Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	New Vision Middle School
CDS code:	36-67876-0120006
LEA contact information:	Jacqueline Jefferson j.woodsjefferson@realjourney.org 909-888-8458
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in

Projected General Fund Revenue for the	**Amount**
Total LCFF funds	$ 5,769,588
LCFF supplemental & concentration grants	$ 1,632,437
All other state funds	$ 1,877,622
All local funds	$ 175,000
All federal funds	$ 2,870,291
Total Projected Revenue	$ 10,692,501

Total Budgeted Expenditures for the	**Amount**
Total Budgeted General Fund Expenditures	$ 8,749,026
Total Budgeted Expenditures in the LCAP	$ 2,347,589
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,172,589
Expenditures not in the LCAP	$ 6,401,437

Expenditures for High Needs Students in the	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,172,589
Actual Expenditures for High Needs Students in LCAP	$ 2,172,589

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educationa

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The LCAP includes all LCFF funds for the 2025-26 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.
No response required.	

No response required.	

l agency must respond to the prompt.

LCFF Budget Overview for Parents Template

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

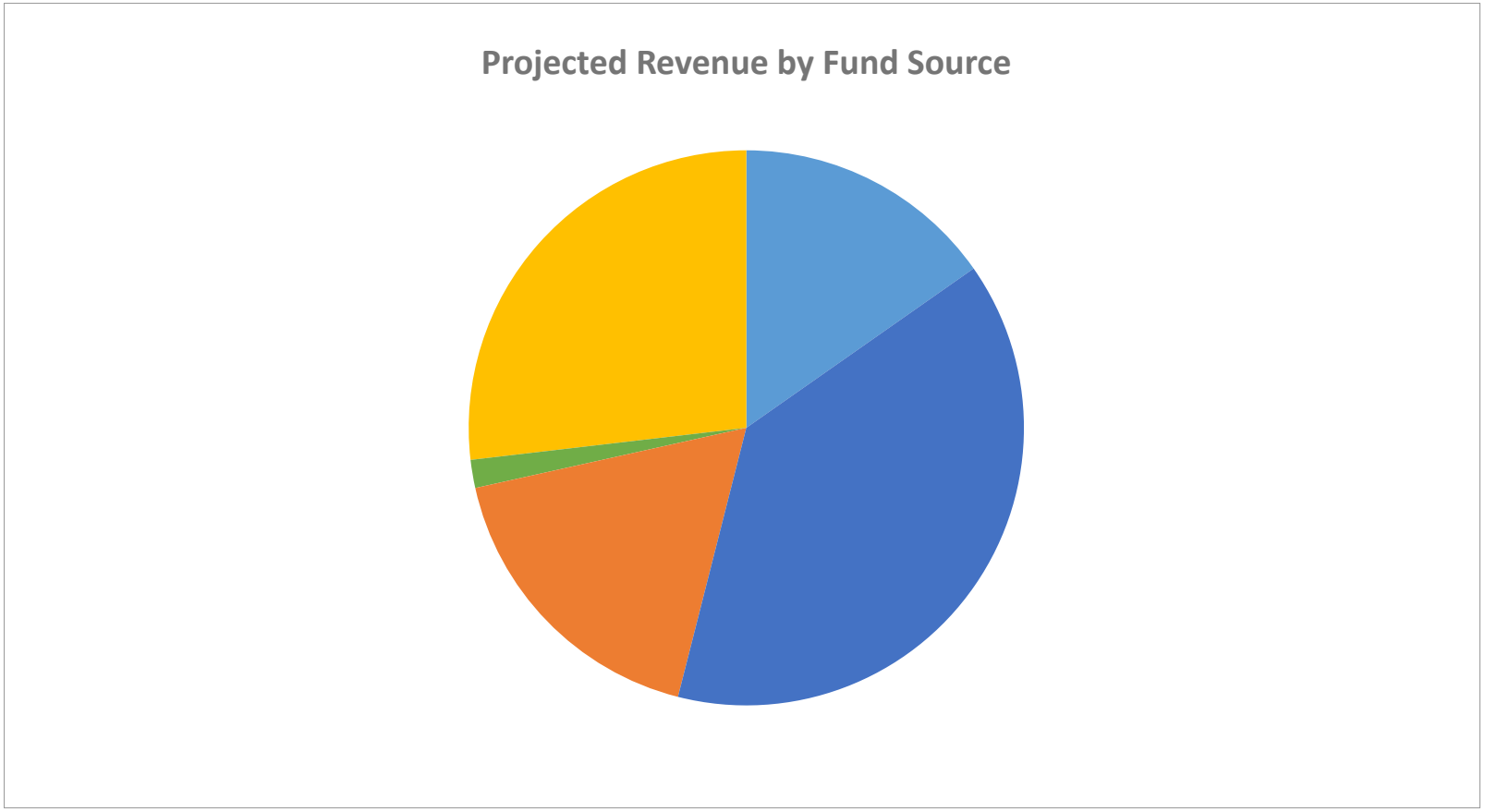
CDS Code: 36-67876-0120006

School Year: 2026-27

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

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

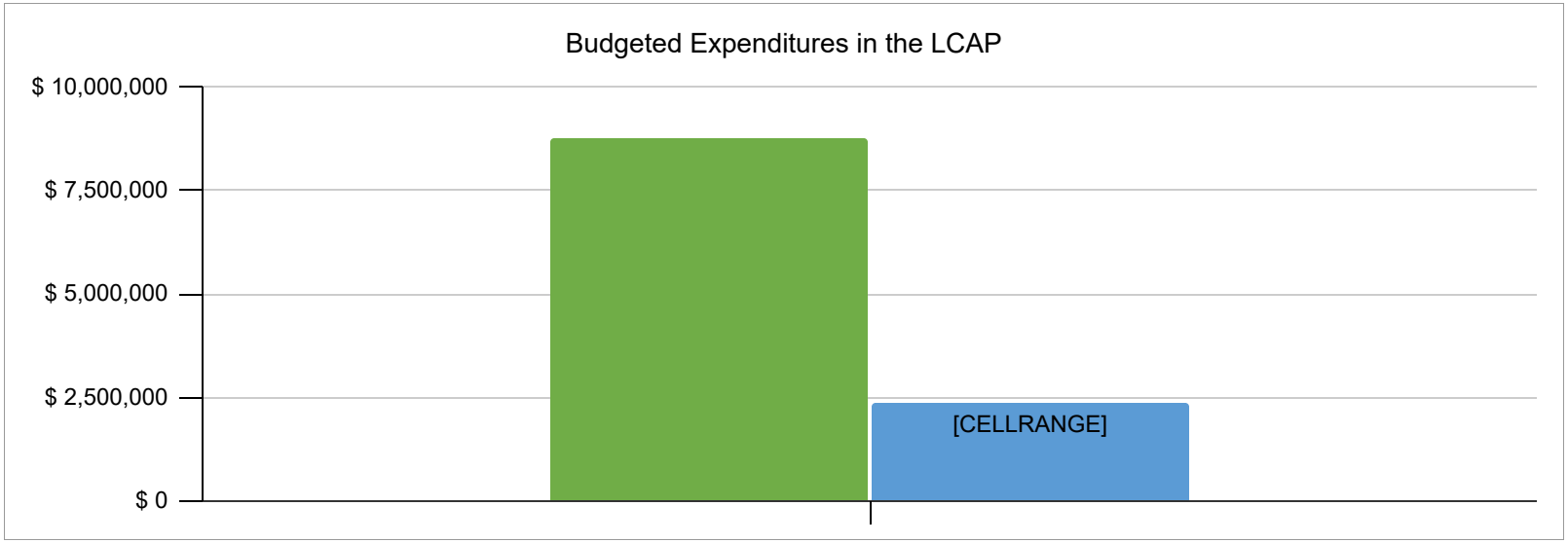
Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for New Vision Middle School is $10,692,501.00, of which $5,769,588.00 is Local Control Funding Formula (LCFF), $1,877,622.00 is other state funds, $175,000.00 is local funds, and $2,870,291.00 is federal funds. Of the $5,769,588.00 in LCFF Funds, $1,632,437.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

