedback on surveys to guide professional development decisions.	$11,074	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
#5	Increase student access to and engagement in Career Technical Education (CTE) programs that provide hands-on learning and exposure to a variety of entrepreneurial fields, empowering students with the skills, knowledge, and experiences necessary to explore and pursue entrepreneurial ventures and career opportunities.	Broad Goal

State Priorities addressed by this goal.

1,2,4,5,6

An explanation of why the LEA has developed this goal.

This goal was developed to support students in developing an entrepreneurial mindset, building academic skills that support students in developing them as critical thinkers, and career exploration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Students will participate in project-based learning experiences that simulate real-world entrepreneurial scenarios across multiple industry sectors by having at least 70% of students participating in a CTE course grades 6-8.	Program implementation SY 25/26	[Insert outcome here]	[Insert outcome here]	100% of students participating in a CTE course grades 6-8.	No data due to the program implementation next year.
Metric #2	Students will complete exploratory instruction in entrepreneurship in multiple industry sectors by completing all CCGI modules grades 6-8 respectively.	CCGI implementation SY 25/26	[Insert outcome here]	[Insert outcome here]	100% of students will complete exploratory instruction in entrepreneurship in multiple industry sectors	No data due to the program implementation next year.
Metric #3	90% of students will be prepared for CTE instruction and pathway selection in highschool by participating in at least one year of a CTE class grades 7-8 or participate in a summer CTE course.	CTE/elective 6-8 program implementation SY 25/26	[Insert outcome here]	[Insert outcome here]	90% of students will be prepared for CTE instruction and pathway selection in high school	No data due to the program implementation next year.

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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 goal for the 25-26 school year. Staff is being hired and trained, with curriculum development for the coming year.

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.

New goal for the 25-26 school year.

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

New goal for the 25-26 school year.

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.

New goal for the 25-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Integrate entrepreneurship/CTE class into the daily schedule of students.	Daily instruction will be implemented in a class assignment devoted to CTE pathways	[$ 0.00]	Yes
Action #2	Develop CTE curriculum through Entrepreneurship based instruction	Curriculum will be developed and purchased for CTE instruction.	$50,000	Yes
Action #3	Hire properly credentialed CTE teachers to provide instruction	CTE credentialed teachers will be recruited hired and trained to support CTE classes and programs	$75,000	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,802,935	$233,724

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
41.45%	0.00%	$0	41.45%

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 school wide 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	Increased achievement on CAASPP testing. Reclassification of English Language Learners.	In Goal 1, action steps will support, Foster youth, English learners, and Low income students as the SFA program meets students at their individual need level, in addition to providing specific reading and language supports to EL students through a new curriculum for designated instruction and integrated instruction. Additionally, the school is providing tutoring with progress monitoring for these student groups who are in need of additional support. Teachers will implement EL portfolios to assist in the monitoring of progress towards meeting EL standards and ensuring growth towards English acquisition.	• CAASPP Assesment Scores • Reclassification Rates ELPAC • Grades

Goal 2	Increased achievement on CAASPP testing. Reclassification of English Language Learners	In Goal 2, action steps will include all of our “at risk” students that also encompasses Foster, Low-Income and Math, by providing tutoring sessions 2 days a week, to address their individual mathematical needs and to acquire the necessary skills for advancement. All students will receive high expectations from parents and teachers in support of increasing the levels of performance and achievement. The new Swun math curriculum will support English Language Learners, Special Education, IEP students, Foster, and low income students by providing them with a variety of resources to fit their specific needs.	• CAASPP Assesment Scores • Grades
Goal 3	Supporting the Social Emotional growth and needs of our students	Goal 3, action steps will help support the needs of our Foster Youth, English Language Learner and Low-Income students in a variety of ways. Counseling services and class councils provide opportunities for students to discuss their feelings, learn coping strategies for difficult situations and build a sense of community and belonging. Solution Teams Committees and Trauma Informed Professional Development provide teachers with resources needed to provide effective interventions and support for these populations. Finally, Counseling/staff-led groups help support specific student needs.	• Participation Rates • Survey Results
Goal 4	Engaging students in school culture.	Goal 4, action steps will help support Foster Youth, English Language Learners and parents to build communication with teachers and community members. By having a variety of parent participation in all of our parent advisory committees, the families in these subgroups will feel more involved and welcomed within the school community. All parents will receive notifications, report cards, and access to Powerschool to support their students' needs. Students and families feel supported by teachers and administrators.	• ADA • Suspension Rates

