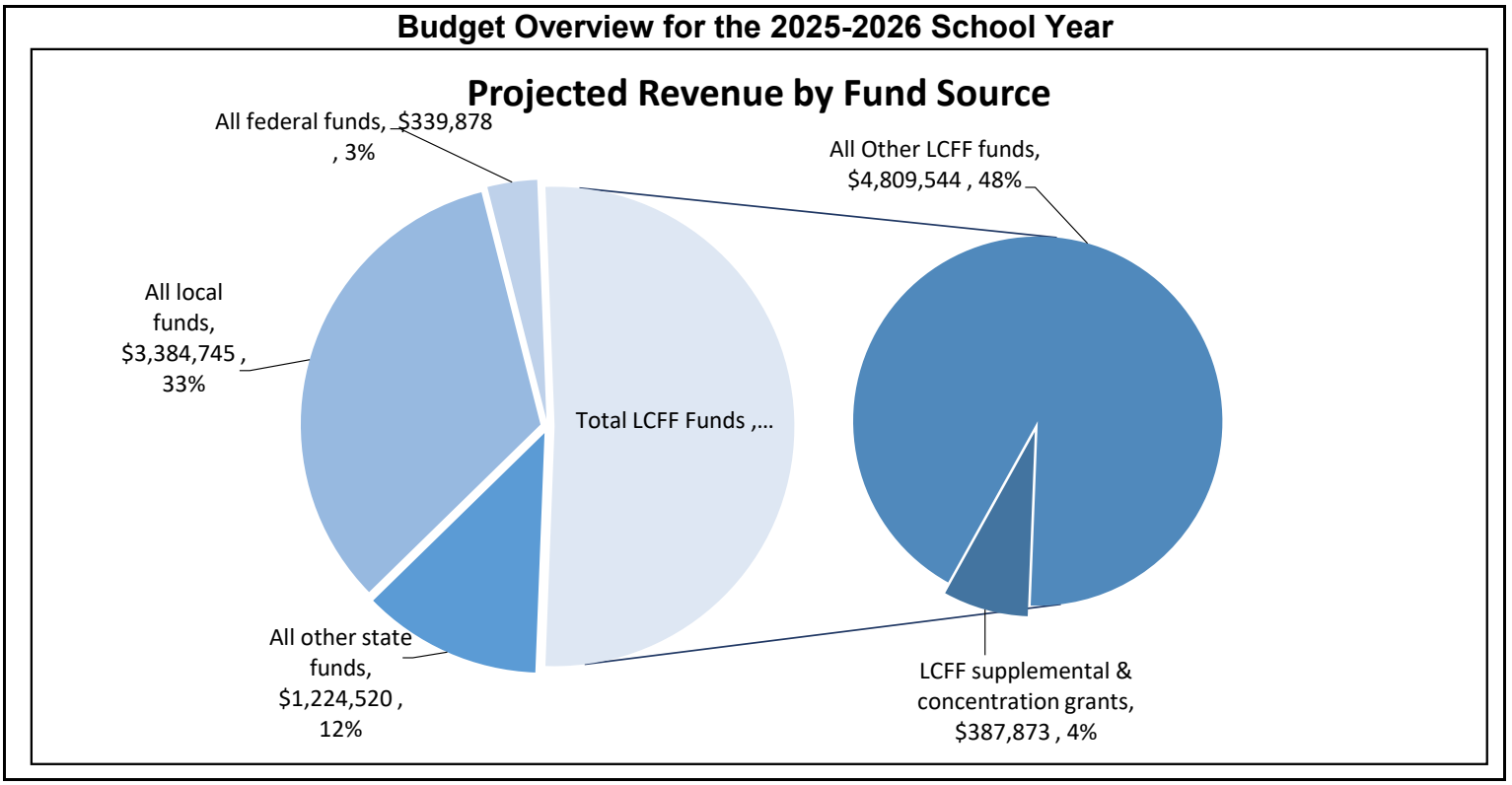
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New School San Fransisco
CDS Code: 38 769270132183
School Year: 2025-2026
LEA contact information: Ryan Chapman, Head of School; ryan@newschoolssf.org

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).

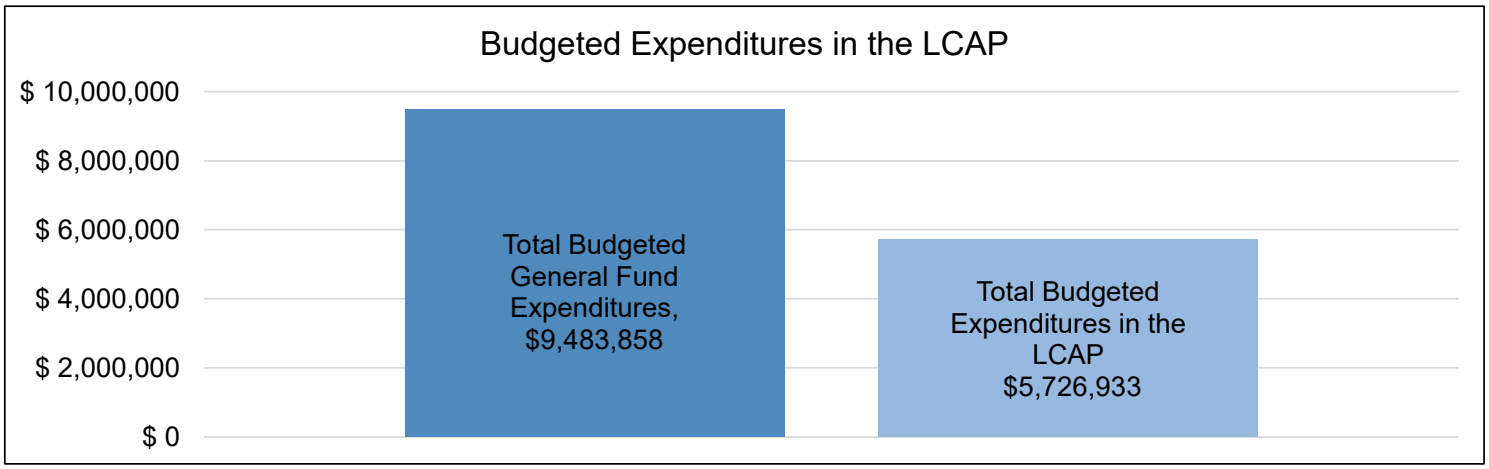


This chart shows the total general purpose revenue New School San Fransisco expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New School San Fransisco is $10,146,560.00, of which $5,197,417.00 is Local Control Funding Formula (LCFF), $1,224,520.00 is other state funds, $3,384,745.00 is local funds, and $339,878.00 is federal funds. Of the $5,197,417.00 in LCFF Funds, $387,873.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much New School San Fransisco plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New School San Fransisco plans to spend $9,483,858.00 for the 2025-2026 school year. Of that amount, $5,726,933.00 is tied to actions/services in the LCAP and $3,756,925.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

