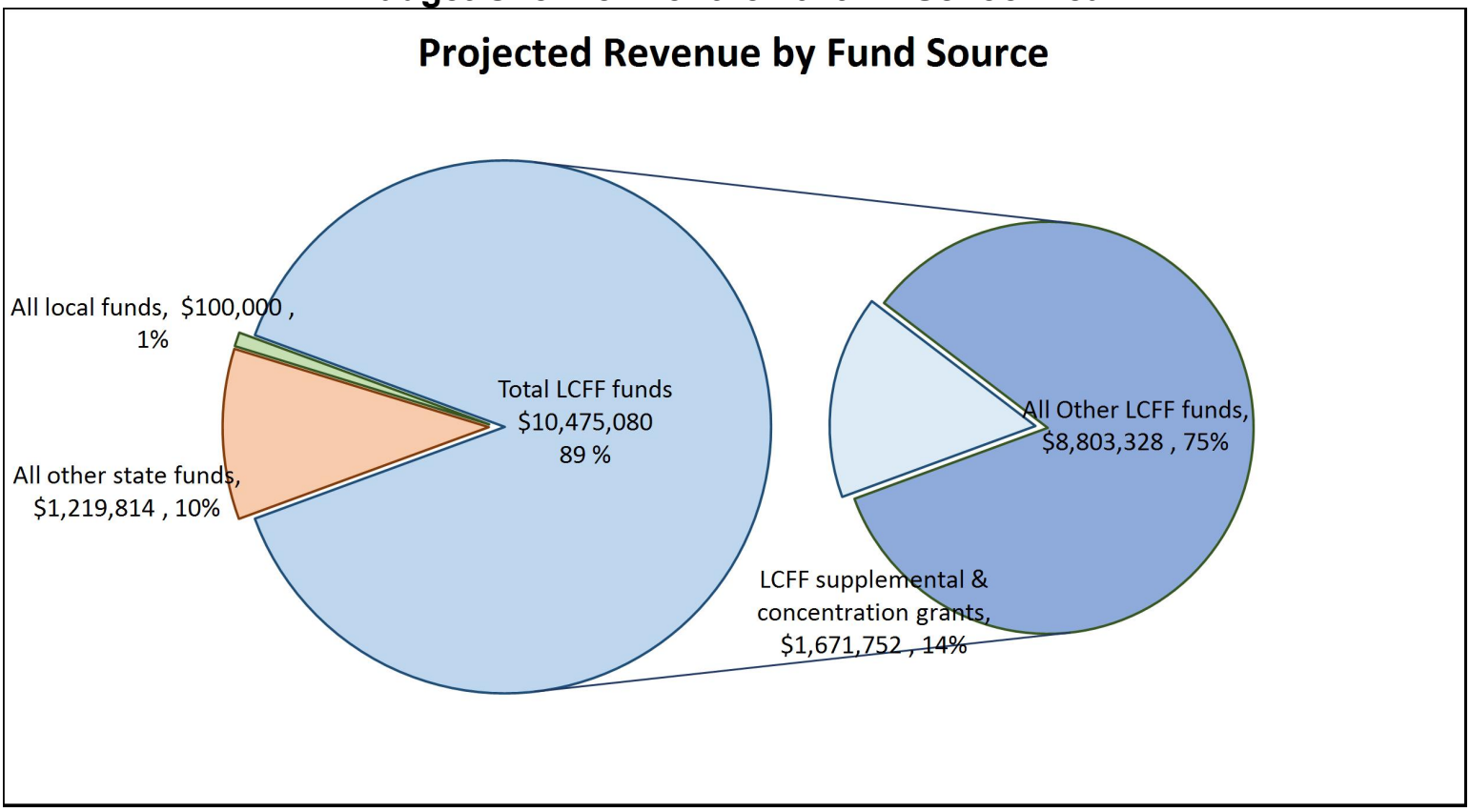
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leroy Greene Academy
CDS Code: California
School Year: 2026-27
LEA contact information:
Pooja Maharaj
Principal
davidrodriguez@natomasunified.org
(916) 567-5560

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 2026-27 School Year

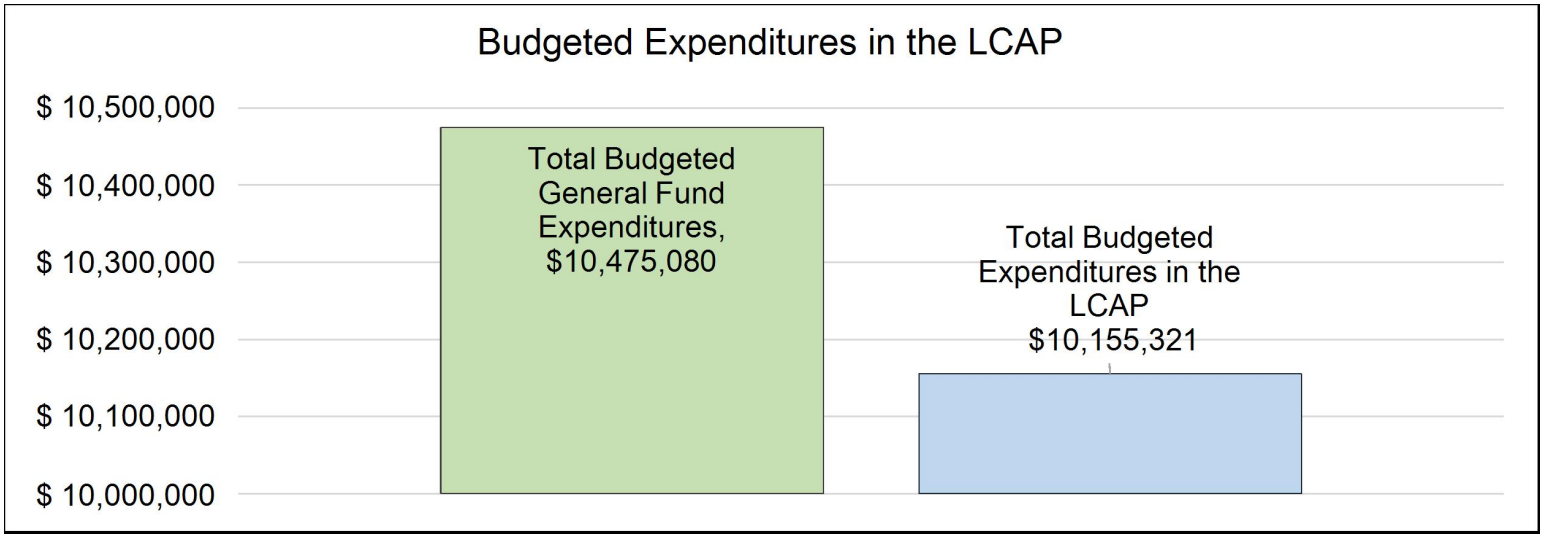


This chart shows the total general purpose revenue Leroy Greene Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leroy Greene Academy is $11,794,894, of which $10,475,080 is Local Control Funding Formula (LCFF), $1,219,814 is other state funds, $100,000 is local funds, and $ is federal funds. Of the $10,475,080 in LCFF Funds, $1,671,752 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Leroy Greene Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Leroy Greene Academy plans to spend $10,475,080 for the 2026-27 school year. Of that amount, $10,155,321 is tied to actions/services in the LCAP and $319,759 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some items are not included in the LCAP

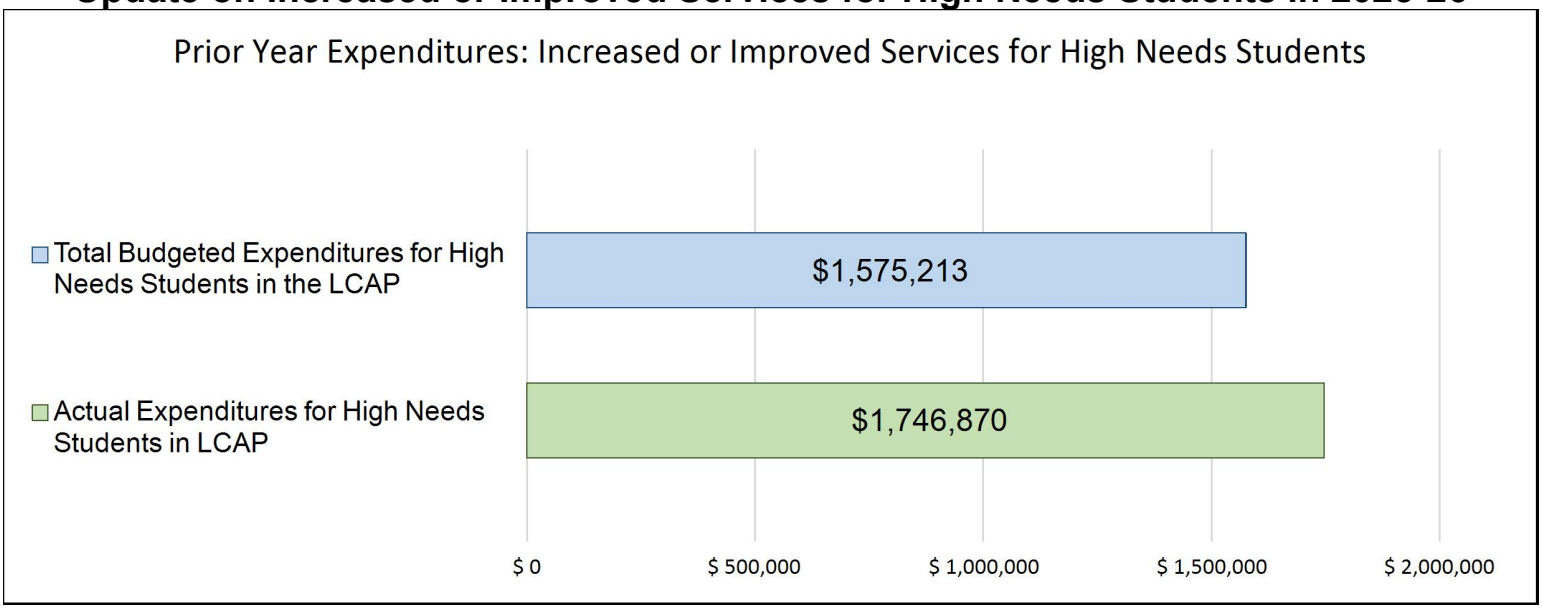
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Leroy Greene Academy is projecting it will receive $1,671,752 based on the enrollment of foster youth, English learner, and low-income students. Leroy Greene Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Leroy Greene Academy plans to spend $1,546,310 towards meeting this requirement, as described in the LCAP.

