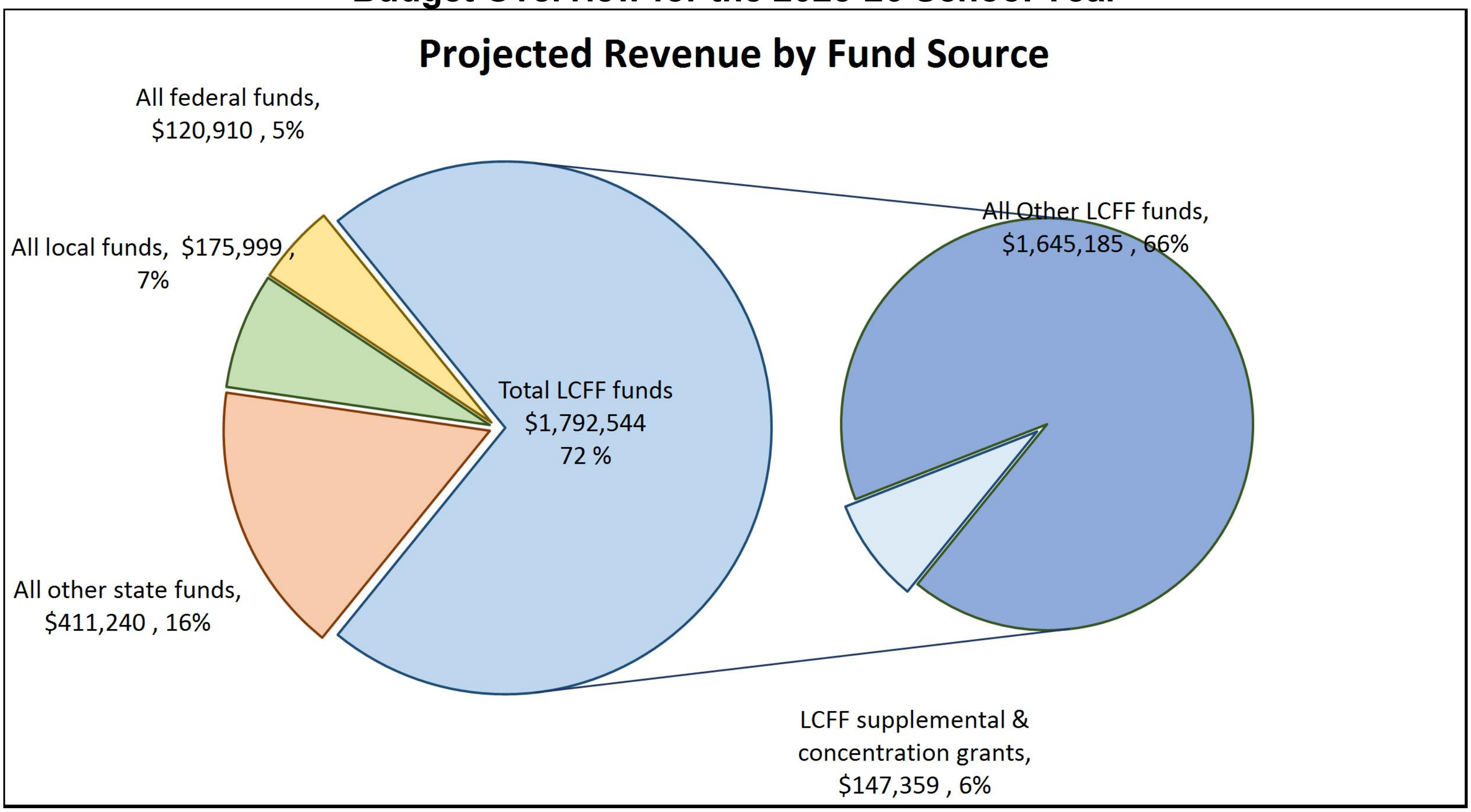
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fuente Nueva Charter School
CDS Code: 12626790109975
School Year: 2025-26
LEA contact information:
Angela Kidd
Charter Director
director@fuentenueva.org
707-822-3348

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

## Budget Overview for the 2025-26 School Year

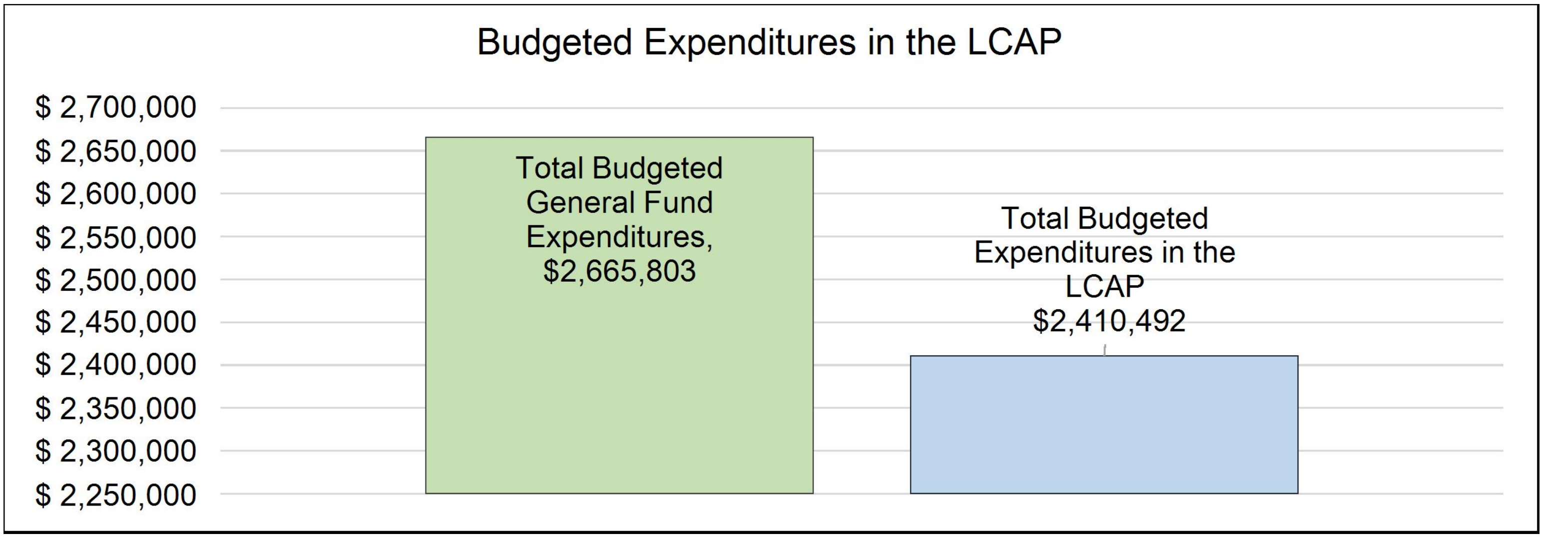



This chart shows the total general purpose revenue Fuente Nueva Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fuente Nueva Charter School is $2,500,693, of which $1,792,544 is Local Control Funding Formula (LCFF), $411,240 is other state funds, $175,999 is local funds, and $120,910 is federal funds. Of the $1,792,544 in LCFF Funds, $147,359 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: Fuente Nueva Charter School plans to spend $2,665,803 for the 2025-26 school year. Of that amount, $2,410,492 is tied to actions/services in the LCAP and $255,311 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