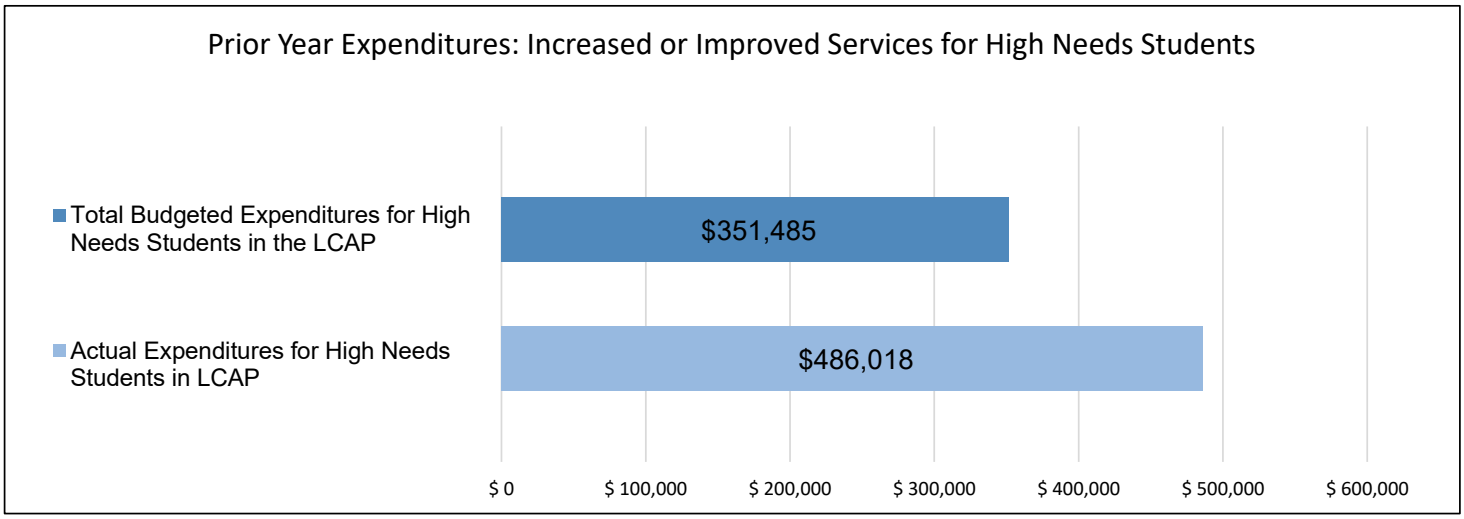
Business Office, food services, depreciation, oversight and legal fees

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

In 2025-2026, New School San Fransisco is projecting it will receive $387,873.00 based on the enrollment of foster youth, English learner, and low-income students. New School San Fransisco must describe how it intends to increase or improve services for high needs students in the LCAP. New School San Fransisco plans to spend $492,233.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what New School San Fransisco budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New School San Fransisco 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 2024-2025, New School San Fransisco's LCAP budgeted $351,485.00 for planned actions to increase or improve services for high needs students. New School San Fransisco actually spent $486,018.00 for actions to increase or improve services for high needs students in 2024-2025.

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
The New School of San Francisco	Ryan Chapman, Head of School	ryan@newschoolsf.org 415.866.8399

Plan Summary 2025-2026

General Information

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

The mission of The New School of San Francisco (NSSF) is to demonstrate a holistic 21st century education that instills a love of learning now and prepares students and families for success in the future. The NSSF educational model has four guiding principles: we believe every child is unique; we learn by doing; we celebrate diversity and practice equity; and we build community through partnerships. These guiding principles inform our approach to teaching and learning with the aim of meeting each child's social, emotional, physical, and academic needs in preparation for an increasingly complex and globalized world. NSSF utilizes a rigorous, inquiry-based instructional model in service of deeper learning that is also aligned with the Common Core State Standards. The use of an Individualized Learning Plan (ILP) documents and communicates the unique goals for each student and the differentiated strategies educators and families will pursue to reach them. NSSF puts equity at the forefront of our practice, meaning that every child has what they need to thrive academically and social-emotionally. Identity development and tiers of intervention, including our SEL, PBIS, and restorative practices, are critical components of the school's commitment to diversity, equity, and inclusion.

NSSF is a city-wide public charter is committed to having a student body that reflects and celebrates the rich diversity of San Francisco. We know that a balanced student body across race, ethnicity, language, income, gender identification, and family life (among others) makes for a truly diverse and enriching learning community. We are committed to recruiting with this purpose in mind.

In 2023-24, NSSF served 444 K-8 students with diverse needs and backgrounds: approximately 36.7% students qualify for Free or Reduced Lunch; 12.6% students are English Learners; 5.2% students are Reclassified Fluent English Proficient and 0.2% foster youth. In addition, about 11.9% students qualify for special education services. Approximately 33.8% of NSSF's students identify as being white, 36.5% as Hispanic or Latino, 10.6% as Asian, 1.6% Filipino, 0.5% Pacific Islander, 9.7% as two or more races, 5.2% as African American and 2.3% not reported.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for The New School of San Francisco which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The Charter School completed a

comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

The New School of San Francisco does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Reflecting on our annual performance, as shown in the California School Dashboard and local data, The New School of San Francisco is proud of our accomplishments, highlighting both our successes and the challenges identified during the development process. Below are highlights of our success and challenges.

2024 Dashboard

English Language Arts: Student performance in ELA increased significantly, with an overall gain of +11.7 points, moving the school into the blue performance level and placing 47.6 points above the standard. While all students improved overall, subgroup trends were mixed. White students made a notable gain of (+29.4), moving from the green to the blue performance level. Hispanic students-maintained performance with a slight decline (−0.9) and remained in the orange level. English Learners declined by −10 points, Students with Disabilities by −4.5 points, and Socioeconomically Disadvantaged students increased slightly by +2.1 points—but all three groups moved from the yellow to the orange performance level. These results reflect both the promise and challenges of implementing rigorous, equitable instruction. The school's comprehensive instructional model integrates high-quality curricula—such as EL Education and Wiley Blevins' *From Phonics to Reading*—with data-informed practices and individualized supports. This model emphasizes alignment with the science of reading, teacher sustainability, and tailored student learning. While it has clearly contributed to gains overall, performance gaps among key student groups underscore the need for deeper alignment between data and instruction. Moving forward, the school is committed to refining how data informs ILPs and to intensifying support for English Learners, Students with Disabilities, and other students requiring targeted intervention to ensure equitable access to ELA success.