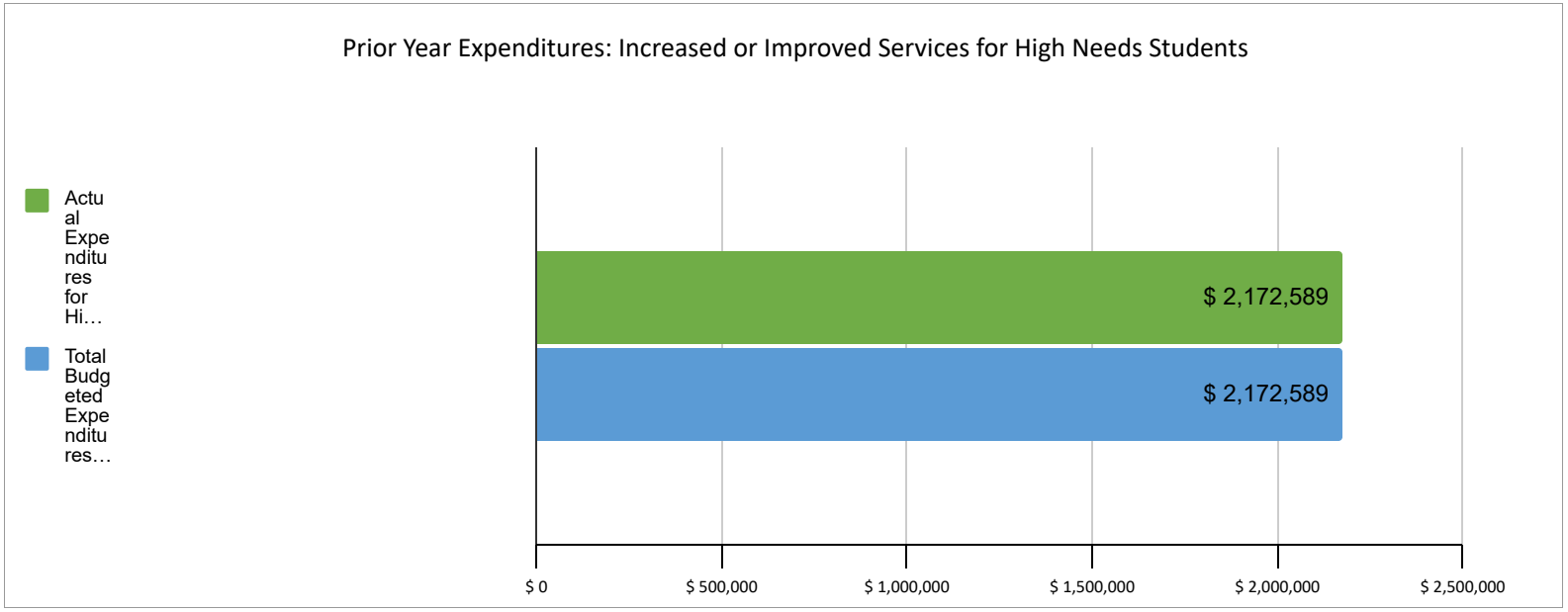
The text description of the above chart is as follows: New Vision Middle School plans to spend $8,749,026.00 for the 2026-27 school year. Of that amount, $2,347,589.00 is tied to actions/services in the LCAP and $6,401,437.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2026-27, New Vision Middle School is projecting it will receive $1,632,437.00 based on the enrollment of foster youth, English learner, and low-income students. New Vision Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. New Vision Middle School plans to spend $2,172,589.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2025-26, New Vision Middle School's LCAP budgeted $2,172,589.00 for planned actions to increase or improve services for high needs students. New Vision Middle School actually spent $2,172,589.00 for actions to increase or improve services for high needs students in 2025-26.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Vision Middle	Jacqueline Jefferson, Superintendent	j.woodsjefferson@realjourney.org 909-888-8390

Plan Summary 2026

General Information

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

Real Journey Academies is a charter network organization established in 2009 that operates schools throughout the Inland Empire, including Moreno Valley, San Bernardino, Highland and Fontana. The organization's mission is to increase access to high-quality educational opportunities for students from historically underserved communities, particularly those who are economically disadvantaged. Real Journey Academies is committed to developing active, engaged citizens by prioritizing academic achievement, character development, and community involvement. The organization's vision is to transform communities by raising expectations for student success, expanding opportunities, and preparing students to become future leaders.

New Vision Middle School, located in Highland, California, opened in August 2009 and serves students in grades six through eight. The school has an enrollment of approximately 412 students and serves a diverse student population that reflects the strength and culture of our community. Currently, 16.3% of our students are English Learners, and 11.5% are students with disabilities, highlighting our commitment to providing strong academic and support services for all learners. Additionally, 0.7% of our students are foster youth, and 91.7% are identified as socioeconomically disadvantaged, which underscores the importance of the targeted supports, programs, and opportunities we provide to help every student succeed. Our school community is also culturally diverse, with 69.6% of students identifying as Hispanic, 21.7% as African American, 3.7% as White, and 3.5% identifying as two or more races. This diversity enriches our campus by bringing a wide range of perspectives, experiences, and strengths that contribute to a supportive and inclusive learning environment for all students.

At New Vision Middle School, our vision is to support students in developing what we call the Entrepreneurial Mindset by using state-adopted curriculum aligned with the key attributes of successful entrepreneurs—creativity, problem solving, resilience, collaboration, and goal setting. This mindset is strengthened through three focus areas: eBalance, which helps students build healthy habits and social-emotional well-being; eFutures, which encourages students to explore career pathways and think about their long-term goals; and eKnowledge, which emphasizes strong academic foundations and critical thinking. In addition, we support student growth through CTE exploratory classes, where students are introduced to real-world career skills, and our Rising Entrepreneur period, which provides dedicated time for social-emotional learning (SEL) and targeted practice in essential reading, writing, and math skills to ensure every student is prepared for success in school and beyond.

At New Vision Middle School, we are committed to supporting every student through a comprehensive system of academic and personal support. Students receive targeted, leveled instruction in English Language Arts and Math to ensure learning is aligned with their current skill levels and helps them grow toward grade-level standards. For multilingual learners, we provide both designated and integrated English Language Development (ELD) instruction, supporting language acquisition across all subject areas. Students receiving Special Education services are supported in full alignment with the Individuals with Disabilities Education Act (IDEA), ensuring appropriate accommodations, services, and individualized supports are in place. In addition, students benefit from social-emotional support through our school social work

program, which helps address personal, behavioral, and wellness needs so students can thrive in school. Beyond the classroom, our afterschool program offers sports, enrichment activities, and homework supports that promote teamwork, leadership, and a strong sense of belonging within the New Vision community.

Reflections: Annual Performance

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

During the 2025–2026 school year, New Vision Middle School continued building on the success of our instructional programs and student supports by focusing on improving student engagement, achievement, and well-being. A major area of growth this year was our effort to reduce chronic absenteeism. Through a coordinated campaign that included increased family awareness about the challenges that poor attendance can lead to, student education on the importance of being present at school, attendance incentives, and intentional relationship-building with students, we were able to reduce chronic absenteeism by 3.2%. By helping students feel connected, supported, and valued on campus, we have strengthened a culture where students want to come to school and be part of the New Vision community.

Another significant success this year was the progress made with our English Learner program. New Vision achieved tremendous growth, with our overall English Language Development (ELD) indicator moving into the Blue performance level, and 79.5% of English Learner students making progress in language development. This progress was driven by intentional designated and integrated ELD instruction, along with targeted push-in and pull-out support, ensuring students received the language development assistance they needed across all subject areas.

In Mathematics, we also saw strong academic improvement this year. Through the dedicated efforts of our teaching staff and a focus on leveled instruction, we reduced our DFS by 10.1 points. Teachers worked to meet students where they were academically by using a combination of whole-group instruction and small-group targeted support, allowing students to build foundational skills while also progressing toward grade-level expectations. This structured approach helped students gain confidence in their mathematical abilities and demonstrated the impact of high-quality instruction aligned with student needs.

Language Arts was another area where New Vision students showed meaningful growth. By implementing leveled, targeted instruction and placing a strong emphasis on literacy development and high-quality writing, we were able to reduce our DFS by 15.3 points. Teachers focused on strengthening reading comprehension, vocabulary development, and writing skills through engaging lessons and structured support. These efforts not only improved academic outcomes but also helped students develop stronger communication and critical thinking skills that will benefit them across all content areas.

In addition to academic improvements, New Vision also made important progress in supporting positive student behavior and school climate. This year, we saw a 5.5% decline in our overall suspension rate, reflecting the success of our focus on restorative practices, student incentives, and social-emotional learning (SEL). These efforts were supported by counseling services and family support programs that work together to address student needs in a proactive and supportive way. By continuing to strengthen relationships with students and families, New Vision Middle School remains committed to creating a safe, supportive, and engaging environment where every student has the opportunity to succeed.

The following groups were identified the lowest performance level on the 2025 CA Dashboard.

ELA: African American, English Learners, LTELS, Students with disabilities all with an orange indicator.

Math: English Learners, LTEL, both with a red indicator.

Chronic Absenteeism: English Learners, LTEL, Hispanic, in the red indicator.

Suspensions: African Americans, students with disabilities in the orange indicator.

In conducting needs assessment and reviewing the current data New Vision has created a plan to address these needs

Reflections: Technical Assistance

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

New Vision Academy was identified for Differentiated Assistance (DA) based on performance on the California School Dashboard in the areas of chronic absenteeism, mathematics achievement for English Learners (ELs), and mathematics achievement for Long-Term English Learners (LTELs).

In collaboration with the San Bernardino County Superintendent of schools (SBCSS), the school has engaged in ongoing technical assistance to strengthen systems and instructional practices.

To address chronic absenteeism, the school identified the need for a more clearly defined and consistently implemented attendance system. Actions to data include:

1. Reviewing and analyzing the current attendance policy and practices. This process was initiated in February 2026 to identify gaps in implementation and alignment.