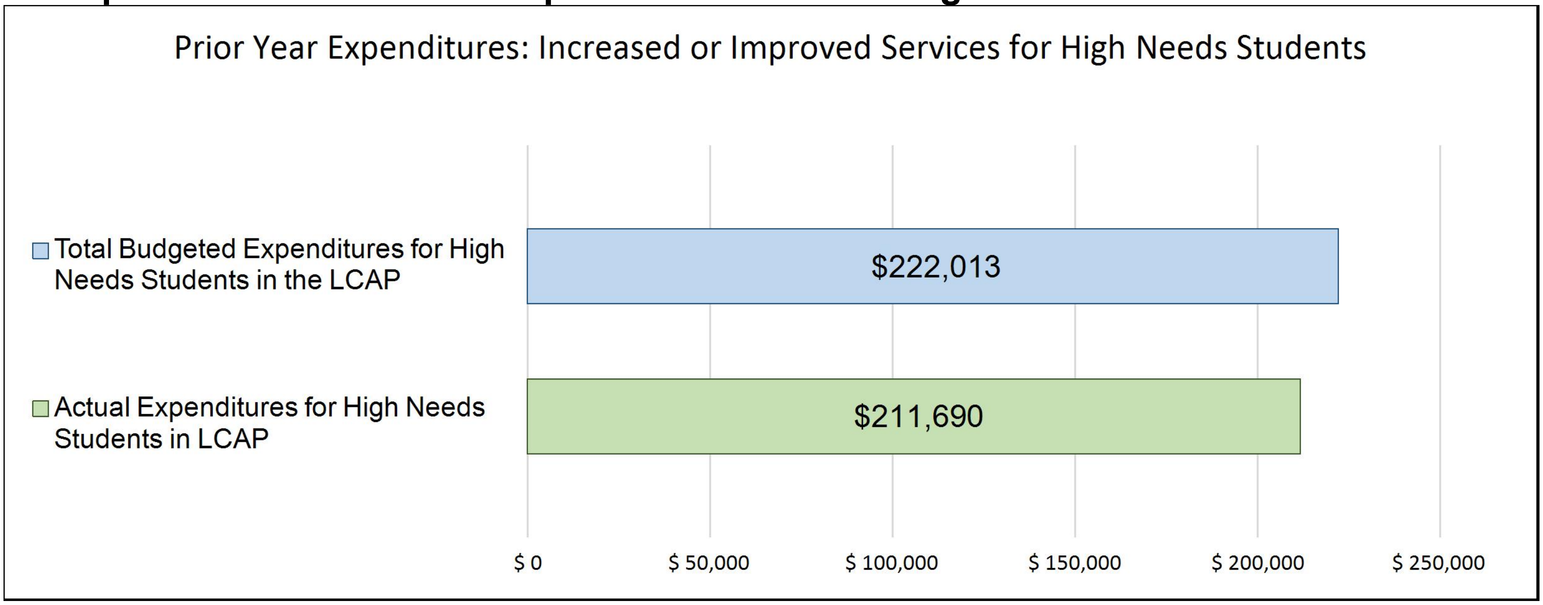
Some budgeted costs were not linked to specific actions in the LCAP including costs for administrative & fiscal services, some costs for special education, and passthrough costs related to pension liabilities.

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

In 2025-26, Fuente Nueva Charter School is projecting it will receive $147,359 based on the enrollment of foster youth, English learner, and low-income students. Fuente Nueva Charter School must describe how it intends to increase or improve services for high needs students in the LCAP.  Fuente Nueva Charter School plans to spend $225,884 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2024-25, Fuente Nueva Charter School's LCAP budgeted $222,013 for planned actions to increase or improve services for high needs students. Fuente Nueva Charter School actually spent $211,690 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $10,323 had the following impact on Fuente Nueva Charter School’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures was minimal and occurred due to the paraprofessional aide assigned to the English Library was reassigned to support a student who required a Special Circumstances Instructional Aide. When this change happened, the resource paraprofessional was reassigned to the English Library for the classes that had significant number of students with high needs. The grade level paraprofessionals are also assigned to the English Library for classes, so the students received paraprofessional support even when the resource aide was not present.

# 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 |
|---|---|---|
| Fuente Nueva Charter School | Angela Kidd<br>Charter Director | director@fuentenueva.org<br>707-822-3348 |

# Plan Summary [2025-26]

## General Information

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

Students at Fuente Nueva Charter School learn in a dynamic and supportive environment that recognizes the unique needs and talents of the whole child. Students acquire Spanish as a second language in a one way full immersion program. Through the study of Spanish, students are offered windows and mirrors into the Latin language and culture. This exploration prepares students to integrate into the global community with strong critical thinking and creative problem-solving skills.

Located on the edge of the Arcata Bottoms, Fuente Nueva enjoys the benefits of a neighborhood setting with nature just out our back door. The campus offers spacious classrooms in a small school setting. As a school with approximately 150 students, the campus feels warm and caring. The beauty of the campus is present in the hills in the distance and the big sky of the surrounding farmland. Wildlife, such as a large variety of birds, is a regular part of our daily experience at Fuente Nueva. This connection to nature and beauty sets the stage for the rich educational program offered at Fuente Nueva.

Our student demographics in the 2023-2024 school year include a diverse student population with about 49% of our students coming from low socio-economic backgrounds, English language learners, and/or are living as foster/homeless youth. Students are primarily English speakers learning Spanish as a second language with a large number of youth reclaiming their heritage language of Spanish. Students who enter the program with Spanish as their first language most often test out of Emergent Bilingual services early in their elementary years. Our school has a strong presence of student supports, including a full-time school counselor, resource teacher and classroom assistants in all grades. We offer a sensory space, a labyrinth, and cozy corners in the classrooms. The school counselor hosts weekly social emotional learning lessons in all grades, giving students tools to develop the capacity to self-regulate and agency to solve their problems.

The mission and values of our school define the program well. These statements were first drafted in 2008 and have been annually reviewed and only slightly adapted. The endurance of the sentiments in the words below has been a driving force in the development of our 20-year-old school.

Mission: The Fuente Nueva Charter School's mission is to empower transitional kindergarten through fifth-grade students to become engaged world citizens through a challenging and creative Spanish immersion program that emphasizes academic excellence, the arts, community involvement, and social
responsibility.

We value:
-A supportive and stimulating academic environment that nurtures the whole child;
-Multilingual communication abilities and appreciation;
-Empathy, compassion, and respect for cultural and ecological diversity;
-A lifelong love of learning;
-Collaboration and teamwork among community members.

As an elementary program, we have a list of metrics that do not apply. These include API, UC/CSU (sg) course completion, AP scores 3 or greater, EAP college preparedness, Middle School Dropout Rate, High School Dropout and Graduation rates, Pupil Expulsion Rates and EL reclassification.