Mathematics: Math performance improved overall, with a schoolwide gain of +13.2 points, moving the school into the green performance level. Hispanic students made notable gains (+6.6), advancing from the yellow to the green performance level. English Learners (+11.4) and Socioeconomically Disadvantaged students (+23.2) also demonstrated strong growth, maintaining performance in the yellow level. White students maintained their status in the blue performance level with a gain of +20.1 points. In contrast, Students with Disabilities declined slightly (−1.4) and dropped from the yellow to the orange performance level. These results highlight the impact of strengthened instructional strategies and targeted math interventions, while also emphasizing the need for more focused support for Students with Disabilities. These results reflect the strength of the school's instructional model, which emphasizes data-informed instruction, rigorous curriculum, and

individualized learning plans (ILPs). Through improved data visualization and strategic coaching, educators have deepened their capacity to differentiate instruction and respond to student needs in real time. The notable growth among underserved groups affirms the impact of these efforts. At the same time, the decline for Students with Disabilities signals the need to strengthen specially designed instruction and increase coherence between core math instruction and specialized supports. The school remains committed to refining practices to ensure all students, including those with IEPs, are supported in accessing and mastering grade-level math content.

English Learner Progress: English Learners made significant progress, with 65.4% demonstrating growth toward English language proficiency—an increase of 39.7% from the previous year—placing the school in the blue performance level. This growth reflects the impact of Action 1.6, which includes daily 30-minute ELD small group instruction using EL Achieve, individualized support from teachers and instructional aides, and ILPs aligned to ELPAC results. These targeted strategies have accelerated language development and improved access to core instruction for multilingual learners.

Chronic Absenteeism: The chronic absenteeism rate declined by 6.4%, moving the schoolwide indicator from the red to the yellow performance level, with 18.6% of students chronically absent. Significant improvement was seen across nearly all student groups. Hispanic students decreased by 7.1%, Socioeconomically Disadvantaged students by 6.7%, and White students by 2.7%—each moving from the red to the yellow performance level. Students with Disabilities showed a 9.5% decline and moved from the red to the orange performance level, while English Learners declined by 9.7% and remained in the orange level. Notably, Asian students decreased by 5.5% and students identifying as Two or More Races decreased by 4.1%, with both groups moving from the orange to the green performance level. These reductions reflect the effectiveness of the school's comprehensive attendance initiative (Action 2.5), which includes daily monitoring, individualized family engagement, and proactive outreach. While the movement out of the red performance level for multiple subgroups is a clear area of progress, the school remains committed to sustaining and deepening these efforts to further reduce chronic absence and support consistent attendance for all students.

Suspension Rate: The suspension rate increased slightly by 0.4%, rising to 1.1% and placing the school in the orange performance level. While some groups, including Asian students (−2.3%) and students identifying as Two or More Races (0.0%), performed in the blue category, other subgroups experienced increases: English Learners (+2.6%), Hispanic students (+1.2%), Socioeconomically Disadvantaged (+1.1%), Students with Disabilities (+2.9%), and White students (+1.3%). These trends highlight the need for expanded restorative practices, proactive behavioral supports, and culturally responsive interventions to promote a safe and inclusive school climate.

Local Indicators: All local indicators were met reflecting the school's strong performance across key priority areas. A notable area of success is our ongoing commitment to fostering a safe, supportive, and joyful learning environment that promotes student engagement and encourages meaningful family participation. These efforts demonstrate our dedication to cultivating a school culture where students thrive and a strong sense of community is shared among families, staff, and students.

Additional Dashboard Data: Informational Purposes

Science: Although the California School Dashboard does not assign a performance color for Science, results indicate steady improvement across most student groups. Students scored an average of 0.5 points above standard, representing an increase of +1.1 points from the prior year. Growth was evident among several key groups, including English Learners (+1.2), Hispanic students (+1.6), Socioeconomically

Disadvantaged students (+4.3), and White students (+0.7). In contrast, Students with Disabilities experienced a decline of −5.2 points. These results reflect the early impact of improved access to standards-aligned science instruction and hands-on learning opportunities, while also signaling a need for more targeted support to ensure equitable outcomes for all students, particularly those with disabilities

CA Growth Model ELA: Students in the All Students group demonstrated growth classified as *Above*, scoring 25 points higher than the typical growth of students with similar prior test scores. Notably, *all reported student groups* also demonstrated *Above* growth, reflecting the effectiveness of targeted instructional strategies and academic supports across the school. Growth exceeded expectations for English Learners (+15), Long-Term English Learners (+21), African American students (+23), Asian students (+17), Hispanic students (+14), students identifying as Two or More Races (+36), White students (+33), Socioeconomically Disadvantaged students (+16), and Students with Disabilities (+11). These results affirm the impact of the school's commitment to high-quality instruction and equitable access to rigorous academic learning, particularly for historically underserved student groups.

CA Growth Model Math: Students in the All Students group demonstrated growth classified as *Above*, with performance significantly exceeding that of students with similar prior test scores. All reported student groups also demonstrated *Above* growth, further validating the impact of the school's instructional systems and targeted interventions in mathematics. Growth was particularly strong among English Learners (+30), Long-Term English Learners (+40), African American students (+31), Asian students (+38), Hispanic students (+29), students identifying as Two or More Races (+45), White students (+38), Socioeconomically Disadvantaged students (+30), and Students with Disabilities (+17). These results reflect the school's progress in addressing long-standing equity gaps and confirm the effectiveness of math-focused instructional initiatives in accelerating learning for all student groups.

Lowest Performing Student Groups
This LCAP includes required actions to address the need for improvement related to Chronic Absenteeism on the 2023 Dashboard:

Chronic Absenteeism: All students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White students (See Goal 2, Action 2.5 Attendance Initiatives)

Learning Recovery and Emergency Block Grant
New Schools San Francisco does not have any remaining LREGB Funds.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

New Schools San Francisco is a single school LEA that is not eligible for comprehensive support and improvement

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Throughout the year, families via home and school council (HSC) meet regularly to engage our families with our LCAP goals, actions and metrics to ensure we gather educational partner feedback on the development of our LCAP. Meeting dates include: 3/19, 4/24, 5/15 and 6/28.
Teachers, administrators, and other school personnel	Throughout the year, staff meetings via professional development are conducted to engage faculty in the development of our LCAP goals, actions and metrics. Meeting dates include: 3/3, 4/9, 5/19. In addition, staff are also invited to attend the HSC meetings.
Students	Surveys and staff feedback on classroom conversations was provided to include on the development of this LCAP.