2. Developing and refining a centralized attendance system through administrative collaboration. We have established an Attendance Administration PLC, currently creating a Standard Operating Procedures (SOP) Attendance Management Handbook, and engaging site administrators in PLC settings to provide feedback and ensure consistent implementation (in progress).

3. Establishing clear trigger responses and intervention protocols. We are developing defined actions for stakeholders to respond early and prevent students from becoming chronically absent.

To address mathematics achievement for EL and LTEL students, we have begun refining instructional practices to better support language development within math. Actions include:

4. Implementing integrated ELD strategies within mathematics instruction. Teachers are incorporating anchor charts, academic language supports, and structured discourse to improve access to content.

5. Providing targeted professional development on integrated ELD. Training is focused on strengthening instructional practices that support English Learners and Long-Term English Learners in mathematics.

6. Conducting a focused instructional learning walk. In partnership with the county office, the school will complete at least one learning walk prior to April 17 to highlight effective integrated ELD strategies in math classrooms.

7. **Utilizing a strengths-based feedback approach.** Participating teachers will identify and share effective practices observed during learning walks, with a focus on positive feedback and replication across classrooms.

New Vision Middle School is fully committed to implementing these actions with fidelity and urgency to address identified areas of need. Through ongoing collaboration, monitoring, and refinement, the school will drive measurable improvements in attendance and mathematics outcomes for English Learners and Long-Term English Learners.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents and families played an important role in the LCAP planning and reporting process at New Vision Middle School. Their input was gathered through several formal and informal opportunities, including participation in English Learner Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), and School Site Council (SSC) meetings where data, goals, and proposed actions were reviewed and discussed. In addition, parents were invited to provide feedback through surveys that allowed them to share their perspectives on school programs, student supports, and priorities for improvement. School staff also gathered valuable input through informal conversations with parents during school events, meetings, and daily interactions, ensuring that family voices were heard and considered. This collaborative approach helped ensure that the LCAP reflects the needs, priorities, and aspirations of the New Vision school community
School Staff	School staff at New Vision Middle School were actively involved in the LCAP process through ongoing collaboration and data-driven discussions. Throughout the year, teachers, support staff, and administrators participated in meetings focused on reviewing school goals and analyzing student performance data, allowing them to identify areas of strength and opportunities for growth. These sessions provided staff with the chance to share insights from their classrooms, discuss the effectiveness of current programs, and offer recommendations for strategies and resources that could better support student learning and well-being.
Students	Students at New Vision Middle School have been meaningfully involved in the LCAP process, providing their perspectives on school programs, supports, and areas for improvement. They contributed through participation in the School Site Council (SSC), where student representatives helped review goals, provide feedback on initiatives, and share their experiences with the school's academic and social-emotional programs. In addition, students shared their input through surveys that asked about their learning experiences, engagement, and support needs. School staff also gathered valuable feedback through informal conversations with students during class, advisory periods, and school events, ensuring that student voices were considered in shaping school priorities.
Site Administrators	At New Vision Middle School, site administrators play a critical role in developing, implementing, and monitoring LCAP goals through regular collaboration. The administrative team meets monthly, and in some cases weekly, to review student performance data, assess progress toward goals, and identify strategies to address emerging needs. These meetings allow administrators to coordinate resources, provide guidance to teachers and staff, and ensure that LCAP initiatives are aligned with both student needs and district priorities.
Governing Board	The Governing Board for REAL Journey academies engagesin the LCAP process through annual and semi-annual meetings where updates on progress, goals, and outcomes are presented. During these sessions, board members review data, monitor the effectiveness of programs and initiatives, and ask thoughtful questions to better understand the impact of LCAP strategies on student learning and well-being. Their inquiries and feedback help ensure accountability, provide guidance for resource allocation, and support continuous improvement.
ESS Team	The Education Services Support team plays an important role in guiding and strengthening the implementation of the LCAP at New Vision Middle School. Throughout the year, the team works closely with site leadership to identify key goals, review student data, and determine the resources and supports needed to successfully implement planned actions and services. Their guidance helps ensure that instructional programs, student supports, and professional development are aligned with the priorities outlined in the LCAP.

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

Educational partners at New Vision Middle School worked collaboratively throughout the LCAP process to identify key challenges and establish goals focused on improving Mathematics and Language Arts proficiency for all students. These efforts are supported through the implementation of high-quality curriculum, including SWUN Math and Success for All literacy, along with ongoing teacher professional development to strengthen instructional practices. Staff use customized instruction and ongoing assessment through NWEA testing to monitor student progress and adjust supports to meet the needs of all learners, including those identified through student demographics, language readiness, and special education needs. In addition to academic priorities, partners also focused on strengthening social-emotional supports,

increasing parent and community engagement, and expanding opportunities for students through the development of a CTE program designed to build entrepreneurial skills and support college and career readiness aligned with the needs of the community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Maintain high academic standards for all students by ensuring students receive targeted instruction at their ELA instructional level following the RJA Instructional Framework and utilizing RJA's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation State Standards

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The first goal continues to be a major focus for our school community based on the CAASPP data from the 2023–2024 school year, which highlighted the need to improve student performance and close learning gaps in Language Arts. This goal remains especially important as the 15.3-point reduction in Distance from Standard (DFS) during the 2024–2025 school year demonstrates the meaningful progress our students and staff are making through targeted instruction and continued support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	CAASPP ELA - Achievement Schoolwide	19.4% of all students met or exceeded standards during the 2022-23 CAASPP administration.	24.41%of all students met or exceeded standards during the 2023-24 CAASPP administration.	27.29%of all students met or exceeded standards during the 2024-25 CAASPP administration.	55% of all students met or exceeded standards during the CAASPP administration.	8.25% increase from baseline of all students met or exceeded standards on the the 2024-25CAASPP administration.
	CAASPP ELA - Achievement for English Learners	23.45% of all English Learners students met or exceeded standards during the 2022-23 CAASPP administration.	29.61% of all English Learners students met or exceeded standards during the 2023-24 CAASPP administration.	27.29% of all English Learners students met or exceeded standards during the 2024-25 CAASPP administration.	40% of all English Learners students met or exceeded standards during the 2026-27 CAASPP administration.	3.84% increase from baseline of all English Learners students met or exceeded standards during the 2024-25 CAASPP administration.
Metric #2	English / Language Arts Course Failure Rate	The failure rate for English / Language Arts was 10.32% for the first 3 quarters of the 23-24 SY.	The failure rate for English / Language Arts was 4% for the first 3 quarters of the 24-25 SY.	The failure rate for English / Language Arts was 11.06% for the first 3 quarters of the 25-26 SY.	The failure rate for English / Language Arts less than5% for the first 3 quarters	74% increase of students failing ELA in the 25-26SY since baseline.
Metric #3	NWEA - Growth	56% students who tested Fall to Spring met their projected growth goal in reading	51% students who tested Fall to Spring met their projected growth goal in reading.	45% students tested Fall to Winter met their growth target goal in reading	70% of students will meet their goals MOYto EOY in reading	11% Decrease in students tested Fall to Winter met their projected target goal in Reading (Spring assessment was not administered tnis year)
Metric #4	ELPAC Proficiency Rate	28.2 % students grew on the ELPAC	47.4% students grew on the ELPAC	79.5% grew on the ELPAC	100% of students will grow 1 proficiency level per academic year	51.3% increase from Baseline in students growing on the ELPAC

Goal Analysis for [2025]

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

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

Over the past three academic years, the school has shown steady progress in student achievement in ELA as measured by CAASPP. Schoolwide, the percentage of students meeting or exceeding standards increased from 19.4% in 2022-23 to 27.29% in 2024-25, representing an 8.25% increase from the baseline. English Learners also demonstrated growth, with the percentage meeting or exceeding standards rising from 23.45% in 2022-23 to 27.29% in 2024-25, an increase of 3.84% from baseline. These gains reflect consistent efforts to strengthen reading and writing instruction and support students in mastering grade-level standards.

In terms of course performance, the English/Language Arts failure rate has fluctuated over the past three years. The rate dropped from 10.32% in 2023-24 to 4% in 2024-25, showing significant improvement. However, in the 2025-26 school year, the failure rate increased to 11.06%, a 0.74% increase from the baseline, indicating a need for targeted interventions to maintain low failure rates and support students at risk of not passing ELA courses.

Growth measures and language proficiency also show notable trends. NWEA data indicate a decline in students meeting their projected reading growth goals, with only 45% meeting targets from fall to winter, compared to 56% from fall to spring the prior year, an 11% decrease, although the spring assessment was not administered. Conversely, English Learners demonstrated remarkable gains on the ELPAC, with students growing proficiency from 28.2% to 79.5%, a 51.3% increase from baseline. This significant growth demonstrates the effectiveness of targeted ELD instruction and language support interventions in increasing English proficiency across the school.