## Reflections: Annual Performance

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

Part 1:
Student performance at Fuente Nueva on statewide assessments in 2024 declined dramatically in English language arts. Student scores represented by the distance from standard decreased by 36 points, moving from 22 points above standard to 14 points below standard.

Disproportionate outcomes exist for students with disabilities, socio-economically disadvantaged and Hispanic youth. While both student subgroups are too small to receive a color designation on the dashboard, they are large enough to report their outcomes. Socio-economic students decreased their performance in English language arts by 28.8 points with an overall rating 20.8 points below standard. Hispanic students decreased by 38.9 points and are 40 points below standard. Students with disabilities had declining scores of 31.1 points and are performing 50.8 points below standard. White students improved by 34.9 points and are 24.9 points above standard. There is improvement needed to close the opportunity gap for our students who come from traditionally underserved communities.

In math students maintained student outcomes with a slight decrease of .8 points between 2023 and 2024. The overall rating of yellow on the dashboard is tempered by the fact that students are still performing 21.9 points below standard. Student subgroups demonstrate the same disproportionally in outcomes with white students outperforming the other student groups. White students declined by 4.9 points and are 19.6

points below standard. Students with disabilities decreased their performance by 20 points and are 83.8 below standard. Socioeconomically disadvantaged students increased by 5.3 points and are performing 37.9 points below standard. Finally, the Hispanic students had a slight decreased 2.4 points and are performing 37.9 points below standard.

With a dashboard rating going from blue to orange, our team is deeply concerned about student outcomes and taking action to identify and address the needs. Next year, the instructional team is implementing targeted intervention for all students that will take place at zero period and provide daily explicit instruction for students who are below grade level. In addition, new screeners and academic assessment tools are being introduced as well as additional attention provided to the interim assessments.

While Fuente Nueva continues to struggle with chronic absenteeism, we are below the state's average by 5.4% points.
The chronic absenteeism rate for students at Fuente Nueva maintained from 2023 to 2024 with an 13.2% of our students chronically absent. All student groups had an increase in chronic absenteeism and now we have an overall dashboard rating of orange. To increase student attendance, monthly collaborative meetings between the school counselor, the charter director and front office staff ensure that we are monitoring students and providing interventions based on family need. A partnership with the School Accountability Review Board can be accessed as needed.

The suspension rate at Fuente Nueva continues to be very low, with very few students suspensions in any given year.  Suspension rates at Fuente Nueva continue to be low, with very few students suspension in any given year. In the 2023 -2024 school year, 0% of students were suspended which was designated as improving by .7% and offered the school a blue rating on the dashboard.

Part 2: 2023 and 2024 Dashboard (Data must remain in the plan for the full 3 year cycle)
No student groups are at the lowest performance level.

# Reflections: Technical Assistance

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

N/A

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

None

### *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 |
|---|---|
| Certificated staff (teachers, counselor and resource specialist) | Staff meetings dedicated to LCAP feedback and informal input throughout the year. Specific LCAP meeting with certificated and classified held on April 14, 2025 |
| Classified staff (all other staff) | Dedicated staff input session was held during an in-service day on April 14, 2025 |
| Family Partners Meeting | A family partners meeting was held on March 13, 2025. Food and child care was provided to increase access to participate. |
| Community Partners Survey | A survey was distributed to all families at Fuente Nueva in the spring. Approximately 78% of families participated and provided feedback to guide the development of the LCAP. |
| Charter Council Meeting (school board input) | The board are regularly discussed the LCAP goals offering ongoing opportunities to provide input into the development of the LCAP. |
| Leadership Team Meetings | The leadership team meets monthly for at minimum six months of the school year and provides input into the LCAP development throughout the year. |

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

The adopted LCAP includes feedback from educational partners to maintain the excellence in the program that continues to exist. Additionally, we added actions to reflect new input that was received. Specifically, we plan to create a literacy and math intervention program to support our students who are not at grade level. The creation of a stipend position will support the implementation of the literacy and math intervention program.

To increase student belonging through a safe, nurturing and generative school environment the school will implement a Positive Behavior Interventions and Supports (PBIS) initiative. Fuente Nueva has many key elements of PBIS in place. To amplify their effectiveness the team will recommit to school wide implementation of strategies. In addition, we will track student behaviors using SWIS, a school wide information system that records details around student behavior events. Through regular review of student data, the team will be able to help staff to effectively support students to increase engagement and decrease challenging behaviors.