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

The adopted LCAP was influenced by feedback in the following areas:

Educational partner feedback continues to shape our priorities as we progress through the current three-year LCAP cycle. Families consistently emphasize the importance of hiring and retaining high-quality educators, maintaining low student-teacher ratios, and ensuring meaningful communication. They recognize these elements as essential to student success and a strong sense of belonging.

Staff feedback underscores the value of professional development, differentiated instruction, and systems that support instructional efficiency and sustainability. Educators remain committed to the school's mission and vision, including our anti-racist practices, and seek ongoing investment in collaboration, co-teaching, and leadership structures.

Students and families value our inquiry-based model for its role in building curiosity and critical thinking. They have also expressed a desire for improved facilities and greater access to enrichment and leadership opportunities, such as the arts, athletics, and student-led initiatives. Parents continue to advocate for authentic engagement, increased representation among staff, and earlier opportunities for participation through school committees and volunteer roles. Additionally, feedback also highlighted the importance of authentic family engagement and earlier opportunities for participation. In response to specific input regarding the experiences of Black/African American students and families, the school will strengthen affinity-based programming—such as BSU and AAPAC—and expand professional development focused on equity and inclusion.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	ALL members of the New School of San Francisco community know how race has been constructed in the United States, are highly aware of their own racial socialization, and possess the literacy, computation, and analytic skills needed to engage in productive conversations about race and racism. We will prioritize our black/brown students, ELLs, and students with IEPs by working toward closing the existing opportunity gap.	Broad

State Priorities addressed by this goal.

Priorities: #1 Basic Services, #2 State Standards, #4 Pupil Outcomes

An explanation of why the LEA has developed this goal.

The current system of white supremacy must be dismantled in order for equity in opportunities and equity in outcomes to be achieved for people of color. In order to dismantle the existing paradigm, our students must have the necessary academic and analytic skills to participate in the process. NSSF believes that by providing high-quality professional development through an equity lens, high-quality culturally responsive curriculum materials, assessment and progress monitoring systems to inform the instructional model focused on personalized instruction, special education services, and English Language Development outcomes in the metrics below will demonstrate closure of the opportunity gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP % meeting/exceeding ELA standard for all students and all numerically significant subgroups *Source: CA Dashboard*	All students: 69.1% English Learners 35.1% SED: 47.5% SWD:37.87% Asian: 93.1% Black: 68.8% Hispanic/Latinx: 50% White: 76.6% Two or More Races: 80.8% *Data Year: 2022-23*	All students: 71.88% English Learners 13.2% SED: 47.2% SWD:40.47% Asian: 88.6% Black: 50% Hispanic/Latinx: 52.7% White: 86% Two or More Races: 83.34% *Data Year: 2023-24*		All students: 80% English Learners: 50% SED: 68% SWD: 45% Asian: 94% Black: 73% Hispanic/Latinx: 69% Two or More Races:83% White: 80%	All students: +11.7% English Learner: -21.9% SED: -.3% SWD: -2.7% Asian: -4.5% Black: -18.8% Hispanic/Latinx: -0.9 White: +9.4% Two or More Races: +2.5%

1.2	CAASPP % meeting/exceeding Math standard for all students and all numerically significant subgroups *Source: CA Dashboard*	All students: 60.7% English Learners 18.9% SED: 37.8% SWD: 37.8% Asian: 93.1% Black: 37.5% Hispanic/Latinx: 37% White: 73.3% Two or More Races: 83.3% *Data Year: 2022-23*	All students: 66.8% English Learners 13.2% SED: 41.1% SWD: 28.6% Asian: 88.6% Black: 25% Hispanic/Latinx: 43.6% White: 83.3% Two or More Races: 90% *Data Year: 2023-24*		All students: 79% English Learners: 25% SED: 40% SWD: 40% Asian: 95% Black: 45% Hispanic/Latinx: 47% White: 80% Two or More Races: 75%	All students: +6.1% English Learners -5.7% SED: +3.3% SWD: -9.2% Asian: -4.5% Black: -12.5% Hispanic/Latinx: +6.6% White: +10% Two or More Races: +6.7%
1.3	% of total and EL teachers credentialed and properly assigned *Data Source: TAMO*	70.83% fully credentialed and effective per ESSA *Data Year: 2022-23*	100% fully credentialed and effective per ESSA (Clear 59.1%, 40.9% Ineffective) *Data Year: 2022-23*		100% fully credentialed 0 teachers misassigned	+29.17%
1.4	% of students with access to their own copies of standard*s-aligned instructional materials for use at school and at home* *Data Source: SARC*	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		100%	Maintained
1.5	% of all adopted state content standards are implemented, including ELD standards. *Data Source: Local Indicator*	100% *Data Year: 2023-25*	100% *Data Year: 2024-25*		100%	Maintained
1.6	EL Reclassification Rates *Data Source: DataQuest Annual Reclassification*	Data Not Available *Data Year: 2022-23*	23% Reclassification Rate *Data Year: 2024-2025*		10%	+23%

1.7	English Learner Progress Indicator: % of English Learners improving *Source: CA Dashboard*	25.7% Making Progress Increased 9% *Data Year: 2022-23*	65.4% making progress towards English language proficiency *Data Year: 2023-24*		45%	+38.7%
1.8	CA Science (CAST): % of students met/exceeded standard *Source: Dataquest*	5th Grade: 57.14% Met or Exceeded 8th Grade: 43.75% Met or Exceeded *Data Year: 2022-23*	5th Grade: 57.8% Met or Exceeded 8th Grade: 49.1% Met or Exceeded *Data Year: 2023-24*		60%	5th Grade: +.66% Met or Exceeded 8th Grade: +5.35% Met or Exceeded
1.9	Professional Development opportunities *Source: SARC*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*		100%	Maintained

Goal Analysis for 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.

Implementation of planned actions aligned with the school's commitment to equity and student-centered learning. Instructional practices, collaborative teaching, and professional development were focused on supporting all learners, with particular attention to Black and Brown students, English Learners, and students with IEPs.

Curriculum and training emphasized culturally responsive practices, literacy and analytical skill development, and a deeper understanding of how race has been constructed in the U.S. Minor adjustments were made as needed, but efforts remained grounded in closing opportunity gaps and building the capacity of the entire school community to engage in critical conversations about race and equity.

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 material differences between budgeted and estimated actual expenditures in several actions due to adjustments in staffing allocations, contracted services, and instructional needs throughout the year. For Action 1.1 (Instructional Model), lower actual expenditures reflect partial-year staffing for key leadership roles. For Action 1.2 (Professional Development), fewer instructional consultants and external contractors were utilized than originally planned. In Action 1.4 (Curriculum and Instruction), actual expenditures came in lower due to

reduced curriculum purchases and related implementation costs. In contrast, Action 1.6 (English Language Development) saw higher-than-anticipated costs, reflecting increased investments in supports and services for English Learners. These shifts reflect ongoing adjustments made to align resources with evolving student and programmatic needs.