Some expenses were paid for by the NUSD school district

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Leroy Greene Academy's LCAP budgeted $$1,575,213 for planned actions to increase or improve services for high needs students. Leroy Greene Academy actually spent $$1,746,870 for actions to increase or improve services for high needs students in 2025-26.

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
Leroy Greene Academy	Pooja Maharaj Principal	pmaharaj@natomasunified.org (916) 567-5560

Plan Summary [2026-27]

General Information

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

Leroy Greene Academy (LGA) is an academic charter school, operated by NUSD to serve students in the 6th through 12th grades. Our Vision is that All students graduate college and career ready, productive, responsible, and engaged global citizens. To do that, LGA is committed to PRIDE: Purpose, Results, Innovation, Determination, and Empathy.

We are a public school with the ability to operate differently than a traditional school. We implement challenging academic programs and high-leverage systems that ensure all students are prepared for college. Students complete coursework in two innovative pathways -- Visual Arts & Technology, and Business Entrepreneurship. Our culture of achievement is defined by high expectations for academic performance and citizenship.

We value diversity and connectedness, and we believe that the strength of our Lion PRIDE helps to create a rich educational experience focused on ensuring that all Lion students graduate college-ready. LGA hosts a diverse group of students, with approximately 750 students representing the diversity of Sacramento including 44% Latinx, 15% White, 14% Asian, 13% African American, and 10% Two or More Races. Additionally, about 66% of LGA students are economically disadvantaged, foster yout, or English Learners.

Reflections: Annual Performance

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

Leroy Greene Academy (LGA) continues to demonstrate strong outcomes in several key areas while identifying important opportunities for improvement. A review of the 2025 California School Dashboard and local data indicates that the school has maintained high levels of student success in graduation, college and career readiness, attendance, and implementation of state standards. At the same time, persistent challenges in mathematics achievement, suspension rates, and outcomes for specific student groups highlight areas requiring focused attention and continuous improvement.

One of LGA's greatest strengths remains its ability to prepare students for success beyond high school. The school maintained a 100% graduation rate and achieved a Blue performance level on both the Graduation Rate and College/Career indicators. More than three-quarters of graduates met the criteria for being "Prepared" on the College/Career Indicator, substantially exceeding state performance levels. These outcomes reflect the effectiveness of LGA's academic advising systems, college and career pathways, and student support structures.

Student engagement indicators also demonstrate positive progress. Chronic absenteeism improved significantly and earned a Green performance level, with rates substantially below the state average. This improvement suggests that efforts to strengthen student connectedness, monitor attendance, and engage families are having a positive impact. Maintaining these gains will remain a priority, particularly for English Learners and Long-Term English Learners, whose absenteeism rates continue to exceed those of their peers.

Academic achievement data present a more mixed picture. While English Language Arts performance remains below the state standard, overall achievement is significantly stronger than mathematics and several student groups continue to perform at or above state averages. Mathematics remains the school's most significant academic challenge, with overall performance in the Orange performance level and substantial achievement gaps for English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Although the newly reported growth data indicate that a majority of students improved from the prior year in both ELA and mathematics, those gains have not yet translated into proficiency levels that meet the school's aspirations for equitable student outcomes.

The Dashboard data also highlight ongoing equity concerns. Students with Disabilities, English Learners, and Long-Term English Learners consistently demonstrate lower levels of academic performance than their peers, particularly in mathematics. These trends reinforce the need to strengthen differentiated instruction, intervention systems, inclusive practices, and targeted supports designed to accelerate learning for students with the greatest needs.

School climate data reveal both strengths and areas for growth. Local survey results indicate that students, families, and staff generally view the school as safe, welcoming, and supportive. Participants identified strong counseling services, advisory supports, and positive relationships as important contributors to student success. However, the Suspension Rate remains a significant concern, earning a Red performance level overall and affecting several student groups disproportionately. These findings suggest the need to continue expanding restorative practices, strengthening positive behavior supports, and monitoring discipline data to ensure equitable outcomes for all students.

LGA met the standard on all local indicators, reflecting continued progress in implementing state academic standards, maintaining appropriate teacher assignments, providing access to a broad course of study, and engaging families in school improvement efforts. Survey

feedback and local data also suggest opportunities to strengthen authentic family engagement, particularly among underrepresented groups, and to increase opportunities for families to participate in decision-making processes.

Based on these findings, LGA will continue to prioritize the following areas for improvement:

* Strengthening mathematics instruction and intervention systems to improve achievement for all students, particularly English Learners and Students with Disabilities.
* Reducing suspension rates through restorative practices, positive behavior supports, and equity-focused monitoring of discipline data.
* Expanding targeted academic and social-emotional supports for student groups experiencing the greatest disparities in outcomes.
* Maintaining strong graduation and college/career readiness outcomes while increasing access to rigorous coursework and postsecondary opportunities.
* Deepening meaningful family engagement and strengthening partnerships with underrepresented families.
* Building staff capacity to implement evidence-based instructional practices that accelerate learning and promote equitable outcomes.

Through continued implementation of these priorities, Leroy Greene Academy remains committed to ensuring that every student graduates prepared for success in college, career, and life while advancing equitable outcomes for all student groups.

Reflections: Technical Assistance

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

Through an analysis of student data and stakeholder engagement, a number of areas of need have emerged for LGA moving forward, including areas such as: expanding supports to prepare students for college/career, adding advanced coursework to provide rigorous challenging college-level classes, improving math performance, expanding course taking and intervention opportunities for students, increasing the A-G completion/pass rates, improving campus climate/culture and increasing authentic communication with families.

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.

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Student surveys
Parents	School Site Council Meetings Monday, October 27, 2025, at 4:00 pm Wednesday, December 10, 2025, at 4:00 pm Thursday, February 5, 2026, at 4:00 pm Thursday, April 16, 2026, at 4:00 pm
Teachers and Staff	Staff meetings and surveys
PTSA	Date Event 9/3/25 Back to School Night #1 9/8/25 GENERAL MEETING 11/10/25 GENERAL MEETING 1/12/26 GENERAL MEETING 3/9/26 GENERAL MEETING 4/13/26 ELECTION MEETING 5/11/26 GENERAL MEETING
Administrators	Weekly leadership meetings
Executive Council	Thursday, August 28, 2025, at 4:00 pm Thursday, October 9, 2025, at 4:00 pm Thursday, December 11, 2025, at 4:00 pm Thursday, February 12, 2026, at 4:00 pm Thursday, February 19, 2026, at 4:00 pm Thursday, March 19, 2026, at 4:00 pm

Educational Partner(s)	Process for Engagement
	Thursday, May 7, 2026, at 4:00 pm Thursday, June 11, 2026, at 4:00 pm for LCAP Board Approval
Survey Feedback from 2025 Survey	As part of the development of the 2026 Local Control and Accountability Plan (LCAP), Leroy Greene Academy (LGA) collected input from students, families, teachers, and staff through a comprehensive educational partner survey. Responses represented a diverse cross-section of the school community and provided valuable feedback regarding academic programs, student support services, school climate, family engagement, and college and career readiness. Survey results indicate strong confidence in LGA's ability to prepare students for success after high school. Educational partners recognized the school's high graduation rates, strong college and career readiness outcomes, and commitment to developing essential skills such as critical thinking, communication, collaboration, and problem solving. Respondents also expressed appreciation for the school's counseling services, advisory program, academic interventions, mental health supports, and opportunities for student involvement through athletics, clubs, leadership, and other extracurricular activities. School climate findings were largely positive, with students and families reporting that LGA is a safe, welcoming, and supportive learning environment. Educational partners highlighted the strength of relationships between students and staff, the accessibility of teachers and counselors, and the school's emphasis on student wellbeing and voice. At the same time, survey responses identified several areas for continued growth. Stakeholders expressed interest in expanding opportunities for family engagement and participation in school decision-making processes. Respondents also emphasized the importance of increasing access to career exploration, mentoring opportunities, and community partnerships that connect students to future educational and career pathways. Additional feedback highlighted the need to continue strengthening school safety, ensuring equitable access to programs and resources, supporting student

Educational Partner(s)	Process for Engagement
	motivation and engagement, and increasing representation and support for historically underrepresented student groups. The survey results affirmed many of LGA's current strengths while also helping identify priorities for continuous improvement. Feedback from educational partners will continue to inform planning, resource allocation, and the development of actions and services designed to improve outcomes for all students.