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

[Provide description here]

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	[Provide ratio here]	22 certificated staff providing direct services to a student population of 418 students Staff-to-student ratio of certificated staff providing direct services to students 1:19
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	17 certificated staff providing direct services to a student population of 418 students Staff-to-student ratio of certificated staff providing direct services to students 1:25

2025-2026 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 %)
2025-2026	$ 4,349,977	$ 1,802,935	41.447%	0.000%	41.447%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,347,589	$ -	$ -	$ -	$ 2,347,589.00	$ -	$ 2,347,589

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	Implement Targeted Reading Curriculum	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
1	2	Implement Targeted Writing Curriculum	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 78,000	$ 78,000	$ -	$ -	$ -	$ 78,000	0.000%
1	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 87,000	$ 87,000	$ -	$ -	$ -	$ 87,000	0.000%
1	4	Data Analysis and Professional Learning Communities	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 103,000	$ 103,000	$ -	$ -	$ -	$ 103,000	0.000%
1	5	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 68,432	$ 68,432	$ -	$ -	$ -	$ 68,432	0.000%
1	6	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	New Vision Middle School	Ongoing	$ -	$ 113,000	$ 113,000	$ -	$ -	$ -	$ 113,000	0.000%
1	7	Support Learning Loss Mitigation and enrichment	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 167,600	$ 167,600	$ -	$ -	$ -	$ 167,600	0.000%
2	1	Implement Targeted Math Curriculum	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 140,000	$ 140,000	$ -	$ -	$ -	$ 140,000	0.000%
2	2	Support Data Informed Instruction	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 74,974	$ 74,974	$ -	$ -	$ -	$ 74,974	0.000%
2	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 89,000	$ 89,000	$ -	$ -	$ -	$ 89,000	0.000%
2	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 58,432	$ 58,432	$ -	$ -	$ -	$ 58,432	0.000%
2	5	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	New Vision Middle School	Ongoing	$ -	$ 96,063	$ 96,063	$ -	$ -	$ -	$ 96,063	0.000%
2	6	Support Learning Loss Mitigation Enrichment	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 228,920	$ 228,920	$ -	$ -	$ -	$ 228,920	0.000%
3	1	Implement School Wide Solution Model	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 168,450	$ 168,450	$ -	$ -	$ -	$ 168,450	0.000%
3	2	Community & Educational Partnerships	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 83,300	$ 83,300	$ -	$ -	$ -	$ 83,300	0.000%
3	3	Support Parent & Family Connection	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 125,200	$ 125,200	$ -	$ -	$ -	$ 125,200	0.000%
3	4	Student Success Coach	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 88,000	$ 88,000	$ -	$ -	$ -	$ 88,000	0.000%
3	5	Gifted and Talented Education (GATE) Program	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 187,800	$ 187,800	$ -	$ -	$ -	$ 187,800	0.000%
4	1	Fully Credentialed teachers	All	No	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	2	Educational Partners & Community, Committees/Councils	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 58,344	$ 58,344	$ -	$ -	$ -	$ 58,344	0.000%
4	3	Teacher Induction	All	No	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 175,000	$ 175,000	$ -	$ -	$ -	$ 175,000	0.000%
4	4	Parent & Educational Partner Engagement	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 46,000	$ 46,000	$ -	$ -	$ -	$ 46,000	0.000%
4	5	Professional Development Survey Results	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 11,074	$ 11,074	$ -	$ -	$ -	$ 11,074	0.000%