Looking ahead to the next academic year, it will be essential to continue identifying strategies to better prepare students for success on standardized assessments. The school will focus on strengthening reading and writing skills across all grade levels while ensuring that English Learners continue to receive high-quality, both integrated and designated, instructional supports. By maintaining targeted interventions, leveraging data from assessments, and providing ongoing professional development for staff, the school aims to sustain and accelerate student growth in ELA and overall academic achievement.

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

Action 1:Reading Curriculum
Budgeted Expenditures: $100,000
Estimated Actual Expenditures:$178,000
Material Difference:$78,000
Explanation:The material difference is due to additional cost as a result of replacing curricular resources.

Action 2:Writing Curriculum
Budgeted Expenditures: $78,000
Estimated Actual Expenditures:$69,521
Material Difference:$8,479
Explanation:There is no material difference.

Action 3:NWEA Software & Professional Development
Budgeted Expenditures: $87,000
Estimated Actual Expenditures:$59,396
Material Difference:$27,604
Explanation:The material difference is due to a vendor discount.

Action 4:Data Analysis
Budgeted Expenditures: $103,000
Estimated Actual Expenditures:$88,997
Material Difference:$14,003
Explanation:There is no material difference

Action 5:CAASPP Summative and Interim Professional Development
Budgeted Expenditures: $68,432
Estimated Actual Expenditures:$49,567
Material Difference:$19,865
Explanation:The material difference is due to a reduction in professional development cost due to the option of virtual trainings.

Action 6:ELD Curriculum
Budgeted Expenditures: $113,000
Estimated Actual Expenditures:$$86,400
Material Difference:$26,600
Explanation:The material difference is due to adding a digital component.

Action 7:Enrichment
Budgeted Expenditures: $167,600
Estimated Actual Expenditures:$159,323
Material Difference:$8,277
Explanation: There is no material difference

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

The implementation of the targeted reading program through the Success for All instructional program appears to have positively impacted student achievement in ELA. The schoolwide CAASPP data show a consistent increase in students meeting or exceeding standards from 19.4% in 2022-23 to 27.29% in 2024-25, an 8.25% gain from baseline. English Learners also demonstrated progress, rising from 23.45% to 27.29% during the same period. These gains suggest that the combination of teacher training, monthly data-driven grouping, and administrative support for curriculum fidelity effectively strengthened students' reading skills. Additionally, incentives for reading engagement likely contributed to increased student participation and motivation, further supporting literacy growth.

Similarly, the targeted writing curriculum using Step Up to Writing showed promising effects in improving writing instruction. While specific CAASPP writing subscore data are not provided, the increase in overall ELA achievement and the low failure rate in 2024-25 (dropping to 4%) indicate that structured writing support and targeted instruction

contributed to better student outcomes. The continued support of administrators to maintain fidelity, combined with incentives for student engagement in writing activities, appears to have reinforced these gains, helping students achieve mastery of writing skills.

The use of NWEA Measures of Academic Progress and associated professional development provided teachers with valuable tools to monitor and adjust instruction. Although growth measures show some variability—such as the 11% decrease in students meeting projected reading growth from fall to winter—these tools have allowed teachers to identify areas for targeted interventions. Similarly, participation in professional learning communities (PLCs) and the use of platforms like NEWSELA enabled data-driven instruction, allowing teachers to address specific gaps and provide enrichment, which supports incremental improvements in student performance. Professional development on CAASPP further enhanced teachers' ability to interpret data and refine instruction to address achievement gaps.

Finally, the targeted ELD program has been highly effective in supporting English Learners. Growth on the ELPAC increased dramatically from 28.2% to 79.5%, a 51.3% increase from baseline. Daily designated instruction, combined with integrated support from teachers, para-professionals, and educational support staff, ensured that EL students received high-quality instruction that accelerated language acquisition and academic growth.

Overall, the actions implemented over the past three years show positive outcomes in ELA achievement, reading and writing proficiency, and English Learner language growth. While some areas, such as NWEA reading growth and the recent increase in ELA course failures, indicate the need for continued monitoring and targeted interventions, the combination of structured curriculum, data-driven instruction, professional development, and targeted supports has been effective in moving toward the school's academic goals. Continued work is needed in order to reach the highgoals outlined in the LCAP.

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 to planned goals, metrics, targets or outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Action #1	Implement targeted Reading Program	Teachers and administrators are trained in the Success for All instructional program to ensure a consistent and effective approach to literacy instruction. Teachers meet monthly in component teams to analyze student data and group students according to their reading levels so instruction can be targeted to their needs. Administrators support teachers in implementing the curriculum with fidelity to help ensure students achieve mastery of the material. In addition, the school promotes strong engagement in reading assignments by providing incentives that encourage students to participate actively in their learning.	$100,000	Yes
Action #2	Implement targeted Writing Curriculum	Teachers and administrators are trained in the Step Up to Writing program to strengthen writing instruction across the school. Administrators support teachers in implementing the curriculum with fidelity to ensure students achieve mastery of writing skills. In addition, the school encourages students' engagement in writing activities and completion of assignments by providing incentives that motivate and support their learning.	$78,000	Yes
Action #3	Purchase NWEA measures of academic progress software and professional development	The purchase and acquisition of the NWEA Measures of Academic Progress will provide teachers with access to student achievement data that can be used to track and monitor growth in ELA through beginning-of-year, middle-of-year, and end-of-year assessments. In addition, school staff will participate in professional development on the NWEA Measures of Academic Progress to learn how to navigate the online platform, administer assessments effectively, and access system reports in order to support and promote greater academic growth in ELA.	$87,000	Yes
Action #4	Data analysis and professional learning communities	With the support of ESS Team, teachers in grades 6–8 will use interim assessment data to guide future instruction and help students achieve mastery of content. Administration will facilitate grade-level PLC meetings where teachers analyze student data, work samples, program data, and common assessment results to strengthen instruction and increase student achievement in English Language Arts. Additionally, with guidance from internal experts, teachers will use NEWSELA to supplement standards-based ELA content, ensuring students receive targeted support in areas identified for growth as well as opportunities for enrichment.	$103,000	Yes
Action #5	Professional development on CAASPP Summative and SBAC Interim Assessments	School staff will participate in professional development on CAASPP to learn how to navigate the online portal and access system reports to support greater academic growth in ELA. They will also engage in professional development on SBAC interim assessments to strengthen their ability to use the online platform and interpret data effectively. Administrators and teachers will use the information gathered from these assessments to guide instructional practices and address the achievement gap, focusing on the California Common Core State Standards for reading, writing, speaking, and listening	$68,432	Yes

Action #6	Implement targeted ELD Curriculum and Program	With the support of internal experts, teachers and para-professionals will implement daily designated ELD instruction using the newly adopted ELD program to enhance language acquisition. All students will receive this daily instruction, and with the guidance of teachers, para-professionals, and other educational support staff, their progress will be regularly monitored to ensure continued growth and achievement.	$113,000	Yes
Action #7	Support Learning Loss mitigation and Enrichment	Students identified as “at promise” will attend tutoring sessions twice a week after school with a credentialed teacher to strengthen their reading and writing strategies, helping them become more strategic readers and writers. During these sessions, teachers provide targeted support in reading and writing instruction, focusing specifically on improving student achievement in ELA.	$167,000	Yes

Goal

Goal #	Description	Type of Goal
Goal #2	Maintain high academic standards for all students by ensuring students receive targeted math instruction- following the RJA Instructional Framework and utilizing the school's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation State Standards

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The second goal continues to be a major focus for our school community based on the CAASPP data from the 2023–2024 school year, which highlighted the need to improve student performance and close learning gaps in Math. This goal remains especially important as the 10.1 point **reduction in Distance from Standard (DFS) during the 2024–2025 school year** demonstrates the meaningful progress our students and staff are making through targeted instruction and continued support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	CAASPP - Math Achievement Schoolwide	7.61% met or exceeded Math for the school year 2022-2023.	9.14% met or exceeded Math for the school year 2023-2024.	11.71% met or exceeded Math for the school year 2024-2025.	35% of students meet or exceed Math	4% increase from baseline in schoolwide achievement
	CAASPP - Math Achievement for Students with Disabilities	3.64% met or exceeded Math for the school year 2022-2023.	3.77% met or exceeded Math for the school year 2023-2024.	4.08% met or exceeded Math for the school year 2024-2025.	10% of students with disabilities meet or exceed math for the school year	6% increase from baseline of all Students with Disabilities met or exceeded standards during the 2024-25 CAASPP administration.
	CAASPP - Math Achievement for African American Students	4.76% met or exceeded Math for the school year 2022-2023.	4.23% met or exceeded Math for the school year 2023-2024.	10.31% met or exceeded Math for the school year 2024-2025.	20% of African American students meet or exceed math for the school year	5% increase from baseline of all Afican American students met or exceeded standards during the 2024-25 CAASPP administration.
Metric #2	Math Course Failure Rate	The failure rate for math was 6.1% for the first 3 quarters.	The failure rate for math was 13% for the first 3 quarters.	The failure rate for math was 15.4%% for the first 3 quarters.	Failure rate for math at 3% by the end of the first 3 quarters	9.3% increase of students failing Math in the 25-26SY since baseline.
Metric #3	NWEA- Growth	50% of students tested fall to spring met their projected math goal	49% of students tested fall to spring met their projected math goal	44% of students tested fall to winter met their projected math goal	65% of students tested fall to spring meet their growth goal in math	6% Decrease in students tested Fall to Winter met their projected target goal Math (Spring assessment was not administered tnis year)

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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

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

Over the past three academic years, schoolwide math achievement as measured by CAASPP has shown steady, though modest, gains. The percentage of students meeting or exceeding standards increased from 7.61% in 2022-23 to 11.71% in 2024-25, with a goal of reaching 35%. Subgroups including students with disabilities and African American students also demonstrated improvement, with students with disabilities increasing from 3.64% to 4.08% (a 6% increase from baseline) and African American students rising from 4.76% to 10.31% (a 5% increase from baseline). These gains reflect the impact of targeted math curriculum implementation, professional development, and data-driven instruction, although overall achievement remains below desired benchmarks, indicating the need for continued strategic interventions.