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

In summary, the 2025 LCAP survey reflects a school community that values the academic, social-emotional, and extracurricular supports available at Leroy Greene Academy. Educational partners expressed strong confidence in the school's support for students experiencing academic challenges, students with mental health needs, English Learners, high-achieving students, and students participating in school activities and athletics. Respondents also recognized LGA's efforts to prepare students for college and career success.

At the same time, survey results suggest opportunities to increase awareness, access, and participation in community partnerships, volunteering, and mentoring programs. These findings point to a continued need to strengthen communication, expand family and community engagement, and ensure that all students and families are aware of the supports and opportunities available to them. The feedback will help guide LGA's continuous improvement efforts throughout the next LCAP cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Academic Growth, Responsibility, and Achievement for Each Student	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students meeting or exceeding ELA standards (CAASPP)	42% in 2023	45%	46%	45%	+3%
1.2	% of students meeting or exceeding Math standards (CAASPP)	22% in 2023	24%	24%	25%	+2%
1.3	% of 11th graders college ready ELA (CAASPP level 4)	24% in 2023	25%	29%	30%	+1%
1.4	% of 11th graders conditionally college ready ELA (CAASPP level 3)	22% in 2023	29%	36%	30%	+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of 11th graders college ready Math (CAASPP level 4)	6% in 2023	4%	3%	10%	-2%
1.6	% of 11th graders conditionally college ready Math (CAASPP level 3)	13% in 2023	15%	12%	15%	+2%
1.7	% of students meeting or exceeding Science standards (CAASPP)	30% in 2023	31%	33%	35%	+1%
1.8	% of 10th and 11th graders taking PSAT (local)	34% (60/179) in 2024	(38/182) 21%	33%	35%	-12%
1.9	% of 11th graders taking the SAT (local)	53% (47/89) in 2024	(41/78) 53%	59%	Maintain 50% or higher	no change
1.10	% of students graduating from high school (CA School Dashboard)	100% (91/91) in 2023	100% (83/83) in 2024	100% (85/85) in 2025	100%	no change
1.11	% of graduates completing a-g requirements Requirements	87% (79 of 91) in 2024	86%	85% in 2025	90%	-1%
1.12	% of graduates completing CTE Course Requirements (CA School Dashboard)	0% (0 of 91) in 2024	0%	0%	TBD	no change
1.13	% of graduates completing a-g requirements AND CTE Course Requirements (CA School Dashboard)	0% (0 of 91) in 2023	0%	0%	TBD	no change
1.14	% of seniors applying to CSUS	84% (70 of 83) in 2024	90%	82%	85%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	% of students in AP classes who took an exam	89% (178/200) in 2023	214/218 98%	95%	90%	+9%
1.16	% of AP test takers passing at least one exam (local)	40% (72/178) in 2023	TBD	42%	45%	TBD
1.17	4 year College going rate	46% in 2024	53%	45%	50%	+7%
1.18	2 year College going rate	42% in 2024	42%	47%	50%	no change
1.19	% of students have access to instructional materials (local)	100% in 2024	100%	100%	100%	no change
1.23	% of ELs with access to ELD Standards (local)	100% in 2024	100%	100%	100%	no change
1.24	% of ELs with access to CA Content Standards (local)	100% in 2024	100%	100%	100%	no change
1.25	% of ELs making progress toward English language proficiency (CA School Dashboard)	70% (7 of 10) in 2023	66.7% (14 of 21)	60% (21 of 35)	75%	-3.3%
1.26	% - Reclassification Rate (Dataquest)	15.2% in 2022	Not available after 2022	Not available after 2022	20%	NA
1.27	Chromebooks per student	100% (1:1) in 2024	100%	100%	100%	no change

Goal Analysis [2025-26]

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.

Actons were implemented as planned.

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.

Some differences occurred because costs were lower than anticipated due to reduced expenses for AVID and software.
Additional costs were incurred for college going activities including AP exam fees and college applications as the college going culture has led to increased numbers of students seeking out AP opportunities and applications to college.

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

Most actions associated with Goal 1 have been effective in maintaining strong student outcomes related to graduation, college and career readiness, access to rigorous coursework, and student engagement. However, Dashboard and local data indicate that additional refinement and targeted supports are needed to accelerate achievement in mathematics and improve outcomes for English Learners and other student groups experiencing persistent performance gaps.

Effective Actions

Actions supporting literacy development, including intervention courses, instructional technology, professional learning, and English Language Development supports, have demonstrated positive results. Although overall English Language Arts (ELA) performance remains in the Orange performance level, students continue to outperform state averages in several student groups, and growth data indicate that 61.9% of students improved their ELA scores from the prior year. African American students, White students, and Asian students demonstrated particularly strong growth performance. These results suggest that literacy-focused supports are contributing to continued student growth, although additional efforts are needed to move more students to proficiency.

Actions, including counseling services, the advisory program, dual enrollment opportunities, Advanced Placement coursework, college application support, and college and career planning, have been highly effective. The school maintained a 100% graduation rate for the fourth consecutive year and achieved a Blue performance level on both the Graduation Rate and College/Career indicators. Additionally, 75.3% of graduates met the criteria for the College/Career Indicator “Prepared” level, significantly exceeding state performance. Local measures also show strong participation in college application processes, Advanced Placement coursework, and four-year college enrollment.

Actions designed to ensure equitable access to educational resources remain highly effective. All students continue to have access to instructional materials and technology, including a one-to-one Chromebook program. English Learners maintained 100% access to both designated English Language Development instruction and California content standards. Participation in Advanced Placement coursework remains strong, and survey data indicate that students and families value the academic and support services available across the school.

Partially Effective or Ineffective Actions

While multiple supports have been implemented, including intervention classes, supplemental instructional programs, extended learning opportunities, and targeted academic support, mathematics achievement remains an area of concern. Overall mathematics performance remained in the Orange performance level at 71.8 points below standard. English Learners, Students with Disabilities, and Long-Term

English Learners continue to perform substantially below standard, and growth data indicate that mathematics growth remains only moderate overall. Although some student groups demonstrated improvement, current results suggest that existing interventions have not yet produced the level of acceleration necessary to meet established goals.
Actions supporting English Learners, including designated ELD instruction, bilingual communication, and targeted intervention services, have produced mixed results. While all English Learners have access to ELD services and 60% of English Learners made progress toward English language proficiency, both ELA and mathematics achievement for English Learners remain substantially below schoolwide performance levels. Long-Term English Learners continue to experience significant achievement challenges. These findings indicate that while foundational systems are in place, additional differentiated instruction, language development supports, and targeted interventions are needed to accelerate achievement.

Although overall College/Career Indicator results remain strong, some local measures indicate opportunities for improvement. A-G completion rates declined slightly from baseline levels and no students completed Career Technical Education (CTE) pathway requirements. Survey feedback also identified a need to expand mentoring opportunities, career exploration experiences, community partnerships, and workforce exposure opportunities. These findings suggest that while current college readiness supports are effective, additional investments in career-connected learning and pathway development are needed to strengthen postsecondary options for all students.

Overall, Goal 1 actions have been effective in maintaining exceptional graduation outcomes, strong college and career readiness, improved attendance, and equitable access to educational resources. However, Dashboard and local data continue to identify mathematics achievement, English Learner performance, and career pathway development as priority areas for improvement. As a result, the LEA will continue to refine instructional supports, strengthen intervention systems, expand career-connected learning opportunities, and provide additional targeted services for student groups experiencing the greatest achievement gaps.

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

no planned changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Continue AVID	Continue AVID for 9th and 10th grade, and expand into middle school.	$10,449.95	Yes
1.2	Continue curriculum software	Renew software licenses and purchase curriculum to support student learning	$37,124.23	No