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

The actions implemented under this goal have been largely effective in advancing student learning and equity, as evidenced by gains across multiple Dashboard indicators. In English Language Arts, the school improved by +11.7 points overall, moving into the *blue* performance level. White students gained +29.4 points, while Hispanic students remained stable (−0.9). However, English Learners (−10), Students with Disabilities (−4.5), and Socioeconomically Disadvantaged students (+2.1) all moved into the *orange* level, indicating persistent performance gaps.

Math outcomes also improved, with a +13.2-point gain schoolwide, placing the school in the *green* level. Growth was strong among Hispanic students (+6.6), English Learners (+11.4), and Socioeconomically Disadvantaged students (+23.2), while Students with Disabilities declined slightly (−1.4), moving into the *orange* level. CA Growth Model results showed *Above* growth in both ELA and Math for all student groups, further affirming the effectiveness of the school's instructional model.

English Learners showed significant language development gains, with 65.4% demonstrating progress—up 39.7% from the previous year—placing the school in the *blue* level for English Learner Progress.

Science scores increased by +1.1 points overall, with notable subgroup gains for Hispanic students (+1.6), Socioeconomically Disadvantaged students (+4.3), and English Learners (+1.2). Students with Disabilities declined by −5.2 points, signaling the need for more targeted support.

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

Based on reflection and analysis of prior implementation and student outcomes, no changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year. Current strategies remain aligned with schoolwide priorities and continue to support progress toward the identified goals.

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	Instructional Model	NSSF will prioritize innovative teacher collaboration to differentiate student support, including co-teaching where possible. ● Personalized Learning: each student will have an Individualized Learning Plan to track goals, achievements, progress, challenges, and interests. ● Learning Specialists provide targeted instruction and assessment for students with special needs, EL's, and both high and low achieving students ● Low Student to Staff Ratio	$133,119	Yes
1.2	Professional Development	Leadership team and Director of Curriculum facilitates all professional development, curriculum development, and teacher co teaching and management. 3 weeks1 month summer PD ● Curriculum: Cognitively Guided Instruction (CGI), and Eureka Math, and Open Up Resources: MathEngage NY, EL Education Balanced Literacy; NGSS; Standards for College, Career, and Civic Life, Inquiry Approach; History–Social Studies Content Standards, SEL ● Serving Diverse Learners: Universal Design for Learning (UDL), SES, ELD Strategies (ELA/ELD Frameworks); IEP Training; Differentiation, EL Achieve Curriculum ● Commitment to Equity: Positive Behavior Intervention Support (PBIS), Restorative Practices, Understanding our own identities and biases ● Professional Development sessions during the school year: ● Collaborative work ● Teacher-driven inquiry and research ● Targeted professional development	$318,130	No

		Leadership team and Instructional Coach facilitates professional development, conducts classroom observations, and provides coaching to all teachers. Minimum of 115 daily minutes of planning time while students are in Spanish, PE, Art and/or Music for: ● Grade Level Collaboration ● Instructional Rounds and Peer Coaching ● Data reflection and Individualized Learning Plan (ILP) development ● Student Success Team meetings ● Curriculum Development		
1.3	Special Education	Director of Special Education ● Provides teacher professional development for inclusion practices and oversees all tier 3 supports time ● Oversees special education program	$661,322	No
1.4	Curriculum and Instructional Materials	Students will have access to high-quality curriculum and instructional materials to engage in inquiry-based instruction. ● Curriculum aligned to CCSS, NGSS, College, Career, and Civic(C3) Life Framework and CA Social Studies Standards, and ELD standards, utilizing the Inquiry approach. ● Curriculum includes: Eureka Math; Open Up Resources: MathEngage NY, EL Education; InquirEd; Wiley Blevins From Phonics to Reading; History Alive!; Wayfinder; RULER; Kimochis; Pollyanna ● Instructional Materials i. Math Manipulatives ii. Science Materials ● Supplemental curricular and assessment resources i. Online Intervention software ii. Reading A-Z: Classroom libraries iii. Phonics and Word Study resources iv. Bridges Mathematics Intervention curriculum	$2,317,682	No
1.5	Assessment and progress monitoring	● Data and assessment management system	$106,119	Yes

		• NWEA MAP administered 3X a year • Curriculum provided unit assessments administered throughout year • Edtec Data Services		
1.6	English Language Development	• EL's ILP's will include ELPAC results and specific strategies to support student • 30 minutes daily ELD instructional support through small groups using EL Achieve curriculum and/or individual support with teacher using instructional aides to assist	$274,995	Yes

Goal 2

Goal #	Description	Type of Goal
2	Provide all students and staff with a safe, supportive and joyful learning environment that will increase student engagement.	Broad

State Priorities addressed by this goal.

State Priorities: #5 Student Engagement, #6 School Climate, #7 Broad Course of Study

An explanation of why the LEA has developed this goal.

School campuses and classrooms must be physically and emotionally safe to support all students in academic and personal risk-taking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate *Source: CALADS P-2 Report*	93.7% *Data year: 2023-24*	95% *Data year: 2024-25*		95%	+1.3%

2.2	Suspension rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 0.7% EL: 0% SED: 1.3% SWD: 1.5% Asian: 2.3% African American: 0% Hispanic/Latino: 0% Two or More Races: 0% White: 0.6% *Data year: 2022-23*	All Students: 1.1% EL: 2.6% SED: 2.4% SWD: 4.4% Asian: 0% African American: 4.3% Hispanic/Latino: 1.2% Two or More Races: 0% White: 1.3% *Data year: 2023-24*		<1%	All Students: +0.4% EL: +2.6% SED: +1.1% SWD: +2.9% Asian: -2.3% Black/Af Am: +4.3% Hispanic/Latino: +1.2% Two or More Races: maintained White: +0.7%
2.3	Expulsion rate for all students and all numerically significant subgroups *Data Source: DataQuest Expulsion*	0% *Data year: 2022-23*	0% *Data year: 2023-24*		0%	Maintained
2.4	Chronic Absenteeism Rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 25% EL: 42.2% SED: 40% SWD: 34.8% Asian: 16.3% Black/Af Am: 42.9% Hispanic/Latino: 37.3% Two or More Races: 15.6% White: 14.1% *Data Year: 2022-23*	All Students: 18.6% EL: 32.5% SED: 33.3% SWD: 24.5% Asian: 8.2% Black/Af Am: 26.1% Hispanic/Latino: 30.2% Two or More Races: 9.1% White: 11.4% *Data Year: 2023-24*		<2%	All Students: -6.4% EL: -9.7% SED: -6.7% SWD: -9.5% Asian: -8.1% Black/Af Am: -13.9% Hispanic/Latino: -7.1% Two or More Races: -6.5% White: -2.7%