Staff and families report students are experiencing a high level of behavioral health challenges. To support student well-being with increased behavioral health services we are creating a stipend position to help facilitate the roll out of CYBHI initiatives. The CYBHI initiative will help support wellness coaches who can administer behavioral supports. When possible, current staff will gain their wellness coach certifications to capture funding for services already provided.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Through a full Spanish immersion program, students will maintain continuous improvement in core content areas, including Spanish language development. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We believe in the cycle of continuous improvement for all learners in the school community. This goal creates the foundation for the academic strand of the school mission statement and commits to measuring success through progress. This unique time in education in the post pandemic era is one in which student's academics are still recovering while behavioral and social emotional needs are on the rise. The actions and services reflected in this goal are aimed to support the diverse and demanding needs of the school community.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | CASSPP English Language Arts | Distance from benchmark is 21.6 points above standard. 64% of students met or exceed standards. Dashboard rating blue | Distance from benchmark is 14.9 points below standard. 46% of students met or exceed standards. Dashboard rating orange. | | Maintain dashboard rating of blue or green and distance from benchmark is at or above standard. | Declined 36.5 points. |
| 1.2 | CAASPP Mathematics | Distance from benchmark is 21 points below standard. 34% of students meet or exceed standards. | Distance from benchmark is 21.9 points below standard. 42% of students met or | | Maintain dashboard rating of blue or green and distance from | Declined by .9 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Dashboard rating green. | exceed Dashboard rating yellow. | | benchmark is at or above standard. | |
| 1.3 | STAR English language arts scores 3rd-5th grade, recorded at the end of the 2nd trimester. | 58.46% of students are at or above benchmark.<br><br>Intervention: 7.69%<br>On watch: 15.38%<br>Urgent intervention: 13% | 67.92% of Students are at or above benchmark.<br><br>Intervention: 11.32%<br>On Watch: 15.09%<br>Urgent Intervention: 5.66% | | 75% of students are at or above benchmark.<br><br>Intervention: 10%<br>On watch: 10%<br>Urgent intervention: 5% | Students at or above benchmark increased by 9% |
| 1.4 | STAR mathematics scores 3rd-5th grade, recorded at the end of the 2nd trimester. | 63.08% of students are at or above benchmark.<br><br>Intervention: 12.3%<br>On watch: 16.92%<br>Urgent intervention: 7.69% | 56.90% of students are at or above benchmark<br><br>Intervention: 20.69%<br>On watch: 18.97%<br>Urgent Intervention:3.45% | | 75% of students are at or above benchmark.<br><br>Intervention: 10%<br>On watch: 10%<br>Urgent intervention: 5% | Students at or above benchmark decreased by 6% |
| 1.5 | STAR Spanish language arts scores, 3rd-5th grade, recorded at the end of the 2nd trimester. | 31.25% of students are at or above benchmark.<br><br>Intervention: 31.25%<br>On watch: 15.62%<br>Urgent intervention:14% | 23.73% of Students are at or above benchmark.<br><br>Intervention: 30.51%<br>On watch: 20.34%<br>Urgent Intervention: 25.42% | | 50% of students are at or above benchmark.<br><br>Intervention: 25%<br>On watch: 15%<br>Urgent intervention:10% | Students at or above benchmark increased by 7% |
| 1.6 | English Language Proficiency Assessments | N/A | N/A | | N/A | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | for California - not reported due to the small population size | | | | | |
| 1.7 | Emergent Bilingual services | All emergent bilingual students follow required testing protocol timelines and families are informed of the results. | All emergent bilingual students follow required testing protocol timelines and families are informed of the results. | | All emergent bilingual students follow required testing protocol timelines and families are informed of the results. | Maintained |
| 1.8 | Students with an Individual Education Plan | 100% of families participate in IEP development meetings. | 100% of families participate in IEP development meetings. | | 100% of families participate in IEP development meetings. | Maintained |
| 1.9 | Professional Development logs that include sessions to promote equity, inclusion and belonging. | 9 out of 10 certificated staff have maintained logs that include professional development learning to promote equity, inclusion and belonging. | 10 out of 10 certificated staff have maintained logs that include professional development learning to promote equity, inclusion and belonging. | | 100% of certificated staff have maintained logs that include professional development learning to promote equity, inclusion and belonging. | Increased to 100% of certificated staff participation |
| 1.10 | Staffing | All positions budgeted are filled. | All positions budgeted are filled. | | All positions budgeted are filled. | Maintained |
| 1.11 | Community partnerships | Fuente Nueva partners with community leaders, agencies and welcome 3-6 guest speakers a year. | Fuente Nueva partners with community leaders, agencies and has welcomed 8 guest speakers this year. | | Fuente Nueva partners with community leaders, agencies and welcome 10 or more guest speakers a year. | Increased by 2 guests |
| 1.12 | Teacher reported data | Teachers report 1-2 Native Spanish | Teachers report 1-2 native Spanish | | | Maitained. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | speaking guests visit the classroom each year. | speaking guests visited the clasroom. | | | |
| 1.13 | Teacher reported data on number of opportunities for students to use Spanish in written or verbal form with native Spanish speaking guests or penpals. | Teachers report 3-6 opportunities a year for students to communicate verbally or in writing with native Spanish speakers. | Teachers report 1-2 opportunities a year for students to communicate verbally or in writing with native Spanish speakers | | Teachers offer 3-6 opportunities a year for students to communicate verbally or in writing with native Spanish speakers. | Decreased number of opportunities. |
| 1.14 | Family partners survey | Set baseline in 24-25 school year by asking appropriate question on survey to capture how often do families hear Spanish being spoken by the staff on campus? | Not captured | | Based on baseline, demonstrate continuous improvement until families report they hear the staff speak Spanish a majority of the time. | Data not captured |

# Goal Analysis [2024-25]

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

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

Overall implementation of services was carried out as planned. Classroom paraprofessionals are present in all classrooms offering higher teacher to student ratio. One significant difference is that we employed our own school psychologist this year, allowing for in house assessments and additional support with student behavioral needs. The metric to set a baseline in the family survey was not met this year. To address this, next year we plan to collect family partner survey data in the fall and spring.

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.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

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

The student outcomes this year are yet to be fully realized when we can see the results of our most recent statewide assessment data. The most recent local data indicates that students are maintaining or slightly improving in math, English and Spanish language arts. The Multi-Tired System of Support (MTSS) team has met weekly to review student data and to collaborate on strategies to increase student success. Through their collaboration they have identified the need for a more consistent approach to providing academic intervention services.

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.

To increase accountability for collaborations and connections with our local Hispanic community, we added a metric to measure the number of native Spanish speaker guests are present in the classroom. The newly formed Diversity, Equity, Inclusion and Belonging committee plans to be a conduit to increasing community partnerships and connections with presenters for the classroom.

With dashboard ratings of orange in both English Language Arts and Math the instructional team recognizes the need to support student access to the core content. Our academic intervention support services will be modified with the implementation of zero period literacy and math tutoring. Students will receive explicit instruction using research based instructional methods and materials. To support implementation, we will create a stipend lead position who will coordinate services. In addition we will increase the hours of our resource/behavioral health paraprofessional.