Action #	Title	Description	Total Funds	Contributing
1.3	Continue student technology	Provide Chromebook per student with refresh and maintenance to ensure all students, especially low income students, have access to technology for their academic program.	$150,000.00	No
1.4	Expand pathways and pathways courses	Implement a variety of new pathway courses: addition of three new art courses and one business course to align to post secondary college and career goals for students, including but not limited to updates in digital media (Wacom tablets), AP course alignment (AP and Pre-AP training) and adoption of CTE and dual enrollment expectations. Capstone projects for senior classes will reflect pathway coursework and require community engagement and interaction on a yearly basis (contract for off site locations for senior events). Additional courses will also require art Pre-AP and AP training for staff, and INCubator ACCelorator course training (conference attendance-3 attendees 9230 and ACCelorator licensing).	$104,443.81	Yes
1.5	Implement interventions and credit recovery systems	In 2021-2024, intervention and credit recovery systems will be put into place to assist students in meeting grade level standards and graduation requirements, These could include yearlong math and english courses to provide students more time and APEX courses.	$167,610.23	Yes
1.6	Implement math supports	Continue having one additional teacher to provide yearlong math courses to students who are struggling with math to provide extra time and support for math content	$115,971.00	Yes
1.7	Implement pre-AP supports	Support systems such as Pre-AP courses and AP Support will be offered to better prepare and support advanced education coursework.	$7,886.00	No
1.8	Implement summer school	Provide summer school learning and credit recovery opportunities for students	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Pay AP exam fees for students	Pay for AP exams for all students through 2024 to ensure that financial burdens for low income student do not impede their ability to sit for the AP exams	$21,614.00	No
1.10	Pay for college applications for seniors to Sac State	Pay for college application for every senior or all students through 2024 to Sacramento State University and to one UC campus to ensure that every student, regardless of family income, can apply to attend a 4-year college.	$3,500.00	Yes
1.11	Provide course supplies and equipment	With the adoption of new pathway outcomes and course development, on-going increase of course supplies to meet the needs of digital advances within the Adobe Creative Cloud, connections and access to community resources, after school events, pitching events and art shows/museum visits. Course supplies would also include visits from community professionals within careers that are linked to pathway outcomes.	$78,558.28	Yes
1.12	Provide dual enrollment for students	LGA will continue its relationship with American River College and will expand its dual enrollment course offerings to 6 courses by 2024	$0.00	No
1.13	Provide English Language Development supports	ELD course for EL students has no additional cost, included in teacher salaries above. Other funds to be used to provide academic and social-emotional supports for EL students.	$35,000.00	Yes
1.14	Provide PSAT during the school day	Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups	$1,000.00	Yes
1.15	Provide SAT during the school day	Continue to provide 11th graders with access to SAT exam during the school day to increase SAT access for low income students and underrepresented subgroups	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate the Social-Emotional Well-Being of Each Student	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Attendance Rate (local data)	95% in 2024	95%	95%	Maintain 95% or higher	no change
2.2	Chronic Absentee Rate (Ca School Dashboard)	17.6% in 2023	11.1%	8.2%	Below 15%	-6.4%
2.3	Suspension Rate (Ca School Dashboard)	16% in 2023	7.4%	9%	Below 10%	-8.6%
2.4	Expulsion Rate (Dataquest)	0% in 2023	0%	0%	Maintain 0%	No change
2.9	Middle School dropout rate (local data)	0% in 2024	0%	0%	0%	No change
2.10	High School dropout rate (Dataquest)	0% in 2023	0%	0%	0%	No change
2.11	Graduation rate (CA School Dashboard)	100% in 2023	100%	100%	100%	No change

Goal Analysis [2025-26]

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.

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 2 actions have been largely effective in creating a safe, supportive, and engaging school environment. Dashboard and local data demonstrate positive outcomes in student attendance, chronic absenteeism, graduation rates, and the maintenance of low exclusionary discipline practices. However, suspension rates remain an area for continued attention, particularly for certain student groups.

Effective Actions

Actions, including the advisory program, counseling services, family outreach, mentoring opportunities, and social-emotional supports have contributed to strong student engagement outcomes. The overall attendance rate remained stable at 95%, meeting the established target. Chronic absenteeism improved significantly from 17.6% in 2023 to 8.2% in 2025, exceeding the Year 3 target and earning a Green performance level on the California School Dashboard. These results suggest that student support systems and attendance interventions have been successful in helping students remain connected to school.

Programs focused on student wellness, mentoring, counseling, and relationship-building have helped foster a positive school climate. Survey results indicate that students and families generally perceive the school as safe, welcoming, and supportive. The advisory program, counseling services, and social-emotional supports continue to provide students with meaningful connections to adults on campus and access to academic and personal support when needed.

Actions designed to support student persistence and school connectedness have been highly effective. The school maintained a 0% middle school dropout rate, a 0% high school dropout rate, and a 100% graduation rate. These outcomes demonstrate that the systems of academic, behavioral, and social-emotional support are effectively helping students remain enrolled, engaged, and on track toward graduation.

Partially Effective Actions

While suspension rates remain substantially lower than the baseline and continue to meet the established target, progress has been inconsistent. The suspension rate increased from 7.4% in 2024 to 9.0% in 2025, although it remains significantly below the 2023 baseline of 16.0%. The California School Dashboard identified Suspension Rate as a Red indicator overall, with disproportionately high suspension rates for African American students, Students with Disabilities, Socioeconomically Disadvantaged students, and students identifying with Two or More Races. These results suggest that restorative practices and behavioral interventions have had a positive impact compared to historical levels but require further refinement and targeted implementation to address persistent disparities among student groups.

Overall, Goal 2 actions have been effective in promoting student engagement, reducing chronic absenteeism, preventing student dropouts, and maintaining exceptional graduation outcomes. The substantial reduction in chronic absenteeism and the continued maintenance of a 100% graduation rate indicate that many of the supports implemented through this goal are producing positive results. Moving forward, the LEA will continue strengthening social-emotional supports, counseling services, and restorative practices with an increased focus on reducing suspension rates and ensuring equitable outcomes for all student groups.

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

Actions 2.2 and 2.3 are not going to continue after 2024-2025.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implement CoVitality survey to students	All LGA students will be provided the opportunity to take the CoVitality survey which provides individual feedback around the social emotional state of our students. Counseling staff uses the data from this survey to better support the mental health of LGA students	$0.00	No
2.2	Implement social-emotional well-being program for male students	Implement Improve Your Tomorrow (action does not continue past the 2024-2025 school year)		
2.3	Implement social-emotional well-being program for female students	All Things Pretty Inc., mission is to empower young and adolescent girls from underrepresented communities of all backgrounds and cultures. We aim to help build character, confidence and charisma while coaching them to gain the endless possibilities of who they can become. We provide a		

Action #	Title	Description	Total Funds	Contributing
		secure, judgement-free environment while providing mentorship and academic support as well as life skills that will enable independence. (action does not continue past 2024-2025 school year)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a Safe, Engaging Environment Where Students Connect to School	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students who feel safe at school (local data)	95% in 2024	TBD	93%	100%	TBD
3.2	% of families who feel students are safe at school (local data)	95% in 2024	100%	100%	100%	+5%
3.3	% of teachers and staff who report feeling safe at school (local data)	100% in 2024	100%	100%	100%	no change
3.4	% of students who feel welcome at school (local data)	82% in 2024	78%	90%	100%	-5%
3.5	% of families who feel welcome at school (local data)	94% in 2024	83%	91%	100%	-11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	% of facilities are in good or exemplary condition (local data)	100% in 2024	100%	100%	100%	no change
3.8	% of students participating in arts and athletics (local data)	TBD	28%	27%	TBD	28%
3.9	% of seniors who have been on a college tour (local data)	TBD	84%	67%	100%	84%

Goal Analysis [2025-26]

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.

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

Additional program costs were incurred for music programs, campus culture, and safety supports in 2024-2025 due to expanded program offerings and needs and rising costs for staffing and vendors.

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

Goal 3 actions have been generally effective in maintaining a positive school climate, promoting student and family engagement, and ensuring safe and welcoming learning environments. Local survey data and Dashboard indicators suggest that students, families, and staff continue to view Leroy Greene Academy as a supportive school community. However, results also identify opportunities to strengthen family engagement and improve students' sense of belonging and connectedness.

Effective Actions

Actions focused on campus safety, counseling services, advisory supports, restorative practices, and school culture have been effective. Ninety-three percent of students reported feeling safe at school, while 100% of families and 100% of staff reported feeling that students and staff are safe on campus. Local Climate Survey results further indicated that students and families generally perceive LGA as a respectful,

inclusive, and supportive environment. Participants identified the advisory program, counseling services, and student support systems as important contributors to a positive school climate.

Actions, including advisory, student leadership opportunities, athletics, visual and performing arts, clubs, and campus activities have contributed to increased student engagement. The percentage of students reporting that they feel welcome at school increased from 78% in Year 1 to 90% in Year 2, demonstrating substantial progress in creating a more inclusive and connected school environment. Educational partner survey responses also highlighted strong relationships with teachers, counselors, and staff as key strengths of the school.

Facility maintenance and campus improvement efforts have been highly effective. One hundred percent of facilities continue to be rated in good or exemplary condition, providing students and staff with safe, clean, and functional learning environments. Educational partner feedback consistently identified the school environment as welcoming, well-maintained, and conducive to learning.

College awareness and postsecondary exploration activities have produced positive results. Eighty-four percent of seniors participated in a college tour experience, providing students with meaningful exposure to postsecondary opportunities. Survey feedback also indicated strong confidence in the school's ability to prepare students for life after high school through counseling services, academic planning, and college and career readiness supports.

Partially Effective Actions

While family engagement remains a strength overall, local survey results indicate opportunities for improvement. The percentage of families reporting that they feel welcome at school increased from 83% to 91% during the current cycle but remains below the baseline level of 94% and below the long-term goal of 100%. Educational partner survey feedback also suggested a desire for more meaningful opportunities for family participation in decision-making, school governance, and school improvement efforts. These findings suggest that existing family engagement activities are having a positive impact but require additional outreach and engagement strategies to ensure all families feel connected and represented.

Overall, Goal 3 actions have been effective in maintaining a safe, welcoming, and supportive school environment. Survey results indicate strong perceptions of safety among students, families, and staff, increased student connectedness, and continued satisfaction with school facilities and student support systems. Areas for continued growth include strengthening family engagement, increasing opportunities for educational partner input, and continuing efforts to ensure that all students and families feel a strong sense of belonging within the school community. These findings will guide future actions designed to strengthen school climate, family partnerships, and student engagement.