2.5	Family survey: % who feel safe and connected at school *Source: Local*	<u>Safe</u>: I feel like a valued and welcomed member of the New School SF community: 81.8% My concerns and comments are heard by educators and staff at New School SF: 75.4% <u>Connected:</u> New School SF reflects my culture and beliefs: 78.2% The school provides opportunities for my family to engage with the school community: 78.6% *Data Year: 2023-24*	<u>Safe</u>: I feel like a valued and welcomed member of the New School SF community: 83.8% My concerns and comments are heard by educators and staff at New School SF: 81.2% <u>Connected:</u> New School SF reflects my culture and beliefs: 82.2% The school provides opportunities for my family to engage with the school community: 86.1% *Data Year: 2024-25*		80% on all questions	<u>Safe</u>: I feel like a valued and welcomed member of the New School SF community: +2% My concerns and comments are heard by educators and staff at New School SF: +5.8% <u>Connected:</u> New School SF reflects my culture and beliefs: +4% The school provides opportunities for my family to engage with the school community: +7.5%
2.6	Staff survey: % who feel safe and connected at school *Source: Local*	<u>Safe:</u> My supervisor, or someone at work, seems to care about me as a person: 4.48 out of 5 At work, my opinions seem to count: 3.77 out of 5 <u>Connected:</u> The mission or purpose of my organization makes me feel my job is important: 3.99 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 3.58 out of 5 *Data Year: 2023-24*	<u>Safe:</u> My supervisor, or someone at work, seems to care about me as a person: 4.63 out of 5 At work, my opinions seem to count: 3.91 out of 5 <u>Connected:</u> The mission or purpose of my organization makes me feel my job is important: 4.20 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 4.23 out of 5 *Data Year: 2024-25*		3.5 out of 5 on all questions	<u>Safe:</u> My supervisor, or someone at work, seems to care about me as a person: +0.15 At work, my opinions seem to count: +0.14 <u>Connected:</u> The mission or purpose of my organization makes me feel my job is important: +0.21 On a scale of 1 to 5, please rate your sense of belonging at New School: +.065

2.7	Student survey: % who feel safe and connected at school *Source: Local*	Safe and Connected: 71% *Data Year: 2023-24*	Safe and Connected: 79.8% *Data Year: 2024-25*		3.5 out of 5 on all questions	+8.8%
2.8	% of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health *Source: Local*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*		100%	Maintained
2.9	Facilities in “good repair” *Source: SARC*	Fair *Data Year: 2022-23*	Good *Data Year: 2024-25*		Good	Maintained
2.10	Middle School Dropout Rate *Source: Dataquest*	0% *Data Year: 2022-23*	0% *Data Year: 2023-24*		0%	Maintained

Goal Analysis for 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.

Implementation of actions under Goal 2 remained consistent with the planned design and priorities outlined in the LCAP. The school continued to prioritize a safe, supportive, and joyful learning environment through a multi-tiered approach that included social-emotional learning, positive behavioral supports, and restorative practices. SEL curricula such as Wayfinder, Kimochi, and RULER were embedded into daily routines through Pod Time, Morning Meetings, and Advisory sessions.

Inquiry Arcs were implemented throughout the year, providing students with opportunities for voice, choice, and the presentation of learning. The school maintained a broad course of study, offering instruction in the arts, Spanish, technology, and physical education, with enrichment activities further supporting whole-child development.

Attendance initiatives were carried out through daily monitoring and family engagement efforts, while school facilities remained safe and clean through regular maintenance and adherence to health protocols. There were no substantive differences between planned and actual implementation.

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

Material differences between budgeted and estimated actual expenditures reflect adjustments made throughout the year based on staffing, operational needs, and program implementation. For Actions 2.1 (Positive School Culture) and 2.2 (Social Emotional Learning), lower expenditures were due to partial-year staffing and changes in program delivery. For Action 2.4 (Broad Course of Study), reduced actual costs were associated with instructional staffing and program scope. In contrast, Action 2.6 (Safe and Clean Facilities) exceeded the budget due to higher-than-anticipated costs in areas such as rent, janitorial services, maintenance, and utilities. These shifts reflect efforts to align expenditures with evolving school needs and available resources.

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

Implementation of actions to support a safe, supportive, and joyful learning environment has shown overall positive impact. The attendance rate improved from 93.7% to 95%, and chronic absenteeism declined by 6.4 percentage points, with significant reductions among English Learners (−9.7%), Students with Disabilities (−9.5%), and Black/African American students (−13.9%). The expulsion rate remained at 0%.

Suspension rates increased to 1.1%, with subgroup increases among ELs (+2.6%), Students with Disabilities (+2.9%), and Black students (+4.3%), signaling a need for stronger restorative and behavioral supports.

Family survey results remained steady, with 75–82% of respondents reporting strong feelings of safety, inclusion, and connection.

All local indicators were met, reflecting the school's continued commitment to fostering a positive climate that promotes engagement and builds community among students, staff, and families**.**

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

Based on reflection and analysis of prior implementation and student outcomes, no changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year. Current strategies remain aligned with schoolwide priorities and continue to support progress toward the identified goals.

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	Positive School Culture	• Leadership Team oversees implementation of our Positive Behavioral Intervention and Support system including Tier 1 and 2 supports for students.	$63,583	No

		● Restorative Practices		
2.2	Social Emotional Learning	● SEL Curriculum: Wayfinder, Kimochi and RULER ● Pod Time Program/Morning Meeting/Advisory Program i. Daily beginning and end of the day ii. SEL, community building, and student readiness	$63,583	No
2.3	Inquiry Arcs	Each child will engage in 4 Inquiry Arcs (discrete units of learning to drive curiosity lasting between 6 and 12 weeks that follow the following progression: Exploratory, Expression, Exposition) ● Cultivate 21st Century Learners ● Driven by student choice and voice and strongly supports educators to implement student ideas, questions and solutions into the learning progression. ● Presentation of Learning “Expositions” 2 or more times/year	$106,119	No
2.4	Broad Course of Study	We will provide a broad Course of Study with instruction in Arts, Spanish, Technology, Physical Education and Health, as well as integration of each into the Inquiry Arcs as appropriate. ● Technology ○ Infrastructure upgrades to allow adequate bandwidth for use of technology ○ Purchase new devices ● Curriculum for Health and Wellness ● Enrichment activities (sports, Spanish, student clubs and affinity groups)	$366,146	No
2.5	Attendance Initiatives	To address the red indicator on the 2023 CA Dashboard in Chronic Absenteeism, this action will support the regular attendance of all students but is specifically designed to support the needs of our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White students. ● Operations Team oversees daily attendance tracking. ● Internal attendance committee reviews attendance data regularly to monitor absences, tardies, and truancies and engages with families to determine how to ensure the child attends school regularly.	$453,971	No

2.6	Safe and Clean Facilities	We will ensure our campus is safe and clean to ensure the safety of our students and staff. • Maintenance • Health Protocols to prevent the spread of COVID-19	$321,744	No

Goal 3

Goal #	Description	Type of Goal
3	Develop a welcoming environment to encourage family participation.	Broad

State Priorities addressed by this goal.