Progress monitoring will occur using our currently adopted system, STAR Renaissance. In addition we plan to add an Spanish language adaptive reading program and a screener designed to identify students at risk for dyslexia and other reading difficulties. While the screener is required for grades K-2, we plan to implement it through 5th grade.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Classroom Teachers | Recruit and retain classroom teachers that are defined by the state as highly qualified. | $791,137.00 | No |
| **1.2** | Administrative Team | Recruit and retain qualified administrative team to support the program including a Charter Director, Executive Assistant and School Secretary. | $261,497.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **1.3** | Classroom Paraprofessionals | Recruit and retain highly qualified instructional paraprofessionals to serve in grades kindergarten through fifth with adequate time to serve the needs of our highest needs students. | $225,884.00 | Yes |
| **1.4** | Pre-K Paraprofessionals | Recruit and retain highly qualified instructional paraprofessionals to meet both the necessary adult to student ratio based on state guidelines and students academic, social emotional and behavioral needs. | $33,318.00 | No |
| **1.5** | Resource Specialist Teacher | Recruit and retain a Resource Specialist teacher with an adequate FTE to provide specialized academic services for students with Individual Education Plans as well as providing intervention services to identified students school wide. | $79,609.00 | No |
| **1.6** | School Counselor | Recruit and retain a school counselor/social worker who provides services students with an Individual Education Plan as well as providing intervention services to identified students school wide. | $97,449.00 | No |
| **1.7** | Grade level scope and sequence documents | Grade level scope and sequence documents include cultural connections to the 3 c's of National Language standards. | | No |
| **1.8** | Authentic dialogue in Spanish with guest speakers and pen pals | Grade level scope and sequence implementation includes 1-2 opportunities for students to speak and/or write in Spanish with a native Spanish speaker creating authentic dialogue in the immersion language. Stipends are offered to guest speakers. | | No |
| **1.9** | Student intervention services | Maintain a paraprofessional employee to provide academic intervention and behavioral health services to students in need. | $23,621.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **1.10** | Professional Development | Certificated and classified staff have access to a variety of professional development opportunities which include those that promote community diversity, equity, inclusion, belonging and systems change. | $5,672.00 | No |
| **1.11** | Administrative Leadership | For the 2025-2026 school year, the school will employee a .3 FTE school administrator to complete the required compliance plans and reports to meet state and federal requirements. | $52,933.00 | No |
| **1.12** | Stipend | Teacher stipend to coordinate the literacy and math intervention program | $1,900.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **2** | Teachers are appropriately assigned and credentialed in compliance with their assignment and instruct using intentionally selected instructional materials that represent the community's diverse population, incorporate the arts, physical movement, nutrition/gardening and provide access to technology. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Fuente Nueva values employing highly qualified educators who represent the school's diverse community. As an immersion school, we aim to hire native Spanish speakers who are fluent in both English and Spanish. Statistically, there is a nationwide shortage of bilingual educators, making it difficult to fill open positions. As such we embrace implementing a "grow your own teacher" and value employing teachers who are seeking their credential through an internship program. Common Core State Standards are followed and integrated into the grade level scope and sequence that guides instruction. Instructional materials are carefully curated through the lens of culturally relevant and sustaining pedagogical practices. We believe that by incorporating visual arts and music are into instruction student well-being is promoted as well as allowing for multiple means of demonstrating knowledge, skills and cultural.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Teacher Authorization/Assignment | 3 teachers are labeled as fully credentialed and appropriately assigned.<br>4 teachers are labeled as unknown. | 4 teachers are labeled as fully credentialed and appropriately assigned.<br>2 teachers are labeled as unknown. | | 8 out of 8 teachers are labeled as fully credentialed and appropriately assigned. | Improved the number of fully credentialed teachers. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.2 | Instructional Materials Inventory | All classrooms are equipped with instructional materials that reflect our values and programs goals. Materials are curated on an ongoing basis. | All classrooms are equipped with instructional materials that reflect our values and programs goals. Materials are curated on an ongoing basis. | | All classrooms are equipped with instructional materials that reflect our values and programs goals. Materials are curated on an ongoing basis. | Maintained |
| 2.3 | Master Schedule | Master schedule offers a broad course of study that includes art, music and physical education. | Master schedule offers a broad course of study that includes art, music and physical education. | | Master schedule offers a broad course of study that includes art, music and physical education. | Maintained |
| 2.4 | Field trip request forms | Students attend field trips throughout the year that offer experiential, hands-on and placed based learning opportunities.<br><br>K: 3 field trips<br>1st & 2nd grade: 4 field trips<br>3rd grade: 5 field trips<br>4th/5th grade: 6 field trips | K: 2 field trips<br>1st & 2nd grade: 3 field trips<br>3rd grade: 3 field trips<br>4th/5th grade: 7 field trips | | Students attend field trips throughout the year that offer experiential, hands-on and placed based learning opportunities.<br><br>K: 4-5 field trips<br>1st & 2nd grade: 5-6 field trips<br>3rd grade: 6-7 field trips<br>4th/5th grade: 7-9 field trips | Decreased |
| 2.5 | Student connectedness survey | Set baseline in 23-24 school year by adding appropriate questions to capture data. | Baseline will be set this Spring | | Students report feeling that they can see themselves in their | Not met - baseline not set |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | classroom materials and and decor. | |
| 2.6 | Technology inventory | All teachers have modern computers and 3 out of 8 classrooms have updated document cameras. K-5 have interactive whiteboards with sound systems and short through projectors. | Technology is up to date, in process of replacing document cameras one at a time based on need. | | Current systems are maintained, all document cameras are updated and PK has an adequate method to stream digital visual and auditory media . | Maintained |
| 2.7 | Chromebook inventory | Students in grades K-5 have access to 1-1 assignment of a Chromebook. | Students in grades K-5 have access to 1-1 assignment of a Chromebook. | | Chromebooks are assigned to students upon enrollment and follow them throughout their FNCS education. | Maintained |
| 2.8 | School Garden | The school garden grows food which contributes to the lunch program. | The school garden grows food which contributes to the lunch program. | | Upper grade students harvest and prepare food for the lunch program 1-2 times per year. | Maintained |

# Goal Analysis [2024-25]

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

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

The goals and services were implemented as planned. One success we had was that despite a change in the person filling the school gardener role, we still were able to include lessons on waste stream management and the environment. Another success is the creation of a Director position for the annual school-wide Readers Theater. This enabled students to have explicit instruction in drama as preparation for the Readers.

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| One challenge we had was the inclusion of a question in the student connectedness survey to capture if students see themselves represented in the curriculum, materials and classroom decor. We had a hard time wording the question and in the end opted to leave it out of the survey. Another challenge was in the area of field trips, where we decreased the number offered from the prior year. The barriers to offering field trips is being explored so that we can consistently offer place based learning in our broader 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.

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|---|
| No material differences exist between budgeted expenditures and estimated expenditures. |

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

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| Offering culturally responsive curricular materials is a long standing goal at Fuente Nueva. This year's creation of the Diversity, Equity, Inclusion and Belonging (DEIB) committee will further our work by adding more critical eyes to the goal of creating belonging in classrooms through representation of diverse cultural perspectives in curricular materials and the school's decor. |

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.

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| The DEIB committee will support the process of increasing diversity in curricular materials as well as other initiatives that will support students, families and staff in creating an educational environment that promotes equal access for all. A new action this year is to complete a mural that represents the diversity within our community while also celebrating the Latinx culture. We plan to gain feedback from students and families that will be included in the mural. |