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

No changes in planned 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
3.1	Continue Advisory program	All LGA students attend advisory 4 days a week for 30 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus. Advisory will continue to be offered to LGA students with a continued emphasis in building positive relationship with peers and staff.	$35,000.00	Yes
3.2	Continue Athletics	Continue to support and fund middle and high school athletic programs to ensure that students, regardless of income, can participate.	$220,000.00	Yes
3.3	Continue campus culture and safety supports	Improve safety and campus culture through additional resources to engage and support students. 3.0 FTE	$180,778.00	Yes
3.4	Continue music program	Continue to grow the middle and high school music programs to ensure that all students, regardless of income have the opportunity to participate in school music programs	$54,916.19	Yes
3.5	Implement Diversity, Equity and Inclusion program supports	DEI - culture and connectedness summitt, community members, all day event, students learning about real work opportunities		No
3.6	Implement Diversity, Equity, and Inclusion training	Dr. Sharokky Hollie training and support for teachers and staff		No
3.7	Local survey data indicate the importance of continuing efforts to strengthen student engagement, school	Little Heroes - lunchtime organized activities (action does not continue past 2024-2025 school year)		

Action #	Title	Description	Total Funds	Contributing
	connectedness, and positive peer relationships. In 2025, 90% of students reported feeling welcome at school and 93% reported feeling safe. Structured opportunities for student interaction and engagement during non-instructional time help foster belonging and reduce social isolation.			
3.8	Implement Restorative Justice	Implement the Restorative Justice program to improve positive student behaviors through a wholistic wraparound supportive school environment	$25,000.00	No
3.9	Provide field trips	Each grade level at LGA will have at least one field trip opportunity per year to visit a college.		Yes
3.10	Provide PBIS training and supports			Yes
3.11	Provide school activities	LGA will continue to develop and evolve activities on campus to increase student sense of connection. LGA activities staff will be trained in WEB practices and leadership responsibilities to increase participation in school leadership, and expanding activities during school and after school.	$31,876.62	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engage Parents and Families to Support Student Success	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of Parents that complete the Annual Parent Survey (local data)	81 of 500 families = 16% (in 2024)	7 of 500 = 1.5%	23 of 500 = 4.5%	20%	-14.5%
4.2	% of families who feel welcome at school (local data)	94% in 2024	83%	91%	100%	-11%
4.3	% of Parents who feel their ideas are valued and included in school plans (local data)	81% in 2024	83%	87%	90%	+2%

Goal Analysis [2025-26]

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.

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 4 actions have been partially effective in strengthening family engagement and increasing opportunities for parent voice in school decision-making. While local survey data indicate improvement in families' perceptions that their ideas are valued and included in school planning, participation rates in family feedback opportunities remain below desired levels, and fewer families report feeling welcome compared to baseline measures.

Effective Actions

Actions designed to increase family input, including parent advisory groups, school committees, educational partner surveys, family meetings, and community engagement events, have shown positive results. The percentage of families who reported that their ideas are valued and included in school plans increased from 81% at baseline to 87%, moving closer to the Year 3 target of 90%. Educational partner survey results also indicated that many families appreciate opportunities to provide feedback and value the relationships they have with school staff. These findings suggest that efforts to incorporate family voice into decision-making processes are having a positive impact.

The school continues to maintain multiple avenues for family involvement, including School Site Council, ELAC, parent meetings, advisory communications, and family engagement events. Local Climate Survey feedback identified communication between home and school as a strength and indicated that families generally find it easy to connect with teachers and counselors when support is needed.

Partially Effective Actions

Efforts to increase participation in family surveys and feedback processes have produced mixed results. Parent survey participation increased from 1.5% in Year 1 to 4.5% in Year 2; however, participation remains substantially below the baseline level of 16% and well below the Year 3 target of 20%. These results suggest that existing communication and outreach strategies have not yet been sufficient to engage a broad cross-section of families in formal feedback opportunities. Additional outreach, relationship-building, and alternative engagement methods may be needed to increase participation rates.

Although the percentage of families reporting that they feel welcome at school improved from 83% in Year 1 to 91% in Year 2, results remain below the baseline level of 94% and below the long-term target of 100%. Educational partner survey feedback identified a desire for more meaningful opportunities for family involvement, particularly among underrepresented groups. These findings suggest that while progress has been made, continued efforts are needed to strengthen relationships, increase participation, and ensure all families feel connected to the school community.

Summary

Overall, Goal 4 actions have been moderately effective in promoting family engagement and strengthening family voice in school decision-making. Positive gains in families' perceptions that their input is valued demonstrate progress toward building stronger educational partnerships. However, low participation rates in family feedback opportunities and declines from baseline measures related to family connectedness indicate a need for continued improvement. Moving forward, the LEA will focus on expanding outreach efforts, increasing accessibility of engagement opportunities, strengthening communication with underrepresented families, and creating additional opportunities for meaningful family participation in school planning and decision-making.

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

No changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Continue parent survey	Continue to survey parents and gather feedback for school initiatives	$0.00	
4.2	Implement parent engagement programs	Increase parent communication and involvement through the visit of other secondary school sites to better understand how to effectively reach parents and increase participation (transportation). Create events within the community to build a bridge from home to school and invite ongoing parent feedback and input on site decisions (parent dinner events). Develop ongoing meetings that increase parent participation and explore how to best engage parents in supporting their students' success,		Yes

Action #	Title	Description	Total Funds	Contributing
		implementing a parent advisory committee (morning meetings 10-20 parents, provided breakfast for feedback on specific items twice a quarter).		
4.3	Implement community engagement programs	LGA will increase community engagement through participation and consistent off site work through The Urban Hive, developing off site events and inviting guest speakers and teachers to be involved on a monthly basis. The Director of Pathways will attend community events to find industry professionals that can link students to internship, community service and future career opportunities.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Hire, Train, and Retain High Quality Staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Leroy Greene Academy has new goals that were approved by the NUSD Board at the August 30, 2023 Board meeting. These goals will be the foundation of Forward 5, the district's new strategic plan that Leroy Greene is a part of. It was completed by the end of the 2023-2024 school year. Throughout the school year, district staff engaged with families, staff, and students to gather their input to help set the priorities and direction for the Forward 5 Strategic plan. This new goal is aligned with the NUSD Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of Highly Qualified Teachers (local data)	100% in 2024	100%	100%	100%	no change
5.2	% of Highly Qualified CTE Teachers (local data)	100% in 2024	100%	100%	100%	no change
5.3	% of Teachers' receiving professional development on state standards (local data)	100% in 2024	100%	100%	100%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	% of teachers who participate in professional development focused on strategies to support low-income students, English Learners, or Foster Youth (local data)	100% in 2024	100%	100%	100%	no change
5.5	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities (local data)	100% in 2024	100%	100%	100%	no change

Goal Analysis [2025-26]

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.

No substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 5 actions have been highly effective in maintaining a well-qualified instructional staff and ensuring that teachers receive ongoing professional learning aligned to student needs and state priorities. Local data indicate that all measurable outcomes associated with staffing, professional development, and educator capacity-building have been met or maintained at the target level.

Effective Actions

Actions focused on recruiting, supporting, and retaining highly qualified staff have been highly effective. One hundred percent of teachers and Career Technical Education (CTE) instructors met qualification requirements, maintaining the baseline and meeting the established target. Additionally, Dashboard data indicate that 87.9% of teaching assignments are held by teachers with clear credentials, exceeding the statewide average and demonstrating the school's commitment to staffing classrooms with qualified educators.

Professional development efforts have been highly effective in ensuring staff capacity to implement state academic standards and instructional best practices. One hundred percent of teachers participated in professional learning focused on state standards, and local indicator data show that the school achieved Full Implementation or Full Implementation and Sustainability ratings across English Language Arts, English Language Development, Science, History-Social Science, and most other content areas. These results suggest that ongoing training and instructional support systems are effectively building educator knowledge and instructional capacity.

Professional learning designed to support English Learners, low-income students, foster youth, and Students with Disabilities has been consistently implemented. One hundred percent of teachers participated in training focused on instructional strategies and interventions for these student groups. These efforts support the school's commitment to equitable access and improved outcomes for all students, particularly those with identified academic and social-emotional needs.

While implementation metrics indicate strong success in staffing and professional learning, student outcome data suggest opportunities to further strengthen the connection between professional development and student achievement outcomes. Dashboard results continue to show achievement gaps in mathematics and lower levels of performance for English Learners, Long-Term English Learners, and Students with Disabilities. As a result, future professional learning will continue to emphasize evidence-based instructional practices, differentiated instruction, inclusive practices, language development strategies, and intervention systems designed to accelerate student learning.

Overall, Goal 5 actions have been highly effective. The school has maintained 100% participation in professional development activities, sustained a fully qualified teaching staff, and successfully implemented state academic standards across content areas. These actions have established a strong foundation for instructional quality and continuous improvement. Moving forward, the LEA will continue refining professional learning opportunities to ensure that educator capacity-building efforts translate into improved academic outcomes for all student groups.