2025-2026 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
$ 4,349,977	$ 1,802,935	41.447%	0.000%	41.447%	$ 2,172,589	0.000%	49.945%	**Total:**	$ 2,172,589
								LEA-wide Total:	$ 2,172,589
								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	Implement Targeted Reading Curriculum	Yes	LEA-wide	All	New Vision Middle School	$ 100,000	0.000%
1	2	Implement Targeted Writing Curriculum	Yes	LEA-wide	All	New Vision Middle School	$ 78,000	0.000%
1	3	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	New Vision Middle School	$ 87,000	0.000%
1	4	Data Analysis and Professional Learning Co	Yes	LEA-wide	All	New Vision Middle School	$ 103,000	0.000%
1	5	Professional Development on CAASPP Sum	Yes	LEA-wide	All	New Vision Middle School	$ 68,432	0.000%
1	6	Implement Targeted ELD Curriculum and Pr	Yes	LEA-wide	English Learners	New Vision Middle School	$ 113,000	0.000%
1	7	Support Learning Loss Mitigation and enrich	Yes	LEA-wide	All	New Vision Middle School	$ 167,600	0.000%
2	1	Implement Targeted Math Curriculum	Yes	LEA-wide	All	New Vision Middle School	$ 140,000	0.000%
2	2	Support Data Informed Instruction	Yes	LEA-wide	All	New Vision Middle School	$ 74,974	0.000%
2	3	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	New Vision Middle School	$ 89,000	0.000%
2	4	Professional Development on CAASPP Sum	Yes	LEA-wide	All	New Vision Middle School	$ 58,432	0.000%
2	5	Implement Targeted ELD Curriculum and Pr	Yes	LEA-wide	English Learners	New Vision Middle School	$ 96,063	0.000%
2	6	Support Learning Loss Mitigation Enrichmer	Yes	LEA-wide	All	New Vision Middle School	$ 228,920	0.000%
3	1	Implement School Wide Solution Model	Yes	LEA-wide	All	New Vision Middle School	$ 168,450	0.000%
3	2	Community & Educational Partnerships	Yes	LEA-wide	All	New Vision Middle School	$ 83,300	0.000%
3	3	Support Parent & Family Connection	Yes	LEA-wide	All	New Vision Middle School	$ 125,200	0.000%
3	4	Student Success Coach	Yes	LEA-wide	All	New Vision Middle School	$ 88,000	0.000%
3	5	Gifted and Talented Education (GATE) Progr	Yes	LEA-wide	All	New Vision Middle School	$ 187,800	0.000%
4	1	Fully Credentialed teachers	No	LEA-wide		New Vision Middle School	$ -	0.000%
4	2	Educational Partners & Community, Commit	Yes	LEA-wide	All	New Vision Middle School	$ 58,344	0.000%
4	3	Teacher Induction	No	LEA-wide		New Vision Middle School	$ -	0.000%
4	4	Parent & Educational Partner Engagement	Yes	LEA-wide	All	New Vision Middle School	$ 46,000	0.000%
4	5	Professional Development Survey Results	Yes	LEA-wide	All	New Vision Middle School	$ 11,074	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,347,589.00	$ 1,861,425.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implement Targeted Reading Curriculum	Yes	$ 100,000	$ 142,122
1	2	Implement Targeted Writing Curriculum	Yes	$ 78,000	$ 78,000
1	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 87,000	$ 23,396
1	4	Data Analysis and Professional Learning Communities	Yes	$ 103,000	$ 103,000
1	5	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 68,432	$ 68,432
1	6	Implement Targeted ELD Curriculum and Program	Yes	$ 113,000	$ 113,000
1	7	Support Learning Loss Mitigation and enrichment	Yes	$ 167,600	$ 167,600
2	1	Implement Targeted Math Curriculum	Yes	$ 140,000	$ 140,000
2	2	Support Data Informed Instruction	Yes	$ 74,974	$ 12,502
2	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 89,000	$ 23,396
2	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 58,432	$ 58,432
2	5	Implement Targeted ELD Curriculum and Program	Yes	$ 96,063	$ 96,063
2	6	Support Learning Loss Mitigation Enrichment	Yes	$ 228,920	$ 228,920