The implementation of the targeted math curriculum and associated professional development has provided a structured approach to math instruction. Teachers have received ongoing training and coaching from both internal and contracted curriculum specialists, and PLCs have facilitated collaborative data analysis to inform instruction. These strategies have supported the use of SWUN Math content and encouraged integrated lessons that connect mathematics to science, providing students with meaningful, real-world learning experiences. Targeted support for English Learners through subgroup data analysis and instructional strategies has contributed to incremental gains in math proficiency across all student groups.

Despite these efforts, significant challenges remain, particularly in 8th grade, where students have three different math teachers with varying levels of SWUN Math training. This inconsistency has created gaps in instruction and may have contributed to higher course failure rates in math, which rose from 6.1% to 15.4% over the first three quarters, a 9.3% increase from baseline. Additionally, while NWEA growth data indicate that 44% of students met their projected fall-to-winter math goals, this represents a 6% decrease from the previous year. The variability in teacher training and instructional consistency underscores the need for ongoing coaching, alignment across grade levels, and targeted support for teachers to implement the curriculum with fidelity.

Supplemental supports such as tutoring, use of,think verse and after-school homework help and tutoring programs have been helpful in addressing learning loss and reinforcing math fluency and problem-solving skills. Moving forward, the school must continue to focus on teacher alignment, professional development, and targeted interventions to ensure that all students, including English Learners, students with disabilities, and African American students, have equitable access to high-quality math instruction and the opportunity to meet or exceed proficiency standards.

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

Action 1:Math Curriculum
Budgeted Expenditures: $140,000
Estimated Actual Expenditures:$139,555
Material Difference:$455
Explanation:There is no material difference.

Action 2:Data Informed Instruction
Budgeted Expenditures: $74,974

Estimated Actual Expenditures:$42,100
Material Difference:$37,874
Explanation:The material difference is due to shared cost savings with another RJA LEA.

Action 3:NWEA Software and Professional Development
Budgeted Expenditures: $89,000
Estimated Actual Expenditures:$47,800
Material Difference:$41,200
Explanation:The material difference is due to a lower student enrollment and reducing the assessed content areas from 4 to 2.

Action 4:CAASPP Summative and Interim Professional Development
Budgeted Expenditures: $58,432
Estimated Actual Expenditures:$26,000
Material Difference:$32,432
Explanation:The material difference is due to a reduction in professional development cost due to the option of virtual trainings.

Action 5:ELD Curriculum
Budgeted Expenditures: $96,063
Estimated Actual Expenditures:$44,010
Material Difference:$52,053
Explanation: The material difference is due to a reduction in professional development cost due to the option of virtual trainings.

Action 6:Enrichment
Budgeted Expenditures: $228,920
Estimated Actual Expenditures:$121,080
Material Difference:$107,840
Explanation:The material difference is due to lower student enrollment and the implementation of more project based learning opportunities.

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

The targeted math initiatives have shown some effectiveness, as evidenced by gradual gains in schoolwide CAASPP scores (from 7.61% to 11.71%) and improvements among students with disabilities and African American students. Strategies such as PLC collaboration, integrated math-science lessons, supplemental tools like Thinkverse and NWEA, and tutoring for students “at promise” have supported data-informed instruction and skill reinforcement. However, significant areas of need remain, including inconsistent instruction in 8th grade due to multiple teachers with varying SWUN Math training, high math course failure rates (15.4%), and a decline in students meeting NWEA growth targets (44% fall-to-winter). To address these gaps, the school must focus on consistent curriculum implementation, targeted teacher coaching, ongoing professional development, and expanded personalized support through tutoring and enrichment programs to increase proficiency and accelerate student growth in math.

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 to planned goals, targets, or actions based on reflections.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Targeted Math Curriculum	Teachers will receive ongoing training on the adopted curriculum and will be supported through coaching from both contracted partners and internal curriculum specialists to ensure consistent and faithful implementation of targeted math instruction. Through structured grade-level Professional Learning Communities (PLCs), teachers will regularly analyze student data, work samples, and common assessment results to inform instruction and increase overall student achievement in mathematics. Additionally, PLC collaboration will include a focused emphasis on improving outcomes for English Learners by analyzing subgroup data and implementing targeted instructional strategies to address identified gaps. To further strengthen student understanding and math fluency, teachers will design and implement integrated lessons that connect science and mathematics, providing students with meaningful, real-world learning experiences.	$140,000	Yes
Action #2	Support Data-Informed Instruction	Teachers in grades 6–8 will utilize interim math assessment data to guide and inform future instruction, ensuring that lessons are targeted to students' specific needs. Students identified as "at promise" will be offered to attend tutoring sessions twice a week after school with a credentialed teacher to strengthen their math skills. Teachers will also participate in data meetings to analyze student performance and adjust instructional planning accordingly. Additionally, teachers will use Thinkverse to supplement state-standard math content, providing students with additional opportunities to practice and reinforce key concepts.	$74,974	Yes

Action #3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	The purchase and acquisition of the NWEA Measures of Academic Progress will provide teachers with access to student achievement data, allowing them to track and monitor growth during beginning-of-year, middle-of-year, and end-of-year assessments in math. In addition, school staff will participate in professional development on the NWEA platform to learn how to navigate the online software, administer assessments effectively, and access system reports, all of which will support and promote greater academic growth in math.	$89,000	Yes
Action #4	Professional Development on CAASPP Summative and SBAC Interim Assessments	School staff will participate in professional development on CAASPP to learn how to navigate the online portal and access system reports to support greater academic growth in ELA. They will also engage in professional development on SBAC interim assessments to strengthen their ability to use the online platform and interpret data effectively. Administrators and teachers will use the information gathered from these assessments to guide instructional practices and address the achievement gap, focusing on the California Common Core State Standards for reading, writing, speaking, and listening.	$58,432	Yes
Action #5	Implement new Targeted ELD Curriculum and Program	Teachers will implement daily integrated ELD instruction using the adopted ELD program, Educeri, ensuring that English Learners receive consistent language support. Additionally, English Learners will engage in integrated ELD instruction daily within their core content areas, providing them with ongoing opportunities to develop language skills while accessing grade-level academic content.	$96,063	Yes
Action #6	Support Learning Loss Mitigation and Enrichment	Students identified as “at promise” will be offered to attend tutoring sessions with a credentialed teacher at least twice a week after school to receive targeted support in math fluency and word problem solving. In addition, students will participate in an enriching and robust after-school curriculum designed to address learning loss and reinforce mastery of math content.	$228,920	Yes

Goal

Goal #	Description	Type of Goal
Goal #3	Engage students, parents, staff and community members to promote the social, emotional and physical needs of students.	Broad goal

State Priorities addressed by this goal.

Priority 3: Parent Engagement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

After analyzing student and parent survey data, reviewing attendance trends—including chronic absenteeism—and examining discipline records, we identified a clear need to strengthen support systems for our students. As a result, we established this goal to enhance New Vision students' social-emotional development, recognizing that these skills are essential for academic success and overall well-being. By focusing on building resilience, self-awareness, and positive decision-making, we aim to empower students to better navigate school life, meet expectations, and fully engage in their learning environment.