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

No changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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
5.1	Continue counseling services	Maintain a 3.0 FTE of LGA staff to support student A-G completion, high school graduation, 4-year planning, English Learner Development support, and students' social-emotional wellbeing	$533,254.00	Yes
5.2	COST system (Counselor, Social Worker, School Pshcyologist, and Admin) is social emotional and academic		$0.00	No
5.3	Provide a School Social Worker	Added Social worker to support students' wellness.	$149,192.37	Yes
5.4	Provide Employee Salaries and Benefits	The salary and benefits for certificated and classified staff at LGA	$8,116,582.15	No
5.5	Support CTE teacher credentialing	LGA will continue to support CTE teachers through the completion of their required CTE hours and application process to increase the number of CTE credentialed teachers to 4.	$0.00	No
5.6	Professional Development	Provide professional development to teachers to support unduplicated students and Students with Disabilities	$20,564.78	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,671,752	$

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
15.959%	0.000%	$0.00	15.959%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Continue AVID **Need:** Dashboard and local data indicate that while Leroy Greene Academy demonstrates strong college and career readiness outcomes, opportunities remain to increase four-year college enrollment and ensure all students—particularly first-generation college students, English Learners, and socioeconomically	AVID provides students with academic support, organizational skills, college and career awareness, and opportunities to develop the habits necessary for success in rigorous coursework and postsecondary education. The program is particularly beneficial for first-generation college students, English Learners, and socioeconomically disadvantaged students, who comprise a significant portion of the student population. Because AVID strategies, college-going culture, and academic support structures	College going rate and CCI Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged students—have access to the academic skills, college knowledge, and support systems necessary for postsecondary success. In 2025, 75.3% of graduates were classified as “Prepared” on the College/Career Indicator, and 53% of graduates enrolled in a four-year college. Continued investment in AVID will help expand college readiness and increase postsecondary opportunities for all students. **Scope:** LEA-wide	benefit all students and are integrated throughout the school program, the action is provided on an LEA-wide basis.	
1.4	**Action:** Expand pathways and pathways courses **Need:** Although Leroy Greene Academy earned a Blue performance level on the College/Career Indicator, local and Dashboard data indicate opportunities to strengthen postsecondary pathways and increase access to career-connected learning experiences. While 75.3% of graduates met the criteria for the College/Career Indicator “Prepared” level and 53% of graduates enrolled in a four-year college, no graduates completed a Career Technical Education (CTE) pathway. Expanding pathway offerings and career-connected learning opportunities will help ensure that all students have multiple avenues to college and career readiness. **Scope:**	Expanding pathway courses and college and career readiness opportunities will provide students with greater access to rigorous coursework, career exploration, dual enrollment, work-based learning, and postsecondary preparation. Because all students benefit from increased access to college and career pathways, and because pathway development contributes to schoolwide college and career readiness outcomes, this action is provided on an LEA-wide basis.	College going rate and CCI Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** Implement interventions and credit recovery systems **Need:** Dashboard and local data indicate that significant achievement gaps remain in English Language Arts and Mathematics, particularly for English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students. In 2025, students performed 14.1 points below standard in ELA and 71.8 points below standard in Mathematics. Additional intervention and credit recovery opportunities are needed to support academic growth, course completion, and graduation readiness. **Scope:** Schoolwide	Intervention courses, academic support programs, tutoring, and credit recovery opportunities provide targeted assistance to students who are performing below grade-level standards or are at risk of falling behind in credits needed for graduation. While these services are principally directed toward students with the greatest academic needs, all students may require intervention support at different points in their educational journey. Therefore, the action is provided on a schoolwide basis to ensure equitable access to academic assistance and graduation support.	ELA and Math CAASPP
1.6	**Action:** Implement math supports **Need:** Mathematics remains the school's greatest academic challenge. On the 2025 California School Dashboard, students performed 71.8 points below standard in Mathematics and earned an Orange performance level. English Learners, Long-Term English Learners, and Students with Disabilities continue to demonstrate significant achievement gaps in	This action provides supplemental mathematics instruction, intervention courses, targeted support services, instructional technology, and professional learning designed to improve student achievement in mathematics. Because mathematics performance remains a schoolwide area of need and all students can benefit from increased access to high-quality mathematics instruction and intervention supports, the action is provided on an LEA-wide basis.	Math CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mathematics, indicating a need for additional instructional support, intervention, and acceleration opportunities. **Scope:** LEA-wide		
1.8	**Action:** Implement summer school **Need:** Academic performance data indicate that additional learning opportunities are needed to accelerate achievement for students performing below grade-level standards. In 2025, students performed 14.1 points below standard in English Language Arts and 71.8 points below standard in Mathematics on the California School Dashboard. Achievement gaps remain particularly pronounced for English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Summer learning opportunities are needed to address unfinished learning, support credit attainment, and reduce learning loss. **Scope:** LEA-wide	Summer school provides students with additional instructional time, targeted intervention, credit recovery opportunities, and enrichment experiences designed to improve academic outcomes and readiness for the next grade level. While the action is principally directed toward students with the greatest academic needs, all students may benefit from supplemental learning opportunities. Therefore, this action is provided on an LEA-wide basis.	ELA and Math CAASPP
1.10	**Action:** Pay for college applications for seniors to Sac State **Need:**	Covering college application costs helps ensure that financial circumstances do not prevent students from pursuing postsecondary education. This action encourages college application completion, increases access to higher education	College going rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Leroy Greene Academy serves a substantial number of first-generation college students and socioeconomically disadvantaged students who may face financial barriers to accessing postsecondary opportunities. While 53% of graduates enrolled in a four-year college and 75.3% of graduates met the College/Career Indicator "Prepared" criteria, removing financial barriers to college applications remains an important strategy for expanding access to higher education. **Scope:** LEA-wide	opportunities, and supports the school's college-going culture. Because college affordability and access benefit students across all demographic groups, this action is provided on an LEA-wide basis.	
1.11	**Action:** Provide course supplies and equipment **Need:** Dashboard and local data indicate a need to expand career-connected learning opportunities and strengthen Career Technical Education (CTE) pathways. While college and career readiness outcomes remain strong overall, no graduates completed a CTE pathway, highlighting the need to strengthen pathway implementation, course quality, and student participation in career-focused programs. **Scope:** LEA-wide	Providing instructional materials, technology, equipment, and supplies ensures that students have access to high-quality, hands-on learning experiences within pathway and CTE courses. These resources support student engagement, skill development, and career readiness while helping the school expand and improve pathway offerings. Because pathway programs and course resources benefit all students, this action is provided on an LEA-wide basis.	% of graduates completing CTE Course Requirements (CA School Dashboard)
1.14	**Action:** Provide PSAT during the school day	Administering the PSAT during the school day removes barriers to participation and ensures that	4-year college going rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Local data indicate a need to increase college readiness and ensure that all students have equitable access to college preparatory experiences. Historically, participation in college entrance assessments can be limited by scheduling, transportation, and financial barriers. Providing universal access to the PSAT supports college awareness, academic planning, and readiness for future postsecondary opportunities. **Scope:** LEA-wide	all eligible students have access to a college readiness assessment. PSAT results provide students, families, and staff with valuable information about academic strengths, areas for growth, and college preparedness. Because these benefits apply to all students and contribute to the school's college-going culture, this action is provided on an LEA-wide basis.	
1.15	**Action:** Provide SAT during the school day **Need:** Local data indicate a need to continue expanding college access and postsecondary opportunities for all students, particularly first-generation college students, English Learners, and socioeconomically disadvantaged students. While 53% of graduates enrolled in a four-year college and 75.3% of graduates met the College/Career Indicator "Prepared" criteria, barriers such as testing costs, transportation, and scheduling can limit student participation in college readiness assessments. **Scope:**	Providing the SAT during the school day removes financial and logistical barriers that may prevent students from participating in a college entrance examination. Universal access to the SAT supports college awareness, increases opportunities for students to demonstrate college readiness, and helps students qualify for college admissions and scholarship opportunities. Because all students benefit from increased access to college readiness assessments and postsecondary opportunities, this action is provided on an LEA-wide basis.	4-year college going rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Continue Advisory program **Need:** Local climate and educational partner survey data demonstrate the importance of maintaining strong student-adult relationships, school connectedness, and social-emotional supports. In 2025, 93% of students reported feeling safe at school and 90% reported feeling welcome at school. Additionally, chronic absenteeism, while improving, remains a priority area for some student groups, including African American students, Hispanic students, and socioeconomically disadvantaged students. **Scope:** LEA-wide	The advisory program provides students with a consistent connection to a caring adult, opportunities for academic monitoring, social-emotional learning, college and career planning, and relationship-building with peers. Advisory also supports attendance, engagement, and school connectedness by ensuring students have access to personalized support throughout the school year. Because a positive school climate and strong student-adult relationships benefit all students, this action is provided on an LEA-wide basis.	% of students who feel welcome at school, % of students who safe welcome at school
3.2	**Action:** Continue Athletics **Need:** Student engagement, school connectedness, and belonging are critical factors in supporting positive academic and social-emotional outcomes. Educational partner survey results identified extracurricular activities, athletics, and student involvement opportunities as important strengths of the school. Continued access to athletics helps promote	Athletics programs provide students with opportunities to develop leadership skills, build relationships, strengthen school connectedness, and engage in healthy activities outside of the classroom. Participation in athletics has been linked to improved attendance, engagement, and overall student wellbeing. Because these benefits support the overall school climate and are available to all eligible students, this action is provided on an LEA-wide basis.	% of students participating in music and athletics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement, attendance, teamwork, leadership, and school pride. **Scope:** LEA-wide		
3.3	**Action:** Continue campus culture and safety supports **Need:** Maintaining a safe, inclusive, and welcoming learning environment remains a priority for Leroy Greene Academy. Local survey results indicate that 93% of students, 100% of families, and 100% of staff report feeling safe at school. However, educational partner feedback also identified opportunities to strengthen student belonging, cultural representation, and school climate supports for historically underserved student groups. **Scope:** LEA-wide	Campus culture and safety supports include supervision, restorative practices, student wellness initiatives, relationship-building activities, social-emotional supports, and programs that promote belonging and inclusion. These efforts help create a positive school climate, reduce barriers to learning, and strengthen student engagement. Because school safety and a positive learning environment are essential for all students, this action is provided on an LEA-wide basis.	% of students who feel welcome at school, % of students who safe welcome at school
3.4	**Action:** Continue music program **Need:** Student engagement, school connectedness, and belonging are important contributors to academic success and positive school climate. Educational partner survey results identified extracurricular opportunities, including music, athletics, clubs, and leadership activities, as key strengths of the school. Continued access	The music program provides students with opportunities to develop artistic skills, build relationships, engage in collaborative learning experiences, and strengthen their connection to school. Participation in music programs promotes student engagement, belonging, and school pride while supporting social-emotional development. Because these benefits contribute to a positive school climate and are available to all students, this action is provided on an LEA-wide basis.	% of students participating in music and athletics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to music education supports student engagement, creativity, collaboration, and connection to the school community. **Scope:** LEA-wide		
3.7	**Action:** Local survey data indicate the importance of continuing efforts to strengthen student engagement, school connectedness, and positive peer relationships. In 2025, 90% of students reported feeling welcome at school and 93% reported feeling safe. Structured opportunities for student interaction and engagement during non-instructional time help foster belonging and reduce social isolation. **Need:** 82% of students who feel welcome at school; 95% feel safe at school **Scope:**	Lunchtime activities provide students with opportunities to connect with peers, participate in positive recreational and leadership activities, and strengthen their sense of belonging within the school community. These activities support student engagement, contribute to a positive school climate, and help create meaningful connections between students and staff. Because a positive school environment benefits all students, this action is provided on an LEA-wide basis.	% of students who feel welcome at school, % of students who safe welcome at school
3.9	**Action:** Provide field trips **Need:** Many students, particularly first-generation college students and socioeconomically disadvantaged students, benefit from direct exposure to colleges, universities, career pathways, and educational opportunities beyond the classroom. Local data indicate that 84% of seniors participated in a college tour	Field trips provide students with experiential learning opportunities that enhance academic learning, increase college and career awareness, and strengthen engagement with school. College visits, career exploration experiences, and cultural learning opportunities help students envision future educational and career pathways while supporting school connectedness. Because these experiences benefit students across all grade levels and demographic groups, this action is provided on an LEA-wide basis.	% of seniors who have been on a college tour