3	1	Implement School Wide Solution Model	Yes	$ 168,450	$ 168,450
3	2	Community & Educational Partnerships	Yes	$ 83,300	$ 32,491
3	3	Support Parent & Family Connection	Yes	$ 125,200	$ 23,003
3	4	Student Success Coach	Yes	$ 88,000	$ 88,000
3	5	Gifted and Talented Education (GATE)	Yes	$ 187,800	$ 187,800
4	1	Fully Credentialed teachers	No	$ -	$ -
4	2	Educational Partners & Community,	Yes	$ 58,344	$ 33,717
4	3	Teacher Induction	No	$ 175,000	$ 72,000
4	4	Parent & Educational Partner Engagement	Yes	$ 46,000	$ 188
4	5	Professional Development Survey Results	Yes	$ 11,074	$ 913

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,775,501	$ 2,172,589	$ 1,861,425	$ 311,164	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implement Targeted Reading Curriculum	Yes	$ 100,000	$ 142,122	0.000%	0.000%
1	2	Implement Targeted Writing Curriculum	Yes	$ 78,000	$ 78,000	0.000%	0.000%
1	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 87,000	$ 23,396	0.000%	0.000%
1	4	Data Analysis and Professional Learning Communities	Yes	$ 103,000	$ 103,000	0.000%	0.000%
1	5	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 68,432	$ 68,432	0.000%	0.000%
1	6	Implement Targeted ELD Curriculum and Program	Yes	$ 113,000	$ 113,000	0.000%	0.000%
1	7	Support Learning Loss Mitigation and enrichment	Yes	$ 167,600	$ 167,600	0.000%	0.000%
2	1	Implement Targeted Math Curriculum	Yes	$ 140,000	$ 140,000	0.000%	0.000%
2	2	Support Data Informed Instruction	Yes	$ 74,974	$ 12,502	0.000%	0.000%
2	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 89,000	$ 23,396	0.000%	0.000%
2	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 58,432	$ 58,432	0.000%	0.000%
2	5	Implement Targeted ELD Curriculum and Program	Yes	$ 96,063	$ 96,063	0.000%	0.000%
2	6	Support Learning Loss Mitigation Enrichment	Yes	$ 228,920	$ 228,920	0.000%	0.000%
3	1	Implement School Wide Solution Model	Yes	$ 168,450	$ 168,450	0.000%	0.000%
3	2	Community & Educational Partnerships	Yes	$ 83,300	$ 32,491	0.000%	0.000%
3	3	Support Parent & Family Connection	Yes	$ 125,200	$ 23,003	0.000%	0.000%
3	4	Student Success Coach	Yes	$ 88,000	$ 88,000	0.000%	0.000%
3	5	Gifted and Talented Education (GATE) Program	Yes	$ 187,800	$ 187,800	0.000%	0.000%
4	1	Fully Credentialed teachers	No	$ -	$ -	0.000%	0.000%
4	2	Educational Partners & Community,	Yes	$ 58,344	$ 33,717	0.000%	0.000%
4	3	Teacher Induction	No	$ -	$ 72,000	0.000%	0.000%
4	4	Parent & Educational Partner Engagement	Yes	$ 46,000	$ 188	0.000%	0.000%
4	5	Professional Development Survey Results	Yes	$ 11,074	$ 913	0.000%	0.000%

2024-2025 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)
$ 4,233,431	$ 1,775,501	0.000%	41.940%	$ 1,861,425	0.000%	43.970%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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