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

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Instructional materials and supplies | Maintain adequate materials that represent the school's diverse population and includes primary source literature and supports a broad course of study. Materials are continuously update through the lens of culturally relevant and sustaining pedagogy. | $41,175.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.2** | Social studies and science instruction | Social studies and science instruction is connected to our local community with an emphasis on promoting curiosity, criticality, collaborative and problem solving skills. | | No |
| **2.3** | Art, music and physical education instructors | Maintain visual art, music and physical education teacher who hosts visiting artist to culturally enrich instruction. | $19,863.00 | No |
| **2.4** | Field Trips | All grades incorporate field trips that connect content standards with place based learning that includes local ecology, industry, culturally/historically significant locations and the Indigenous communities. Over the next three years, develop a schedule for each grade-level. | $4,850.00 | No |
| **2.5** | Technology plan | All teachers implement the technology plan. | | No |
| **2.6** | Technology equipment | Equipment is maintained and follows a retirement and upgrade schedule. | $5,000.00 | No |
| **2.7** | Networking | Network gear and connectivity is maintained to be current and operational. | $2,000.00 | No |
| **2.8** | Classroom technology | Pk classroom will be upgraded to include a TV for digital streaming and sound projection. All other classroom display technology will be maintained and upgraded to include the modern document cameras in all classrooms. Other technology will be updated on an as needed basis. | $2,854.00 | No |
| **2.9** | Gardening, nutrition and science | Employee a school gardener to prepare the garden and collaborate with teachers in classroom instruction on nutrition, gardening, food security and waste education for students. | $17,652.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.10** | Humboldt County Library Contract | Maintain contract with Humboldt County Office of Education to access for services through the Education Resource Center and courier services. | $400.00 | No |
| **2.11** | Arts and Culture | Increase visibility of the cultural diversity present within our community through the creation of a mural that lines the main hallway of the school. | $6,000.00 | No |
| **2.12** | Arts and Music | Installation of a projector and screen in the main hall to facilitate bi-weekly school assemblies where music and art are integral portions of the program. | $18,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | Fuente Nueva Charter is located on a campus that enables us to provide desired services in a safe and engaging environment that is welcoming for all community members and includes features that reflect our school culture. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe student success is promoted by creating a safe and caring environment for all community members. With an inclusive environment that is well cared for by all community members we prioritize safety above all. Our members of the staff, students and community partners are committed to continuous improvement to have a well maintained, clean, safe and aesthetically pleasing school campus.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Facilities inspection tool | Good standing campus wide | Good Standing campus wide | | Good standing campus wide | Maintained, good standing campus wide |
| 3.2 | Chronic absenteeism rate | Orange rating on CA Dashboard, 13.4% students are chronically absent. 16% of students with disabilities were chronically absent. | 13.2 % students reported as chronically absent. Students with disability declined to 12%. Hispanic students increased to 15.9% absent and | | Yellow or higher rating on CA Dashboard with overall rate decreased by 3-5% and disproportionality is not present. | Maintained chronically absent rate with a decrease of .2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | socioeconomically disadvantaged students increased to 18.2%. | | | |
| 3.3 | Student suspension rate | Green rating on CA Dashboard, rate of suspension .7%, no disproportionality exists. | 0% suspended Dashboard rating Blue. | | Maintain suspension rate under 2% with a CA dashboard rating of green or blue. | Maintained low suspension rate and Blue rating on dashboard. |
| 3.4 | School climate and connectedness Survey: students, collected in fall and spring | Do you feel like the teachers and other grown-ups on campus care about you? 85% Yes. most or all of the time.<br><br>Do you feel welcomed at Fuente Nueva? 79% Yes, most or all of the time.<br><br>Are you happy to be at Fuente Nueva? 79% Yes, most or all of the time.<br><br>Do you feel like you are part of this school? 81% Yes, most or all of the time.<br><br>Do you feel safe at school? 83% Yes, some or all of the time. | Do you feel like the teachers and other grown-ups on campus care about you?<br>Yes. most or all of the time.<br>Fall: 79%<br>Spring: 58.2%<br><br>Do you feel welcomed at Fuente Nueva?<br>Yes, most or all of the time.<br>Fall 80%<br>Spring 60%<br><br>Are you happy to be at Fuente Nueva?<br>Yes, most or all of the time.<br>Fall: 80%<br>Spring 64% | | Student Connectedness Survey: collected in fall and spring with increased percentages of yes, most or all of the time answers in all questions from fall to spring collections. | Overall spring collection decreased from prior year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Do you see students who are a part of the queer community (LGBTQIA+/Rainbow community) as being safe at school? 88% Yes, most or all of the time.<br><br>When you are at Fuente Nueva is the school clean and neat? 72% Yes, most or all of the time.<br><br>Does your school teach students to care about each other and treat each other with respect? 93% Yes, most or all of the time.<br><br>Have you seen the teachers and other grown-ups treat students with respect? 77% Yes, most or all of the time.<br><br>Teachers and other grown-ups make it clear that bullying is not allowed at school. 98% Yes, most or all of the time. | Do you feel like you are part of this school?<br>Yes, most or all of the time.<br>Fall: 79%<br>Spring 49%<br><br>Do you feel safe at school?<br>Yes, some or all of the time.<br>Fall: 82%<br>Spring: 73%<br><br>Do you see students who are a part of the queer community (LGBTQIA+/Rainbow community) as being safe at school?<br>Yes, most or all of the time.<br>Fall: 84%<br>Spring: 69%<br><br>When you are at Fuente Nueva is the school clean and neat?<br>Yes, most or all of the time.<br>Fall: 64%<br>Spring: 58% | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | I feel safe to tell a teacher or adult that I have been bullied?<br>79% Yes, most or all of the time.<br><br>If I tell a teacher or adult at school that I've been bullied, the person will do something to help.<br>86% Yes, most or all the time.<br><br>Students at your school act as up-standers and try to stop bullying when they see it happening?<br>44% Yes, most or all of the time. | Does your school teach students to care about each other and treat each other with respect? Yes, most or all of the time.<br>Fall: 77%<br>Spring 71%<br><br>Have you seen the teachers and other grown-ups treat students with respect?<br>Yes, most or all of the time.<br>Fall: 84%<br>Spring: 73%<br><br>Teachers and other grown-ups make it clear that bullying is not allowed at school.<br>Yes, most or all of the time.<br>Fall: 92%<br>Spring: 78%<br><br>I feel safe to tell a teacher or adult that I have been bullied?<br>Yes, most or all of the time. | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Fall: 67%<br>Spring: 53%<br><br>If I tell a teacher or adult at school that I've been bullied, the person will do something to help. Yes, most or all the time.<br>Fall: 74%<br>Spring: 64%<br><br>Students at your school act as up-standers and try to stop bullying when they see it happening? Yes, most or all of the time.<br>Fall: 62%<br>Spring: 47% | | | |
| 3.5 | School Climate Survey: Certificated staff | Teachers feel connected to other staff and regularly collaborate with other teachers. 100% agree or strongly agree<br><br>Teachers feel connected to each of their students. 100% agree or strongly agree | Teachers feel connected to other staff and regularly collaborate with other teachers. 89% agree or strongly agree<br><br>Teachers feel connected to each of their students. 89% agree or strongly agree | | Teachers feel connected to other staff and regularly collaborate with other teachers. 90-100% agree or strongly agree<br><br>Teachers feel connected to each of their students. 90-100% agree or strongly agree | Decreased |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Teachers feel safe at school: 100% agree or strongly agree | Teachers feel safe at school: 89% agree or strongly agree | | Teachers feel safe at school: 90-100% agree or strongly agree | |
| 3.6 | School climate survey: Families | The school maintains open and clear communication about school-wide information. 95% agree or strongly agree<br><br>I am provided an opportunity to participate in the school's decision making process. 91% agree or strongly agree.<br><br>Fuente Nueva demonstrates a commitment to meet my child's individual needs.95% agree or strongly agree | The school maintains open and clear communication about school-wide information. 92.3% agree or strongly agree<br><br>I am provided an opportunity to participate in the school's decision making process. 88.4% agree or strongly agree.<br><br>Fuente Nueva demonstrates a commitment to meet my child's individual needs. 91% agree or strongly agree | | The school maintains open and clear communication about school-wide information. 90% or above agree or strongly agree<br><br>I am provided an opportunity to participate in the school's decision making process. 90% or above agree or strongly agree.<br><br>Fuente Nueva demonstrates a commitment to meet my child's individual needs.90% or above agree or strongly agree | Overall maintained, decreased by 3% in decision making process. |
| 3.7 | School budget: Expanded learning program | Expanded learning program includes academic support and | Expanded learning program includes academic support | | Expanded learning program includes academic support | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | enriching activities and operates for 9 hours per day with 30 additional days each fiscal year. | and enriching activities and operates for 9 hours per day with 30 additional days each fiscal year. | | and enriching activities and operates for 9 hours per day with 30 additional days each fiscal year. | |
| 3.8 | School Safety Plan | The school safety committee met 6-8 times to review and update plans and respond to needs as they arise. | The school safety committee has met 4 times to review and update plans and respond to needs as they arise. | | The school safety committee meets 4-6 times to review and update plans and respond to needs as they arise. | Maintained |
| 3.9 | School calendar | The school calendar offers multiple opportunities for family engagement including: AFN and FNCC meetings, school events, and volunteer opportunities. | The school calendar offers multiple opportunities for family engagement including: AFN and FNCC meetings, school events, and volunteer opportunities. | | The school calendar offers multiple opportunities for family engagement including: AFN and FNCC meetings, school events, and volunteer opportunities. | Maintained |

# Goal Analysis [2024-25]

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

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

The planned actions were implemented as intended. A big success was updating our school website to be easily viewable from a phone or tablet, increasing access for families without a home computer. In addition, the website can now easily be translated into Spanish by the viewer with a simple click of a button.