Measuring and Reporting Results44.97% chronic absenteeism rate for the 2023-2024 school year to date

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Home and School Climate Surveys Student response to, "I know the Math and Writing Rubrics."	73.4% of students report engaged in school by knowing how they are graded with math and writing rubrics	82.9% of students report engaged in school by knowing how they are graded with math and writing rubrics	74.8% of students report engaged in school by knowing how they are graded with math and writing rubrics	100%of students report engaged in school by knowing how they are graded with math and writing rubrics	Increase of 1.4% increase from baseline.
Metric #2	Chronic Absenteeism	44.97% chronic absenteeism rate for the 2022-23 school year to date	46.5% chronic absenteeism rate for the 2023-24 school year to date	43.3% chronic absenteeism rate for the 2024-25 school year to date	35% chronic absenteeism rate	Decrease by 2% from baseline
Metric #3	Suspension Rate	9.3% suspension rate in the 2022-23 SY.	20.6% suspension rate in the 2023-24 SY.	15.2% suspension rate in the 2024-25 SY.	3% Suspension Rate	Increase of 5.9%
Metric #4	Suspension Rate African American	16.2% suspension rate 2022-23 SY.	25.8% suspension rate 2023-24 SY.	25.2% suspension rate 2024-2025 SY.	3% Suspension Rate	Increase of 9%

Goal Analysis for 2025

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

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

NVMS continues to implement a comprehensive School-Wide Solutions Model focused on strengthening the social, emotional, and academic success of every student. Through intentional e- attributes, and mindset instruction, students are building self-efficacy, empathy, and a stronger sense of community. Teachers are actively integrating Social Emotional Learning (SEL) curriculum and culturally relevant practices into daily instruction to reduce conflict, increase student confidence, and promote collaboration. Staff across the campus are working together to ensure that students feel both physically and emotionally safe, recognizing that a positive school climate is essential for learning. Incentives and consistent engagement strategies are also being used to encourage students to internalize coping skills, conflict resolution strategies, and core values that will serve them beyond the classroom.

At the same time, teachers and staff are strengthening our Solutions Teams by collaborating in committees that reflect a shared vision for student success and well-being. These teams are becoming more cohesive and data-driven, allowing educators to better respond to student needs while ensuring alignment across programs and supports. As part of this work, the school is also expanding its Gifted and Talented Education (GATE) program. Professional development is being provided to help teachers identify and nurture advanced learners, including those from underrepresented backgrounds. With the addition of assessment tools such as the NNAT3 and the recruitment of a GATE specialist, the program is being designed to provide more equitable access and meaningful enrichment opportunities for students who demonstrate high potential.

In addition, the school is intentionally building stronger partnerships with parents, families, and the broader community to support student success. By collaborating with local and national organizations, the school is working to ensure that students and families have access to essential resources and services. Efforts to address chronic absenteeism include providing practical supports such as transportation assistance, tutoring opportunities, and help with completing assignments. The school is also working to build partnerships and create pathways for families to engage more deeply in their child's education. Through these combined efforts, the organization is fostering a connected and supportive network that empowers students, families, and staff to thrive together.

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

Action 1:Schoolwide Solution Model
Budgeted Expenditures: $168,450
Estimated Actual Expenditures:$158,905
Material Difference:$9,545
Explanation:There is no material difference.

Action 2:Community & Educational Partners
Budgeted Expenditures: $83,300
Estimated Actual Expenditures:$62,075
Material Difference:$21,225
Explanation:The material difference is due to a phase implementation. The final phase will be implemented during the 2026-27school year.

Action 3:Family & Parent Connection
Budgeted Expenditures: $125,200
Estimated Actual Expenditures:$89,000
Material Difference:$36,200
Explanation:The material difference is due to a lower participation rate in the 2026-27 school year.

Action 4:Student Success Coach
Budgeted Expenditures: $88,000
Estimated Actual Expenditures:$0
Material Difference:$88,000
Explanation:The material difference is due to implementation during the 2026-27 school year.

Action 5:GATE
Budgeted Expenditures: $187,800
Estimated Actual Expenditures:$19,000
Material Difference:$168,800
Explanation:The material difference is due to a reduced number of planned field trip experiences for the 2025-26 school year, lower student participation, and lack of staffing.

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

The data from Metric #1 indicates that our efforts to increase student understanding of math and writing rubrics have had a positive, though inconsistent, impact on student engagement. While there was a notable increase from 73.4% to 82.9%, followed by a decline to 74.8%, the overall growth from baseline reflects a modest gain of 1.4%. The spike to 100% suggests that, in certain settings or classrooms, implementation of clear grading practices is highly effective when done with fidelity. This demonstrates that when teachers consistently communicate expectations and provide clarity around assessment, students feel more confident and engaged in their learning. Moving forward, the focus should be on ensuring consistent implementation across all classrooms to stabilize and sustain these gains.

Metric #2 shows slight improvement in chronic absenteeism, decreasing from a high of 46.5% to 43.3%, representing a 2% reduction from baseline. While this indicates that current strategies—such as increased family outreach, attendance supports, and community partnerships—are beginning to have an impact, the overall rate remains significantly above the goal of 35%. This suggests that while our actions are directionally effective, they are not yet sufficient in intensity or consistency to drive substantial change. Continued emphasis on targeted interventions, stronger family engagement, and the eventual implementation of additional supports, such as mentoring systems, will be critical to accelerating progress in this area.

Metrics #3 and #4 highlight ongoing challenges related to suspension rates, particularly among African American students. Although there was a decrease in overall suspension rates from 20.6% to 15.2%, the current rate remains well above the 3% goal and reflects an overall increase of 5.9% from baseline. Similarly, suspension rates for African American students remain disproportionately high, with only a slight decrease from 25.8% to 25.2%, resulting in a 9% increase from baseline. These trends suggest that while some of our restorative practices and SEL strategies may be beginning to take hold, they have not yet produced the desired level of impact. This indicates a need for deeper implementation of culturally responsive practices, more consistent use of restorative approaches, and targeted supports to address disparities and ensure equitable outcomes for all students.

While we have not yet been able to fully implement the Student Success Mentor program, this remains a priority for our school as we continue to build the structures and resources needed to launch it effectively. We recognize the important role that individualized mentoring can play in addressing key challenges, particularly chronic absenteeism and suspension rates. In the meantime, staff and teachers are working collaboratively to provide targeted supports and interventions for students most in need, while also exploring sustainable ways to develop and integrate a formal mentoring program. Our ongoing commitment is to establish a system that offers consistent, relationship-based support to students, helping improve attendance, reduce behavioral incidents, and ensure greater overall student success.

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

No changes to planned goals metrics or target outcomes based on reflections

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Action #4	Student Succes Mentors	1. Develop and implement intervention lessons targeting individual student challenges in daily school activities and relationships. 2. Create and manage mentoring schedules for up to 30 students, focusing on academic coaching and behavior coaching. 3. Collaborate with school staff to identify student needs and develop personalized success plans. 4. Provide one-on-one coaching and support to students facing economic challenges, substance abuse issues, episodes of violence or bullying and academic underperformance. 5. Foster a supportive and inclusive environment conducive to student growth and development. 6. Monitor student progress and adjust coaching strategies as needed to ensure success. 7. Maintain accurate records of student interactions, progress, and outcomes. 8. Participate in professional development opportunities to enhance coaching skills and knowledge of best practices.	$88,000	Yes
Action #4	Gifted and Talented Education (GATE) Program	a. Provide professional development to teachers and administration in gifted education to identify advanced learning opportunities for students including those of diverse backgrounds b. Purchase online assessment software NNAT3 to determine eligibility for the GATE program. c. Recruit and hire a GATE Specialist	$187,800	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 3: Parent Engagement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

New Vision Middle School developed this goal in recognition that strong community partnerships are essential to supporting the whole child and improving student outcomes. By actively engaging teachers, administrators, parents, and community members, the school is working to create a shared responsibility for student success that extends beyond the classroom. These partnerships provide students with access to valuable resources, real-world experiences, and support systems that enhance both their academic achievement and personal growth. Emphasizing character development, safe and well-maintained learning environments, and meaningful connections to the community helps foster a sense of belonging and purpose among students. Aligning with State Priorities 1, 3, and 7, this goal reflects the belief that when schools and communities work together, students are better equipped to reach their full potential as learners and as active, engaged citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Maintain High Academic Standards for Teacher Support	100% of teachers are fully engaged in professional development opportunities.	100% of teachers are fully engaged in professional development opportunities.	100% of teachers are fully engaged in professional development opportunities.	100% of teachers are fully engaged in professional development opportunities.	0% All teachers have participated and been fully engaged in professional development opportunities ovr the year.
Metric #2	Increase student engagement in school sponsored activities	80% of students in the 2022-2023 school year were engaged in school sponsored activities.	80% of students in the 2023-2024 school year were engaged in school sponsored activities.	85% of students in the 2024-2025 school year were engaged in school sponsored activities.	95% of students were engaged in school sponsored activities.	Increase of 5%
Metric #3	Increase parent/guardian engagement in school sponsored events	40% of parents/guardians were involved and utilized school resources in the 22/23 SY.	50% of parents/guardians were involved and utilized school resources in the 23/224 SY.	60% of parents/guardians were involved and utilized school resources in the 24/25 SY.	95% of parents/guardians were involved and utilized school resources	20% increase from baseline

Insert or delete rows, as necessary.

Goal Analysis for [2025]

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

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

While New Vision Middle School remains committed to building strong partnerships, consistently engaging parents and community members in ongoing participation and shared decision-making continues to be a challenge. In addition, a few teacher misassignments and the reliance on long-term substitutes led to the school being referred to a Williams Act review again this year after having exited the process the previous year, highlighting the need for continued focus on staffing stability and compliance. Despite these challenges, the school has seen encouraging progress in family engagement, with a substantial increase in parent attendance at orientations, school events, and parent-teacher conferences. This growing involvement reflects strengthened outreach efforts and a renewed interest from families in supporting their children's education. Additionally, there has been some success in increasing student voice, as more students are participating in the School Site Council, demonstrating early progress in fostering a more inclusive and engaged school community.