State Priority #4 Parent Involvement & Family Engagement

An explanation of why the LEA has developed this goal.

Our families are an integral component to their child's overall success and our school community benefits from the participation and input provided by our families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents involved in schoolwide programs/events *Data Source: Parent conference confirmations, school calendar*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*		100%	Maintained
3.2	# of opportunities for decision-making input in the school's programs *Data Source: Local school calendar*	29 Opportunities for decision-making input in the school's programs *Data Year: 2023-24*	29 Opportunities for decision-making input in the school's programs *Data Year: 2024-25*		7	Maintained

3.3	% of families responding to family surveys *Source: Family Survey*	57% *Data Year: 2023-2024*	90% *Data Year: 2024-2025*		75%	+33%

Goal Analysis for 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.

Implementation of actions to promote a welcoming environment and encourage family participation proceeded as planned. Family orientations, Coffee Chats with the Head of School, and workshops on SEL, curriculum, and equity were held throughout the year. The NSSF family group continued to host informal gatherings, and the Community Room remained available for family use. Family/teacher conferences occurred 2–3 times as scheduled, supporting ongoing communication and collaboration.

The Director of Community Engagement played an active role in maintaining strong relationships across enrollment, outreach, and engagement. Regular communication—via email, text, social media, and translated paper correspondence—ensured families received timely and accessible information.

There were no substantive differences between planned and actual implementation. Efforts remained aligned with the goal of fostering inclusive, consistent, and meaningful family engagement.

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.

For Action 3.2 (Director of Community Engagement), estimated actual expenditures were lower than budgeted due to adjustments in staffing time allocated to the role. For Action 3.3 (Family Communication and Engagement), actual expenditures slightly exceeded the budget as a result of expanded communication tools and services, including translation, postage, website updates, and the continued use of platforms such as ParentSquare. These differences reflect shifts in staffing and operational priorities to better support school-home connections and community engagement.

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

Actions to build a welcoming and inclusive school environment have been implemented as planned, with strong indicators of effectiveness. Results from the Winter 2024–25 Family Climate Survey show that over 80% of families responded positively across key areas related to connection, engagement, and representation. Specifically, 83.8% of families reported feeling valued and welcomed, 82.2% felt the school reflects their culture and beliefs, and 86.1% said the school provides opportunities for family engagement.

Additionally, 81.2% of families agreed that their concerns are heard, and 85.1% expressed overall satisfaction with their child's school experience. These outcomes suggest that family activities, communication strategies, and the leadership of the Director of Community Engagement are contributing meaningfully to a school culture that fosters trust, inclusion, and participation.

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

Based on reflection and analysis of prior implementation and student outcomes, no changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year. Current strategies remain aligned with schoolwide priorities and continue to support progress toward the identified goals.

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	Family Activities	We will facilitate family participation in school activities ● Beginning of the school year family student orientation ● Coffee Chats with Head of School ● 3 Family Workshops: SEL, Curriculum and Pedagogy, Equity & Diversity. ● NSSF family group hosts informal gatherings ● Community Room for family use ● Family/Teacher conferences 2-3 times a year	$246,771	No
3.2	Director of Community Engagement	Our Director of Community Engagement is responsible for ensuring New School San Francisco is a diverse welcoming learning environment with strong community relationships. ● Student recruitment ● Enrollment and retention ● Out of school time ● Family engagement ● Community relationships	$24,378	No

3.3	Family Communication	We will continue to provide regular communication with all families using Email, text message, social media, and paper correspondence providing the necessary translation services.	$269,271	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$378,873	$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%	0%	$0	8%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	Based on 2024 CA Dashboard, 36.7% of students are socioeconomically disadvantaged (SED), 12.6% are English Learners (EL), and 11.9% are Students with Disabilities (SWD). These student groups benefit from increased access to personalized, differentiated instruction and targeted	This action supports a schoolwide instructional model that emphasizes individualized learning, low student-to-staff ratios, and strategic teacher collaboration. Each student receives an Individualized Learning Plan (ILP) to monitor progress and goals. Learning Specialists work alongside classroom teachers to provide co-	1.1: CAASPP % meeting/exceeding ELA standard for all students and all numerically significant subgroups 1.2: CAASPP % meeting/exceeding Math

	academic supports aligned to their unique needs and learning profiles.	teaching, targeted interventions, and differentiated instruction for ELs, SWDs, and students performing above or below grade level. The model is implemented schoolwide to ensure equitable access to high-quality instruction for all students, with particular benefit to identified student groups.	standard for all students and all numerically significant subgroups
Goal1 Action 5	NSSF is a diverse community with 36.7% Socioeconomically Disadvantaged students and 12.6% students are English Learners.	NSSF Assessment and progress monitoring action will support our unduplicated students with regular monitoring of data and assessments in ELA and Math using our curriculum unit assessments and the NWEA MAP assessments to ensure our SED and EL students are making academic growth throughout the school year. This action is specifically designed to support our unduplicated students but is provided on a schoolwide basis because all students will benefit.	1.1: CAASPP % meeting/exceeding ELA standard for all students and all numerically significant subgroups 1.2: CAASPP % meeting/exceeding Math standard for all students and all numerically significant subgroups
Goal 1 Action 6	2024 CA Dashboard, 65.4% of English Learners demonstrated progress on the ELPAC by advancing at least one level or maintaining the highest level, indicating that current strategies are showing positive impact. While this improvement reflects the effectiveness of the school's English Language Development efforts, continued focus is needed to ensure all EL students consistently build language proficiency and meet grade-level expectations.	Increased staffing supports the implementation of NSFF ELD program, which includes personalized and differentiated learning with regular benchmark assessments aligned to the ELD standards. This program features an ELD course that provides designated support through targeted small group instruction for English Learners. ELs' ILPs will incorporate ELPAC results and specific strategies to support each student. Additionally, students will receive 30 minutes of daily ELD instructional support through small groups using the EL Achieve curriculum, and/or individual support with the assistance of instructional aides.	1.7: English Learner Progress Indicator: % of English Learners improving

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

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

Not applicable

Additional Concentration Grant Funding

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

NSSF is a single school LEA with an unduplicated pupil percentage less than 55 and does not receive concentration grant add on.