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.

There were no substantial differences between budgeted and estimated expenditures.

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

Our chronic absenteeism rate continues to be high among all student groups. One challenge has been getting the short-term independent study paperwork back. This year we created postcards to thank families for turning in their paperwork in a timely manner.

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.

Next year we plan to offer long term independent study to students who travel during the school year. Independent study will be used as a means of attendance recovery. To create more access to the expanded learning program, we plan to offer ways for families to attend for 1 to 2 days a week instead of the current four day minimum required. To support student well-being we will be partnering with the Humboldt County Office of Education to engage in the Children and Youth Behavioral Health Initiative through the use of wellness coaches for students.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Custodial and maintenance staff and services | Maintain adequate custodial and maintenance staff and services to maintain and continuously improve facilities to meet the program's needs and reflects the school's culture. | $65,698.00 | No |
| **3.2** | Facilities | Maintain a leas with a facility adequate to meet the needs of the educational program. | $107,432.00 | No |
| **3.3** | Facilities | Maintain operational services for the facility including, waste management, phone, security system, gas, electric and property/liability insurance. | $117,821.00 | No |
| **3.4** | Lunch program staffing | Maintain adequate staffing for to serve scratch cooking meals and complete proper reporting to the state. | $119,429.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.5** | Food service ingredients | The school lunch program incorporates culturally relevant scratch cooking using school grown, local and organic ingredients when possible. | $86,750.00 | No |
| **3.6** | Expanded Learning Program | Maintain an Expanded Learning Program that includes academic support and enriching activities that meets minimum time requirements and offers 30 additional days of care beyond the school year. | $218,048.00 | No |
| **3.7** | Student information system | Maintain a subscription with a school information system. | $4,500.00 | |
| **3.8** | Promoting attendance | Student absenteeism is reviewed monthly and plans are made to partner with families on strategies to improve attendance. Families are referred to the School Accountability Review Board on an as needed basis. | | |
| **3.9** | School climate and suspension rate | To maintain a low suspension rate and a positive school climate, certificated and classified staff will receive training and ongoing support to implement restorative practices. | | |
| **3.10** | School website | Maintain a school website that includes weekly messages from the classroom and regular updates from the administration. | | No |
| **3.11** | Engaging educational partners | Inclusive opportunities exist for family engagement and provided through various means of entry and at minimum include class support, Amigos de Fuente Nueva, Fuente Nueva Charter Council, LCAP leadership meetings, and annual family survey. | | No |
| **3.12** | School Safety | The school maintains a safety team that meets regularly, updates the Comprehensive Safety plan, responds to needs as they arise and supports staff development for disaster preparedness. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.13** | Student Well-being | To promote student wellbeing a stipend position will oversee and monitor the billing process for all eligible services. | | No |
| **3.14** | Attendance | To increase attendance, students will be offered a means to recover days absent through independent study and when possible, families traveling for extended periods of time will be offered long term independent study. | | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $147,359 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 8.956% | 0.000% | $0.00 | 8.956% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.3** | **Action:**<br>Classroom Paraprofessionals<br><br>**Need:**<br>Students are not performing at pre-pandemic levels in academics. Behavior referrals and the social emotional needs of students have increased.<br><br>**Scope:** | Classroom paraprofessionals are allocated to each classroom and their schedules allow them to be with the students for the majority of their school day. With greater need for both academic and behavioral support, by increasing the adult to student ratio, more students are able to access personalized support both 1-1 and in small groups. | STAR testing, CAASPP scores, behavior referrals, student surveys, staff surveys. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Schoolwide | | |