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

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

Action 2:Educational Partners & Community
Budgeted Expenditures: $58,344
Estimated Actual Expenditures:$33,717
Material Difference:$24,627
Explanation:The material difference is due to having a lower participation rate during the 2025-26 school year.

Action 3:Teacher Induction
Budgeted Expenditures: $175,000
Estimated Actual Expenditures:$72,000
Material Difference:$103,000
Explanation: The material difference is due to having a lower participation rate of teachers requiring the induction program for the 2025-26 school year.

Action 4:Parent and Educational Partner Engagement
Budgeted Expenditures: $46,000
Estimated Actual Expenditures:$18,700

Material Difference:$27,300
Explanation:The material difference is due to having a lower participation rate during the 2025-26 school year.

Action 5:Professional Development
Budgeted Expenditures: $11,074
Estimated Actual Expenditures:$5,400
Material Difference:$5,674
Explanation:The material difference is due to internal coaching and shared cost saving with another RJA LEA.

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

The implementation of maintaining fully credentialed teachers and ensuring 100% participation in professional development has been highly effective in supporting instructional quality and consistency across the school. The data shows that all teachers have remained fully engaged in professional development opportunities over multiple years, meeting the established goal and demonstrating a strong commitment to continuous improvement. This consistency has likely contributed to stronger classroom practices and alignment with the school's mission and vision. Additionally, the focus on teacher induction and supporting staff in clearing their credentials reinforces long-term capacity building, ensuring that students receive high-quality instruction from well-prepared educators.

Efforts to increase student engagement in school-sponsored activities have shown steady progress, growing from 80% to 85%, reflecting a 5% increase from baseline. While this demonstrates that the school's actions—such as expanding opportunities and promoting participation—are having a positive impact, the current rate still falls short of the ambitious 95% target. This suggests that while many students are benefiting from increased access and encouragement, additional strategies may be needed to reach those who remain disengaged. Continued focus on inclusive programming, student voice, and alignment with student interests will be key to further improving participation rates.

Parent and community engagement efforts have demonstrated some of the most significant growth, increasing from 40% to 60%, a 20% gain from baseline. This indicates that outreach strategies, expanded opportunities for involvement, and the inclusion of educational partners in committees such as SSC, ELAC, and AAPAC are making a meaningful difference. Increased participation in parent-teacher conferences, family events, and decision-making bodies shows progress toward building stronger relationships and trust with families. However, despite this growth, the school has not yet reached its 95% target, indicating that consistent engagement across all families remains an area for continued focus. Strengthening communication, ensuring accessibility, and maintaining responsiveness to family needs will be essential in sustaining and expanding this progress.

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

No changes made to planned goals, metrics, actions.

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

Actions

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

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation State Standards

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

New Vision Middle School has developed this goal to expand student access to engaging, real-world learning opportunities that promote career awareness and skill development through Career Technical Education (CTE). The school has successfully implemented CTE courses for 7th and 8th grade students, developed a foundational entrepreneurship-based curriculum, and is intentionally cultivating the development of an entrepreneurial (eMindset) mindset in students.

Specifically, the school identified a need to strengthen instructional practices within CTE by aligning teachers to the school's instructional model and increasing access to industry-relevant tools and materials. Additionally, New Vision Middle School recognizes the importance of building teacher capacity, as CTE instructors are still in the process of becoming fully credentialed and require ongoing support and training to effectively deliver rigorous, engaging instruction aligned to the program's vision.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Students will participate in project-based learning experiences that stimulate real-world entrepreneurial scenarios across multiple industry sectors by having at least 70% of students participating in a CTE course grades 6-8.	0% 7th and 8th grade were enrolled in a project-based learning experiences that stimulate real-world entrepreneurial scenarios across multiple industry sectors.	100% students 7th and 8th grade were enrolled in a project-based learning experiences that stimulate real-world entrepreneurial scenarios across multiple industry sectors.	100% students 7th and 8th grade were enrolled in a project-based learning experiences that stimulate real-world entrepreneurial scenarios across multiple industry sectors.	100% of participating in a CTE course 6-8th grade	100% of 7th and 8th graders participated in a CTE course
Metric #2	Students will complete exploratory instruction in entrepreneurship in multiple industry sectors by completing all CCGI modules, grades 6-8 respectively.	0% students were enrolled in CCGI 7th and 8th grade students were enrolled inexploratory instruction in entrepreneurship in multiple industries.	50% students were enrolled in CCGI 7th and 8th grade students were enrolled inexploratory instruction in entrepreneurship in multiple industries.	76% students were enrolled in CCGI 7th and 8th grade students were enrolled inexploratory instruction in entrepreneurship in multiple industries.	100% of students will complete exploratory in entrepreneurship and multiple industry sectors.	76% of students completed an exploratory in entrepreneurship and multiple industry sectors
Metric #3	90% of students will be prepared for CTE instruction and pathway selection in high school by participating in at least one year of a CTE classroom instruction grades 7-8 or participate in a summer CTE course.	0% 7th and 8th graders have participated in one CTE class. Some in a summer course.	50% 7th and 8th graders have participated in one CTE class. Some in a summer course.	76% 7th and 8th graders have participated in one CTE class. Some in a summer course.	90% of students will prepared for CTE instruction and pathway selection in Highschool	76% of students are prepared for CTE instructionand pathway selection in Highschool

Insert or delete rows, as necessary.

Goal Analysis for [2025]

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

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

This year, we successfully continued the implementation of our Career Technical Education (CTE) program by hiring two qualified teachers and by providing daily instruction for all 7th and 8th grade students. This marks an important step in providing students with early exposure to career pathways and real-world skills. In addition, the entire school was enrolled in CCGI (California College Guidance Initiative), allowing students to begin building college and career awareness through structured tools and resources. Our exploratory classes have also been a strong point of progress, as they have provided engaging opportunities for students to connect learning to their interests while we intentionally integrate eMindsets and essential skills across the campus. Together, these efforts are helping to create a more relevant, forward-thinking educational experience that prepares students for both academic and future career success.

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

Action 1:Integration of Entreprenurship/CTE
Budgeted Expenditures: $0
Estimated Actual Expenditures:$0
Material Difference:$0
Explanation:There is no material difference.

Action 2:Curriculum Development
Budgeted Expenditures: $50,000
Estimated Actual Expenditures:$36,300
Material Difference:$13,700
Explanation:The material difference is due to low student enrollment

Action 3:Recruiting & Retention of Credentialed Teachers
Budgeted Expenditures: $75,000
Estimated Actual Expenditures:$67,425
Material Difference:$7,575
Explanation: There is no material difference.

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

The implementation of the CTE and entrepreneurship plan has shown clear early success, particularly in establishing the foundational structures needed for a sustainable program. Action #1 has been effectively realized, as entrepreneurship/CTE classes have been integrated into the daily schedules of students, ensuring consistent exposure to career-focused learning. This daily instructional model represents a significant accomplishment, as it moves CTE from a supplemental offering to a core part of the student experience. Additionally, progress on Action #3 is evident through the hiring of qualified, credentialed CTE teachers who are now delivering instruction and helping to build program capacity. Their presence has strengthened the quality and credibility of the program while supporting students in developing real-world skills.

Action #2, focused on developing and purchasing entrepreneurship-based CTE curriculum, has also made meaningful progress, though it remains an area of ongoing development. Initial curriculum resources have been identified and implemented, allowing instruction to begin; however, fully aligning the curriculum to both CTE standards and the school's entrepreneurial vision will require continued refinement. Ensuring that lessons are rigorous, relevant, and cohesive across grade levels is a critical next step. Professional development and collaboration among CTE teachers will be essential to deepen instructional quality and ensure consistency in student experiences.

Overall, while the plan has been successfully launched, key challenges remain in sustaining and strengthening implementation. These include continuing to build out high-quality curriculum, providing ongoing training and support for CTE teachers, and ensuring that the program remains aligned with industry expectations and student interests. With the foundational elements now in place—daily instruction, qualified staff, and initial curriculum—the focus can shift toward continuous improvement, program coherence, and expanding opportunities to maximize student engagement and long-term impact.

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 to the planned goal, metrics, or target outcomes.