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experience, demonstrating progress toward expanding postsecondary awareness and access. **Scope:** LEA-wide		
3.10	**Action:** Provide PBIS training and supports **Need:** Maintaining a positive school climate and reducing behavioral barriers to learning remain priorities for Leroy Greene Academy. While students, families, and staff report high levels of school safety, the 2025 California School Dashboard identified Suspension Rate as a Red indicator overall, with disproportionately high rates for several student groups. Additional supports are needed to promote positive behavior, strengthen relationships, and create equitable learning environments. **Scope:** LEA-wide	Positive Behavioral Interventions and Supports (PBIS) provide staff and students with clear expectations, proactive behavioral supports, recognition systems, and intervention strategies designed to improve school climate and reduce disciplinary incidents. PBIS supports the development of a safe, respectful, and inclusive school culture while helping students build positive behavioral and social-emotional skills. Because a positive school climate benefits all students and staff, this action is provided on an LEA-wide basis.	% of students who feel welcome at school (local data)
4.2	**Action:** Implement parent engagement programs **Need:** Educational partner survey data indicate a need to strengthen family engagement and increase participation in school feedback and decision-making opportunities. In 2025, 4.5% of families completed the annual parent	Parent engagement programs provide families with opportunities to participate in school decision-making, educational workshops, advisory committees, family events, and feedback processes. These efforts are designed to strengthen partnerships between home and school, increase family participation, and ensure that families have meaningful opportunities to contribute to school improvement efforts. While	% of families completed the annual survey; % feel welcome at school; % feel their ideas are valued and included in school plans

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	survey, 91% reported feeling welcome at school, and 87% reported that their ideas are valued and included in school plans. While perceptions of family voice have improved, participation rates and family connectedness remain below desired levels. **Scope:** LEA-wide	this action is principally designed to support English Learners, socioeconomically disadvantaged students, foster youth, and their families, all students benefit when families are actively engaged in their education. Therefore, this action is provided on an LEA-wide basis.	
5.1	**Action:** Continue counseling services **Need:** Student support services remain critical to maintaining positive academic, behavioral, and postsecondary outcomes. Although Leroy Greene Academy has maintained a 100% graduation rate and improved chronic absenteeism to 8.2%, the 2025 California School Dashboard identified Suspension Rate as a Red indicator overall, with disproportionately high rates for several student groups. Continued counseling services are needed to support student wellbeing, academic planning, attendance, and college and career readiness. **Scope:** LEA-wide	Counseling services provide students with academic advising, college and career planning, social-emotional support, crisis intervention, attendance support, and referrals to additional services when needed. These supports are particularly important for English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing academic or social-emotional challenges. Because counseling services contribute to improved outcomes across multiple indicators and benefit the entire school community, this action is provided on an LEA-wide basis.	Suspension Rate, Graduation Rate
5.3	**Action:** Provide a School Social Worker **Need:**	The School Social Worker provides targeted social-emotional support, case management, family outreach, crisis intervention, attendance support, and connections to community resources.	Suspension Rate, Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local and Dashboard data indicate a continued need for comprehensive social-emotional and behavioral supports. While the school maintains strong graduation outcomes and positive perceptions of safety, suspension rates remain elevated for several student groups, and educational partner survey results emphasize the importance of mental health services and student wellbeing supports. **Scope:** LEA-wide	These services help address barriers to learning, improve student wellbeing, strengthen family engagement, and support positive behavioral outcomes. Although the action is principally directed toward students with the greatest needs, including English Learners, foster youth, socioeconomically disadvantaged students, and students experiencing social-emotional challenges, the benefits extend to the entire school community. Therefore, this action is provided on an LEA-wide basis.	

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
1.13	**Action:** Provide English Language Development supports **Need:** California School Dashboard data indicate that English Learners continue to experience significant achievement gaps in both English Language Arts and Mathematics. In 2025, English Learners performed approximately 60.5 points below standard in ELA and 105.5 points below standard in Mathematics. Additionally, only 60% of English Learners	This action provides designated and integrated English Language Development (ELD) instruction, academic intervention, progress monitoring, and social-emotional supports designed specifically for English Learners. These services are intended to accelerate English language acquisition, improve access to grade-level content, strengthen academic achievement, and increase opportunities for English Learners to successfully participate in college and career readiness pathways.	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	made progress toward English language proficiency, highlighting the need for targeted language development and academic supports. **Scope:** Limited to Unduplicated Student Group(s)		
5.6	**Action:** Professional Development **Need:** Performance data indicate persistent achievement gaps for English Learners, socioeconomically disadvantaged students, foster youth, and Students with Disabilities. These student groups continue to require differentiated instruction, targeted interventions, and equitable access to rigorous learning opportunities. Ongoing professional learning is needed to build staff capacity to effectively support the academic, behavioral, and social-emotional needs of unduplicated students. **Scope:** Limited to Unduplicated Student Group(s)	This action provides professional development focused on evidence-based instructional strategies, Universal Design for Learning (UDL), differentiation, culturally responsive teaching, English Learner supports, intervention practices, and inclusive instructional approaches for Students with Disabilities. By strengthening staff knowledge and instructional effectiveness, the action is intended to improve academic outcomes and increase equitable access to high-quality instruction for unduplicated student groups.	% of teachers who receive PD in this area

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

Additional Concentration Grant Funding

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

Additional funds are used to provide counseling services, a social worker, and the advisory program to increase supports to unduplicated students academically and socially-emotionally.