### *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 |
|---|---|---|---|

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

N/A

## Additional Concentration Grant Funding

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

N/A

| **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 | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 1,645,365 | 147,359 | 8.956% | 0.000% | 8.956% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,642,710.00 | $505,010.00 | $0.00 | $262,772.00 | $2,410,492.00 | $1,945,455.00 | $465,037.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Classroom Teachers | All | No | | | All Schools | | $791,137.00 | $0.00 | $791,137.00 | | | | $791,137.00 | |
| **1** | **1.2** | Administrative Team | All | No | | | All Schools | | $261,497.00 | $0.00 | $261,497.00 | | | | $261,497.00 | |
| **1** | **1.3** | Classroom Paraprofessionals | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | | | $225,884.00 | $0.00 | $225,884.00 | | | | $225,884.00 | |
| **1** | **1.4** | Pre-K Paraprofessionals | All | No | | | All Schools | | $33,318.00 | $0.00 | $33,318.00 | | | | $33,318.00 | |
| **1** | **1.5** | Resource Specialist Teacher | All<br>Students with Disabilities<br>Students with mandated IEP services, students identified with Tier 2 academic service needs | No | | | All Schools | | $79,609.00 | $0.00 | | $63,687.00 | | $15,922.00 | $79,609.00 | |
| **1** | **1.6** | School Counselor | All<br>Students with Disabilities<br>Students with mandated IEP services, students identified with Tier 2 social emotional/behavior service needs | No | | | | | $93,016.00 | $4,433.00 | $86,784.00 | $10,665.00 | | | $97,449.00 | |
| **1** | **1.7** | Grade level scope and sequence documents | All | No | | | All Schools | 2024-2027 | | | | | | | | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.8 | Authentic dialogue in Spanish with guest speakers and pen pals | All | No | | | All Schools | 2024-2027 | | | | | | | | |
| 1 | 1.9 | Student intervention services | All | No | | | All Schools | 2024-2027 | $23,621.00 | $0.00 | | | | $23,621.00 | $23,621.00 | |
| 1 | 1.10 | Professional Development | All | No | | | All Schools | 2024-2027 | $0.00 | $5,672.00 | $660.00 | $3,000.00 | | $2,012.00 | $5,672.00 | |
| 1 | 1.11 | Administrative Leadership | All | No | | | All Schools | 2025-2026 | $52,933.00 | $0.00 | $8,839.00 | $44,094.00 | | | $52,933.00 | |
| 1 | 1.12 | Stipend | All | No | | | All Schools | 2025-2027 | $1,900.00 | $0.00 | | $1,900.00 | | | $1,900.00 | |
| 2 | 2.1 | Instructional materials and supplies | All | No | | | All Schools | 2024-2027 | $0.00 | $41,175.00 | $7,150.00 | $34,025.00 | | | $41,175.00 | |
| 2 | 2.2 | Social studies and science instruction | All | No | | | All Schools | 2024-2027 | | | | | | | | |
| 2 | 2.3 | Art, music and physical education instructors | All | No | | | All Schools | 2024-2027 | $19,863.00 | $0.00 | | $19,863.00 | | | $19,863.00 | |
| 2 | 2.4 | Field Trips | All | No | | | All Schools | | $0.00 | $4,850.00 | $4,350.00 | $500.00 | | | $4,850.00 | |
| 2 | 2.5 | Technology plan | All | No | | | All Schools | 2024-2027 | | | | | | | | |
| 2 | 2.6 | Technology equipment | All | No | | | All Schools | 2024-2027 | $0.00 | $5,000.00 | $3,000.00 | $2,000.00 | | | $5,000.00 | |
| 2 | 2.7 | Networking | All | No | | | All Schools | 2024-2027 | $0.00 | $2,000.00 | $2,000.00 | | | | $2,000.00 | |
| 2 | 2.8 | Classroom technology | All | No | | | All Schools | 2024-2027 | $0.00 | $2,854.00 | | $2,854.00 | | | $2,854.00 | |
| 2 | 2.9 | Gardening, nutrition and science | All | No | | | All Schools | 2024-2027 | $17,652.00 | $0.00 | $17,652.00 | | | | $17,652.00 | |
| 2 | 2.10 | Humboldt County Library Contract | All | No | | | All Schools | 2024-2027 | $0.00 | $400.00 | | $400.00 | | | $400.00 | |
| 2 | 2.11 | Arts and Culture | All | No | | | | 2025-2026 | $0.00 | $6,000.00 | | $6,000.00 | | | $6,000.00 | |
| 2 | 2.12 | Arts and Music | All | No | | | | 2025-2026 | $0.00 | $18,000.00 | | $18,000.00 | | | $18,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Custodial and maintenance staff and services | All | No | | | All Schools | 2024-2027 | $15,898.00 | $49,800.00 | $65,698.00 | | | | $65,698.00 | |
| 3 | 3.2 | Facilities | All | No | | | All Schools | 2024-2027 | $0.00 | $107,432.00 | $11,820.00 | $80,574.00 | | $15,038.00 | $107,432.00 | |
| 3 | 3.3 | Facilities | All | No | | | All Schools | 2024-2027 | $0.00 | $117,821.00 | $117,821.00 | | | | $117,821.00 | |
| 3 | 3.4 | Lunch program staffing | All | No | | | All Schools | 2024-2027 | $119,429.00 | $0.00 | | | | $119,429.00 | $119,429.00 | |
| 3 | 3.5 | Food service ingredients | All | No | | | All Schools | 2024-2027 | $0.00 | $86,750.00 | | | | $86,750.00 | $86,750.00 | |
| 3 | 3.6 | Expanded Learning Program | All | No | | | All Schools | 2024-2027 | $209,698.00 | $8,350.00 | $600.00 | $217,448.00 | | | $218,048.00 | |
| 3 | 3.7 | Student information system | | | | | | 2024-2027 | $0.00 | $4,500.00 | $4,500.00 | | | | $4,500.00 | |
| 3 | 3.8 | Promoting attendance | | | | | | 2024-2027 | | | | | | | | |
| 3 | 3.9 | School climate and suspension rate | | | | | | 2024-2027 | | | | | | | | |
| 3 | 3.10 | School website | All | No | | | All Schools | 2024-2027 | | | | | | | | |
| 3 | 3.11 | Engaging educational partners | All | No | | | All Schools | 2024-2027 | | | | | | | | |
| 3 | 3.12 | School Safety | All | No | | | All Schools | 2024-2027 | | | | | | | | |
| 3 | 3.13 | Student Well-being | All | No | | | | 2025-2027 | | | | | | | | |
| 3 | 3.14 | Attendance | All | No | | | | 2025-2027 | | | | | | | | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 1,645,365 | 147,359 | 8.956% | 0.000% | 8.956% | $225,884.00 | 0.000% | 13.729 % | **Total:** | $225,884.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $225,884.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.3** | Classroom Paraprofessionals | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $225,884.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $2,262,914.00 | $2,371,415.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Administrative Team | No | $245,071.00 | $354,121 |
| **1** | **1.2** | Classroom Teachers | No | $728,816.00 | $735,565 |
| **1** | **1.3** | Classroom Paraprofessionals | Yes | $222,013.00 | $211,690 |
| **1** | **1.4** | Pre-K Paraprofessionals | No | $35,378.00 | $27,638 |
| **1** | **1.5** | Resource Specialist Teacher | No | $77,577.00 | $78,599 |
| **1** | **1.6** | School Counselor | No | $85,646.00 | $90,569 |
| **1** | **1.7** | Grade level scope and sequence documents | No | | |
| **1** | **1.8** | Authentic dialogue in Spanish with guest speakers and pen pals | No | | |
| **1** | **1.9** | Student intervention services | No | $25,747.00 | $24,686 |

| 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 | 1.10 | Professional Development | No | $1,734.00 | $18,267 |
| 2 | 2.1 | Instructional materials and supplies | No | $73,250.00 | $62,250 |
| 2 | 2.2 | Social studies and science instruction | No | | |
| 2 | 2.3 | Art, music and physical education instructors | No | $14,265.00 | $38,684 |
| 2 | 2.4 | Field Trips | No | $4,850.00 | $4,850 |
| 2 | 2.5 | Technology plan | No | | |
| 2 | 2.6 | Technology equipment | No | $5,000.00 | $3,400 |
| 2 | 2.7 | Networking | No | $2,000.00 | $2,000 |
| 2 | 2.8 | Classroom technology | No | $29,801.00 | $2,854 |
| 2 | 2.9 | Gardening, nutrition and science | No | $17,899.00 | $15,908 |
| 2 | 2.10 | Humboldt County Library Contract | No | $400.00 | $0 |
| 3 | 3.1 | Custodial and maintenance staff and services | No | $65,383.00 | $66,431 |
| 3 | 3.2 | Facilities | No | $115,000.00 | $103,380 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.3 | Facilities | No | $119,021.00 | $115,953 |
| 3 | 3.4 | Lunch program staffing | No | $116,988.00 | $113,760 |
| 3 | 3.5 | Food service ingredients | No | $86,750.00 | $101,750 |
| 3 | 3.6 | Expanded Learning Program | No | $185,825.00 | $184,060 |
| 3 | 3.7 | Student information system | | $4,500.00 | $15,000 |
| 3 | 3.8 | Promoting attendance | | | |
| 3 | 3.9 | School climate and suspension rate | | | |
| 3 | 3.10 | School website | No | | |
| 3 | 3.11 | Engaging educational partners | No | | |
| 3 | 3.12 | School Safety | No | | |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $136,400 | $222,013.00 | $211,690.00 | $10,323.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **1** | **1.3** | Classroom Paraprofessionals | Yes | $222,013.00 | 211,690 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $1,574,421 | $136,400 | | 8.664% | $211,690.00 | 0.000% | 13.446% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions



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

# Introduction and Instructions

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

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

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

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

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

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

  - 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

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

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

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

## *LCFF Carryover Table*

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

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

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

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

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

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