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

Actions

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,632,437	$207,768

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
39.46%	[0%	$0	39.46%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1	Increased achievement on CAASPP testing Re-classification of Englkish Language Learners	In Goal 1, action steps will support Foster youth, English learners, and Low income students as the SFA program meets students at their individual need level, in addition to providing specific reading and language support to EL students through a new curriculum for designated instruction and integrated instruction. Additionally, the school is providing tutoring with progress monitoring for these student groups who are in need of additional support. Teachers will implement EL portfolios to assist in the monitoring of progress towards meeting EL standards and ensuring growth towards English acquisition.	• CAASPP assessment scores • Re-Classification Rates as measured by ELPAC • Grades

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

Limited Actions

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	20 certificated staff providing direct services to a student population of 412 students Staff-to-student ratio of certificated staff providing direct services to students 1:20
Staff-to-student ratio of certificated staff providing direct services to students	N/A	12 certificated staff providing direct services to a student population of 412 students Staff-to-student ratio of certificated staff providing direct services to students 1:34

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 4,137,151	$ 1,632,437	39.458%	0.000%	39.458%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,347,589	$ -	$ -	$ -	$ 2,347,589.00	$ 638,172	$ 1,709,417

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Implement Targeted Reading Curriculum	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 178,885	$ (78,885)	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
1	2	Implement Targeted Writing Curriculum	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 78,000	$ 78,000	$ -	$ -	$ -	$ 78,000	0.000%
1	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 23,851	$ 63,149	$ 87,000	$ -	$ -	$ -	$ 87,000	0.000%
1	4	Data Analysis and Professional Learning Communities	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 23,851	$ 79,149	$ 103,000	$ -	$ -	$ -	$ 103,000	0.000%
1	5	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 23,851	$ 44,581	$ 68,432	$ -	$ -	$ -	$ 68,432	0.000%
1	6	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	New Vision Middle School	Ongoing	$ 23,851	$ 89,149	$ 113,000	$ -	$ -	$ -	$ 113,000	0.000%
1	7	Support Learning Loss Mitigation and enrichment	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 119,257	$ 48,343	$ 167,600	$ -	$ -	$ -	$ 167,600	0.000%
2	1	Implement Targeted Math Curriculum	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 129,055	$ 10,945	$ 140,000	$ -	$ -	$ -	$ 140,000	0.000%
2	2	Support Data Informed Instruction	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 4,302	$ 70,672	$ 74,974	$ -	$ -	$ -	$ 74,974	0.000%
2	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 4,302	$ 84,698	$ 89,000	$ -	$ -	$ -	$ 89,000	0.000%
2	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 4,302	$ 54,130	$ 58,432	$ -	$ -	$ -	$ 58,432	0.000%
2	5	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	New Vision Middle School	Ongoing	$ 4,302	$ 91,761	$ 96,063	$ -	$ -	$ -	$ 96,063	0.000%
2	6	Support Learning Loss Mitigation Enrichment	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 21,509	$ 207,411	$ 228,920	$ -	$ -	$ -	$ 228,920	0.000%
3	1	Implement School Wide Solution Model	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 23,851	$ 144,599	$ 168,450	$ -	$ -	$ -	$ 168,450	0.000%
3	2	Community & Educational Partnerships	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 23,851	$ 59,449	$ 83,300	$ -	$ -	$ -	$ 83,300	0.000%
3	3	Support Parent & Family Connection	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 23,851	$ 101,349	$ 125,200	$ -	$ -	$ -	$ 125,200	0.000%
3	4	Student Success Coach	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 88,000	$ 88,000	$ -	$ -	$ -	$ 88,000	0.000%
3	5	Gifted and Talented Education (GATE) Program	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 187,800	$ 187,800	$ -	$ -	$ -	$ 187,800	0.000%
4	1	Fully Credentialed teachers	All	No	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	2	Educational Partners & Community, Committees/Councils	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ 5,300	$ 53,044	$ 58,344	$ -	$ -	$ -	$ 58,344	0.000%
4	3	Teacher Induction	All	No	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 175,000	$ 175,000	$ -	$ -	$ -	$ 175,000	0.000%
4	4	Parent & Educational Partner Engagement	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 46,000	$ 46,000	$ -	$ -	$ -	$ 46,000	0.000%
4	5	Professional Development Survey Results	All	Yes	LEA-wide	All	New Vision Middle School	Ongoing	$ -	$ 11,074	$ 11,074	$ -	$ -	$ -	$ 11,074	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,137,151	$ 1,632,437	39.458%	0.000%	39.458%	$ 2,172,589	0.000%	52.514%	**Total:**	$ 2,172,589
								LEA-wide Total:	$ 2,172,589
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implement Targeted Reading Curriculum	Yes	LEA-wide	All	New Vision Middle School	$ 100,000	0.000%
1	2	Implement Targeted Writing Curriculum	Yes	LEA-wide	All	New Vision Middle School	$ 78,000	0.000%
1	3	Purchasing NWEA Measures of Academic	Yes	LEA-wide	All	New Vision Middle School	$ 87,000	0.000%
1	4	Data Analysis and Professional Learning C	Yes	LEA-wide	All	New Vision Middle School	$ 103,000	0.000%
1	5	Professional Development on CAASPP Su	Yes	LEA-wide	All	New Vision Middle School	$ 68,432	0.000%
1	6	Implement Targeted ELD Curriculum and P	Yes	LEA-wide	English Learners	New Vision Middle School	$ 113,000	0.000%
1	7	Support Learning Loss Mitigation and enric	Yes	LEA-wide	All	New Vision Middle School	$ 167,600	0.000%
2	1	Implement Targeted Math Curriculum	Yes	LEA-wide	All	New Vision Middle School	$ 140,000	0.000%
2	2	Support Data Informed Instruction	Yes	LEA-wide	All	New Vision Middle School	$ 74,974	0.000%
2	3	Purchasing NWEA Measures of Academic	Yes	LEA-wide	All	New Vision Middle School	$ 89,000	0.000%
2	4	Professional Development on CAASPP Su	Yes	LEA-wide	All	New Vision Middle School	$ 58,432	0.000%
2	5	Implement Targeted ELD Curriculum and P	Yes	LEA-wide	English Learners	New Vision Middle School	$ 96,063	0.000%
2	6	Support Learning Loss Mitigation Enrichme	Yes	LEA-wide	All	New Vision Middle School	$ 228,920	0.000%
3	1	Implement School Wide Solution Model	Yes	LEA-wide	All	New Vision Middle School	$ 168,450	0.000%
3	2	Community & Educational Partnerships	Yes	LEA-wide	All	New Vision Middle School	$ 83,300	0.000%
3	3	Support Parent & Family Connection	Yes	LEA-wide	All	New Vision Middle School	$ 125,200	0.000%
3	4	Student Success Coach	Yes	LEA-wide	All	New Vision Middle School	$ 88,000	0.000%
3	5	Gifted and Talented Education (GATE) Pro	Yes	LEA-wide	All	New Vision Middle School	$ 187,800	0.000%
4	1	Fully Credentialed teachers	No	LEA-wide		New Vision Middle School	$ -	0.000%
4	2	Educational Partners & Community, Comm	Yes	LEA-wide	All	New Vision Middle School	$ 58,344	0.000%
4	3	Teacher Induction	No	LEA-wide		New Vision Middle School	$ -	0.000%
4	4	Parent & Educational Partner Engagement	Yes	LEA-wide	All	New Vision Middle School	$ 46,000	0.000%
4	5	Professional Development Survey Results	Yes	LEA-wide	All	New Vision Middle School	$ 11,074	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,347,589.00	$ 1,568,514.42

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	Implement Targeted Reading Curriculum	Yes	$ 100,000	$ 178,888
1	2	Implement Targeted Writing Curriculum	Yes	$ 78,000	$ 69,521
1	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 87,000	$ 56,396
1	4	Data Analysis and Professional Learning Communities	Yes	$ 103,000	$ 88,997
1	5	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 68,432	$ 49,567
1	6	Implement Targeted ELD Curriculum and Program	Yes	$ 113,000	$ 86,400
1	7	Support Learning Loss Mitigation and enrichment	Yes	$ 167,600	$ 159,323
2	1	Implement Targeted Math Curriculum	Yes	$ 140,000	$ 139,555
2	2	Support Data Informed Instruction	Yes	$ 74,974	$ 42,100
2	3	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 89,000	$ 47,800
2	4	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 58,432	$ 26,000
2	5	Implement Targeted ELD Curriculum and Program	Yes	$ 96,063	$ 44,010
2	6	Support Learning Loss Mitigation Enrichment	Yes	$ 228,920	$ 121,080

3	1	Implement School Wide Solution Model	Yes	$ 168,450	$ 158,905
3	2	Community & Educational Partnerships	Yes	$ 83,300	$ 62,075
3	3	Support Parent & Family Connection	Yes	$ 125,200	$ 89,000
3	4	Student Success Coach	Yes	$ 88,000	$ -
3	5	Gifted and Talented Education (GATE)	Yes	$ 187,800	$ 19,000
4	1	Fully Credentialed teachers	No	$ -	$ -
4	2	Educational Partners & Community,	Yes	$ 58,344	$ 33,717
4	3	Teacher Induction	No	$ 175,000	$ 72,000
4	4	Parent & Educational Partner Engagement	Yes	$ 46,000	$ 18,780
4	5	Professional Development Survey Results	Yes	$ 11,074	$ 5,400

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,571,711	$ 2,172,589	$ 1,861,425	$ 311,164	0.000%	0.000%	0.000% - No Difference

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

2024-2025 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,233,431	$ 1,571,711	0.000%	37.126%	$ 1,861,425	0.000%	43.970%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024