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

24-25 Annual Update Expenditure Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,568,044	$ 6,212,675

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 (Total Funds)	Variance
1	1	Instructional Model	No	$ 125,631	$ 86,395	-31%
1	2	Professional Development	No	$ 391,167	$ 290,092	-26%
1	3	Special Education	No	$ 1,446,309	$ 1,538,436	6%
1	4	Curriculum and Instruction	No	$ 2,387,530	$ 2,089,059	-13%
1	5	Assessment & Progress Monitoring	Yes	$ 99,852	$ 99,817	0%
1	6	English Language Development	Yes	$ 286,236	$ 386,201	35%
2	1	Positive School Culture	No	$ 81,437	$ 62,592	-23%
2	2	Social Emotional Learning	No	$ 81,437	$ 62,592	-23%
2	3	Inquiry Arcs	No	$ 97,631	$ 102,806	5%
2	4	Broad Course of Study	No	$ 431,911	$ 357,152	-17%
2	5	Attendance Initatives	No	$ 451,094	$ 429,285	-5%
2	6	Safe and Clean Facilities	No	$ 379,745	$ 414,456	9%
3	1	Family Participation in School Activities	No	$ 123,985	$ 122,886	-1%
3	2	Director of Community	No	$ 48,900	$ 23,900	-51%
3	3	Family Communication	No	$ 135,182	$ 147,008	9%
				$ -	$ -	
				$ -	$ -	

24-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 351,485	$ 386,088	$ 486,018	$ (99,930)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Assessment & Progress Monitoring	Yes	$ 99,852	$ 99,817	0.000%	0.000%
1	3	English Language Development	Yes	$ 286,236	$ 386,201	0.000%	0.000%

24-25 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)
$ 4,537,631	$ 351,485	0.000%	7.746%	$ 486,018	0.000%	10.711%	$0.00 - No Carryover	0.00% - No Carryover

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 4,777,938	$ 387,873	8.118%	0.000%	8.118%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,940,477	$ 217,642	$ 1,460,140	$ 108,674	$ 5,726,933.00	$ 4,823,713	$ 903,220

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	Instructional Model	All	Yes	LEA-wide	English Learners and Low-Income	NSSF	Ongoing	$ 133,119	$ -	$ 133,119	$ -	$ -	$ -	$ 133,119	0.000%
1	2	Professional Development	All	No	LEA-wide	N/A	NSFF	Ongoing	$ 273,080	$ 45,050	$ 263,080	$ 45,050	$ -	$ 10,000	$ 318,130	0.000%
1	3	Special Education	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 628,256	$ 33,066	$ 429,859	$ 172,592	$ -	$ 58,871	$ 661,322	0.000%
1	4	Curriculum and Instruction	All	No	LEA-wide	N/A	NSFF	Ongoing	$ 2,231,952	$ 85,730	$ 857,542	$ -	$ 1,460,140	$ -	$ 2,317,682	0.000%
1	5	Assessment and Progress Monitoring	All	Yes	LEA-wide	English Learners and Low-Income	NSSF	Ongoing	$ 106,119	$ -	$ 106,119	$ -	$ -	$ -	$ 106,119	0.000%
1	6	English Language Development	All	Yes	LEA-wide	English Learners and Low-Income	NSFF	Ongoing	$ 252,995	$ 22,000	$ 252,995		$ -	$ 22,000	$ 274,995	0.000%
2	1	Positive School Culture	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 63,583	$ -	$ 45,780	$ -	$ -	$ 17,803	$ 63,583	0.000%
2	2	Social Emotional Learning	All	No	LEA-wide	N/A	NSFF	Ongoing	$ 63,583	$ -	$ 63,583	$ -	$ -	$ -	$ 63,583	0.000%
2	3	Inquiry Arcs	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 106,119	$ -	$ 106,119	$ -	$ -	$ -	$ 106,119	0.000%
2	4	Broad Course of Study	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 366,146	$ -	$ 366,146	$ -	$ -	$ -	$ 366,146	0.000%
2	5	Attendance Initatives	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 108,953	$ 345,018	$ 453,971	$ -	$ -		$ 453,971	0.000%
2	6	Safe and Clean Facilities	All	No	LEA-wide	N/A	NSSF	Ongoing	$ -	$ 321,744	$ 321,744	$ -	$ -	$ -	$ 321,744	0.000%
3	1	Family Participation in School Activities	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 244,771	$ 2,000	$ 246,771	$ -	$ -	$ -	$ 246,771	0.000%
3	2	Director of Community	All	No	LEA-wide	N/A	NSSF	Ongoing	$ -	$ 24,378	$ 24,378	$ -	$ -	$ -	$ 24,378	0.000%
3	3	Family Communication	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 245,037	$ 24,234	$ 269,271	$ -	$ -	$ -	$ 269,271	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
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2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,777,938	$ 387,873	8.118%	0.000%	8.118%	$ 492,233	0.000%	10.302%	**Total:**	$ 492,233
								LEA-wide Total:	$ 492,233
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Instructional Model	Yes	LEA-wide	English Learners and Low-Income	NSSF	$ 133,119	0.000%
1	2	Professional Development	No	LEA-wide		NSFF	$ -	0.000%
1	3	Special Education	No	LEA-wide		NSSF	$ -	0.000%
1	4	Curriculum and Instruction	No	LEA-wide		NSFF	$ -	0.000%
1	5	Assessment and Progress Monitoring	Yes	LEA-wide	English Learners and Low-Income	NSSF	$ 106,119	0.000%
1	6	English Language Development	Yes	LEA-wide	English Learners and Low-Income	NSFF	$ 252,995	0.000%
2	1	Positive School Culture	No	LEA-wide		NSSF	$ -	0.000%
2	2	Social Emotional Learning	No	LEA-wide		NSFF	$ -	0.000%
2	3	Inquiry Arcs	No	LEA-wide		NSSF	$ -	0.000%
2	4	Broad Course of Study	No	LEA-wide		NSSF	$ -	0.000%
2	5	Attendance Initatives	No	LEA-wide		NSSF	$ -	0.000%
2	6	Safe and Clean Facilities	No	LEA-wide		NSSF	$ -	0.000%
3	1	Family Participation in School Activities	No	LEA-wide		NSSF	$ -	0.000%
3	2	Director of Community	No	LEA-wide		NSSF	$ -	0.000%
3	3	Family Communication	No	LEA-wide		NSSF	$ -	0.000%
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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal** #: Enter the LCAP Goal number for the action.
- **Action** #: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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