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		1:189
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$10,475,080	$1,671,752	15.959%	0.000%	15.959%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,719,769.20	$360,875.13	$70,172.28	$4,505.00	$10,155,321.61	$9,895,407.37	$259,914.24

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Continue AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$10,449.95	$635.95	$5,309.00		$4,505.00	$10,449.95	
1	1.2	Continue curriculum software	All	No			All Schools	2024-2027	$0.00	$37,124.23		$37,124.23			$37,124.23	
1	1.3	Continue student technology	All	No			All Schools	2024-2027	$150,000.00	$0.00		$150,000.00			$150,000.00	
1	1.4	Expand pathways and pathways courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$95,943.81	$8,500.00	$27,688.77	$76,755.04			$104,443.81	
1	1.5	Implement interventions and credit recovery systems	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	$167,610.23	$0.00	$167,610.23				$167,610.23	
1	1.6	Implement math supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$115,971.00	$0.00	$115,971.00				$115,971.00	
1	1.7	Implement pre-AP supports	All	No			All Schools		$7,886.00	$0.00		$7,886.00			$7,886.00	
1	1.8	Implement summer school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.9	Pay AP exam fees for students	All	No			All Schools	2024-2027	$0.00	$21,614.00			$21,614.00		$21,614.00	
1	1.10	Pay for college applications for seniors to Sac State	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,500.00		$3,500.00			$3,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Provide course supplies and equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$78,558.28	$30,000.00		$48,558.28		$78,558.28	
1	1.12	Provide dual enrollment for students	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.13	Provide English Language Development supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.14	Provide PSAT during the school day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.15	Provide SAT during the school day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	Implement CoVitality survey to students	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.2	Implement social-emotional well-being program for male students						2024-2025								
2	2.3	Implement social-emotional well-being program for female students						2024-2025								
3	3.1	Continue Advisory program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.2	Continue Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$220,000.00	$0.00	$220,000.00				$220,000.00	
3	3.3	Continue campus culture and safety supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$180,778.00	$0.00	$180,778.00				$180,778.00	
3	3.4	Continue music program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$51,313.19	$3,603.00	$51,313.19	$3,603.00			$54,916.19	
3	3.5	Implement Diversity, Equity and Inclusion program supports	All	No			All Schools	2024-2027								
3	3.6	Implement Diversity, Equity, and Inclusion training	All	No			All Schools	2024-2027								

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
3	3.7	Local survey data indicate the importance of continuing efforts to strengthen student engagement, school connectedness, and positive peer relationships. In 2025, 90% of students reported feeling welcome at school and 93% reported feeling safe. Structured opportunities for student interaction and engagement during non-instructional time help foster belonging and reduce social isolation.						2024-2025								
3	3.8	Implement Restorative Justice	All	No			All Schools	2024-2027	$25,000.00	$0.00	$25,000.00				$25,000.00	
3	3.9	Provide field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								
3	3.10	Provide PBIS training and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027								
3	3.11	Provide school activities	All	No			All Schools	2024-2027	$31,876.62	$0.00	$31,876.62				$31,876.62	
4	4.1	Continue parent survey						2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.2	Implement parent engagement programs	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027								
4	4.3	Implement community engagement programs	All	No			All Schools	2024-2027								
5	5.1	Continue counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$533,254.00	$0.00	$533,254.00				$533,254.00	
5	5.2	COST system (Counselor, Social Worker, School Pshcyologist, and Admin) is social emotional and academic	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	5.3	Provide a School Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$149,192.37	$0.00	$90,559.29	$58,633.08			$149,192.37	
5	5.4	Provide Employee Salaries and Benefits	All	No			All Schools	2024-2027	$8,116,582.15	$0.00	$8,116,582.15				$8,116,582.15	
5	5.5	Support CTE teacher credentialing	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.6	Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$20,564.78	$2,500.00	$18,064.78			$20,564.78	

2026-27 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
$10,475,080	$1,671,752	15.959%	0.000%	15.959%	$1,546,310.43	0.000%	14.762 %	**Total:**	$1,546,310.43
								LEA-wide Total:	$1,341,200.20
								Limited Total:	$37,500.00
								Schoolwide Total:	$167,610.23

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Continue AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$635.95	
1	**1.4**	Expand pathways and pathways courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,688.77	
1	**1.5**	Implement interventions and credit recovery systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$167,610.23	
1	**1.6**	Implement math supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$115,971.00	
1	**1.8**	Implement summer school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.10**	Pay for college applications for seniors to Sac State	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.11**	Provide course supplies and equipment	Yes	LEA-wide	English Learners Foster Youth		$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.13	Provide English Language Development supports	Yes	Limited to Unduplicated Student Group(s)	English Learners		$35,000.00	
1	1.14	Provide PSAT during the school day	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
1	1.15	Provide SAT during the school day	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
3	3.1	Continue Advisory program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.2	Continue Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,000.00	
3	3.3	Continue campus culture and safety supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,778.00	
3	3.4	Continue music program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,313.19	
3	3.9	Provide field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.10	Provide PBIS training and supports	Yes	LEA-wide	English Learners Foster Youth Low Income			
4	4.2	Implement parent engagement programs	Yes	LEA-wide	English Learners	All Schools		
5	5.1	Continue counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$533,254.00	
5	5.3	Provide a School Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,559.29	
5	5.6	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,345,788.28	$9,967,878.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Continue AVID	Yes	$40,000.00	$10,449.95
1	**1.2**	Continue curriculum software	No	$75,380.00	$37,124.23
1	**1.3**	Continue student technology	No	$150,000.00	
1	**1.4**	Expand pathways and pathways courses	Yes	$20,000.00	$104,443.81
1	**1.5**	Implement interventions and credit recovery systems	Yes	$115,971.00	$167,610.23
1	**1.6**	Implement math supports	Yes	$115,971.00	$167,610.23
1	**1.7**	Implement pre-AP supports	No	$15,000.00	$7,886.00
1	**1.8**	Implement summer school	Yes	$50,000.00	$110,000.00
1	**1.9**	Pay AP exam fees for students	No	$27,572.00	$21,614.00
1	**1.10**	Pay for college applications for seniors to Sac State	Yes	$4,200.00	$3,500.00
1	**1.11**	Provide course supplies and equipment	Yes	$78,558.28	

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	1.12	Provide dual enrollment for students	No	$0.00	$829.11
1	1.13	Provide English Language Development supports	Yes	$35,000.00	
1	1.14	Provide PSAT during the school day	Yes	$1,000.00	
1	1.15	Provide SAT during the school day	Yes	$5,000.00	
2	2.1	Implement CoVitality survey to students	No	$0.00	
2	2.2	Implement social-emotional well-being program for male students			
2	2.3	Implement social-emotional well-being program for female students			
3	3.1	Continue Advisory program	Yes	$35,000.00	$35,000.00
3	3.2	Continue Athletics	Yes	$220,000.00	$211,100.00
3	3.3	Continue campus culture and safety supports	Yes	$105,000.00	$180,778
3	3.4	Continue music program	Yes	$50,000.00	$53,367.00
3	3.5	Implement Diversity, Equity and Inclusion program supports	No	$25,000.00	
3	3.6	Implement Diversity, Equity, and Inclusion training	No		
3	3.7	Implement lunchtime activities for students			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Implement Restorative Justice	No	$25,000.00	
3	3.9	Provide field trips	Yes	$60,000.00	$3,168.00
3	3.10	Provide PBIS training and supports	Yes	$60,000.00	$1927.94
3	3.11	Provide school activities	No	$10,000.00	$31,876.62
4	4.1	Continue parent survey		$0.00	
4	4.2	Implement parent engagement programs	Yes	$55,000.00	
4	4.3	Implement community engagement programs	No	$10,000.00	
5	5.1	Continue counseling services	Yes	$443,071.00	$533,254
5	5.2	COST system (Counselor, Social Worker, School Pshcyologist, and Admin) is social emotional and academic	No	$0.00	
5	5.3	Provide a School Social Worker	Yes	$125,000.00	$149,192.37
5	5.4	Provide Employee Salaries and Benefits	No	$6,354,065.00	$8,116,582.15
5	5.5	Support CTE teacher credentialing	No	$0.00	
5	5.6	Professional Development	Yes	$35,000.00	$20,564.78

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,575,213	$1,575,213.00	$1,746,870.37	($171,657.37)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Continue AVID	Yes	$40,000.00	$10,449.95		
1	1.4	Expand pathways and pathways courses	Yes	$20,000.00	$104,443.81		
1	1.5	Implement interventions and credit recovery systems	Yes	$115,971.00	$167,610.23		
1	1.6	Implement math supports	Yes	$115,971.00	$167,610.23		
1	1.8	Implement summer school	Yes	$50,000.00	$110,000.00		
1	1.10	Pay for college applications for seniors to Sac State	Yes	$4,200.00	$3,500.00		
1	1.11	Provide course supplies and equipment	Yes	$30,000.00			
1	1.13	Provide English Language Development supports	Yes	$35,000.00			
1	1.14	Provide PSAT during the school day	Yes	$1,000.00			
1	1.15	Provide SAT during the school day	Yes	$5,000.00			
3	3.1	Continue Advisory program	Yes	$35,000.00	$35,000.00		
3	3.2	Continue Athletics	Yes	$220,000.00	$211,100.00		
3	3.3	Continue campus culture and safety supports	Yes	$105,000.00	$180,778		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Continue music program	Yes	$20,000.00	$53,367.00		
3	3.9	Provide field trips	Yes	$60,000.00			
3	3.10	Provide PBIS training and supports	Yes	$60,000.00			
4	4.2	Implement parent engagement programs	Yes	$55,000.00			
5	5.1	Continue counseling services	Yes	$443,071.00	$533,254		
5	5.3	Provide a School Social Worker	Yes	$125,000.00	$149,192.37		
5	5.6	Professional Development	Yes	$35,000.00	$20,564.78		

2025-26 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)
$9,903,722	$1,575,213		15.905%	$1,746,870.37	0.000%	17.639%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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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