

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New School San Francisco

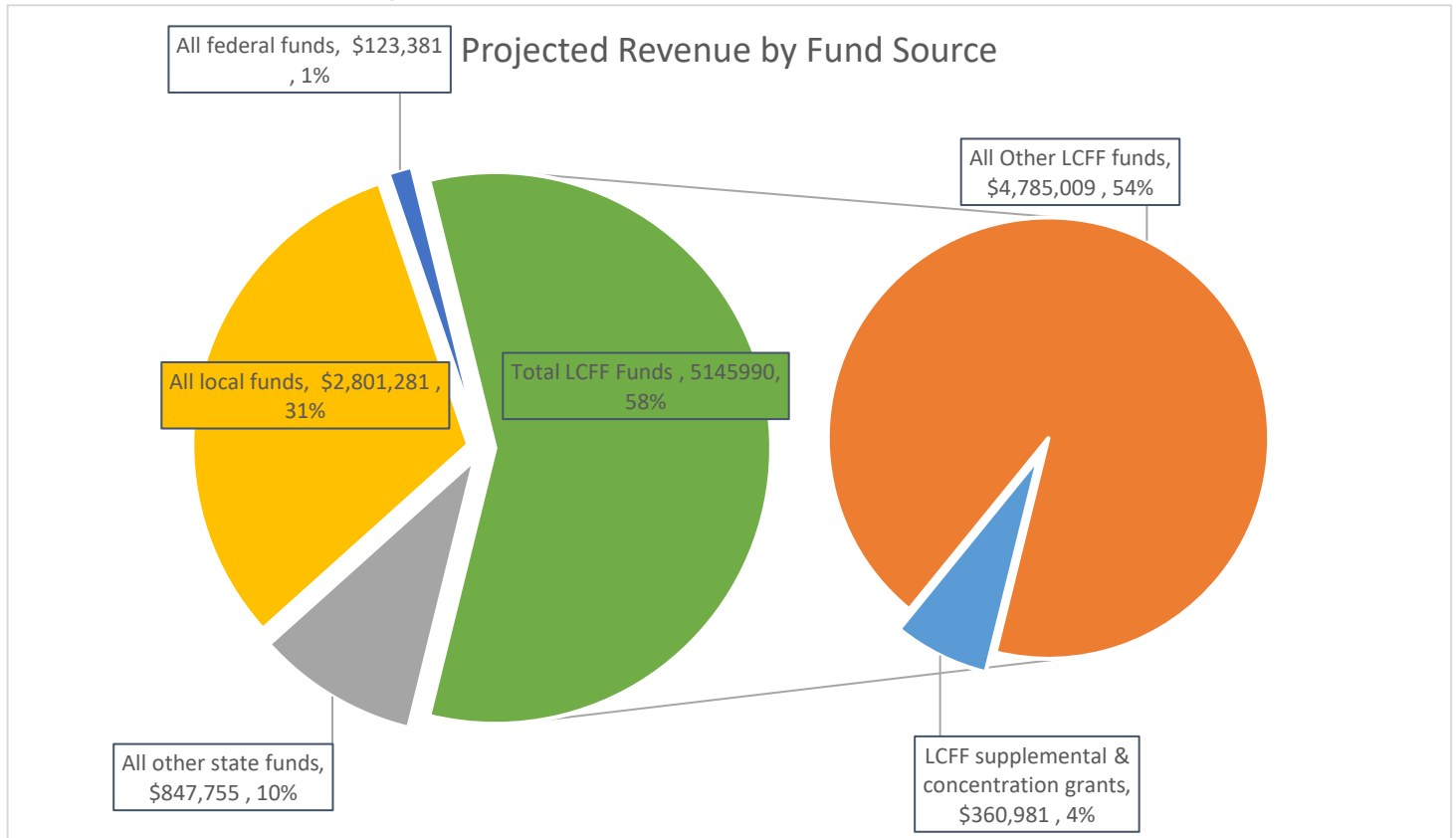
CDS Code: 38 769270132183

School Year: 2024-2025

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).

Budget Overview for the 2024-2025 School Year

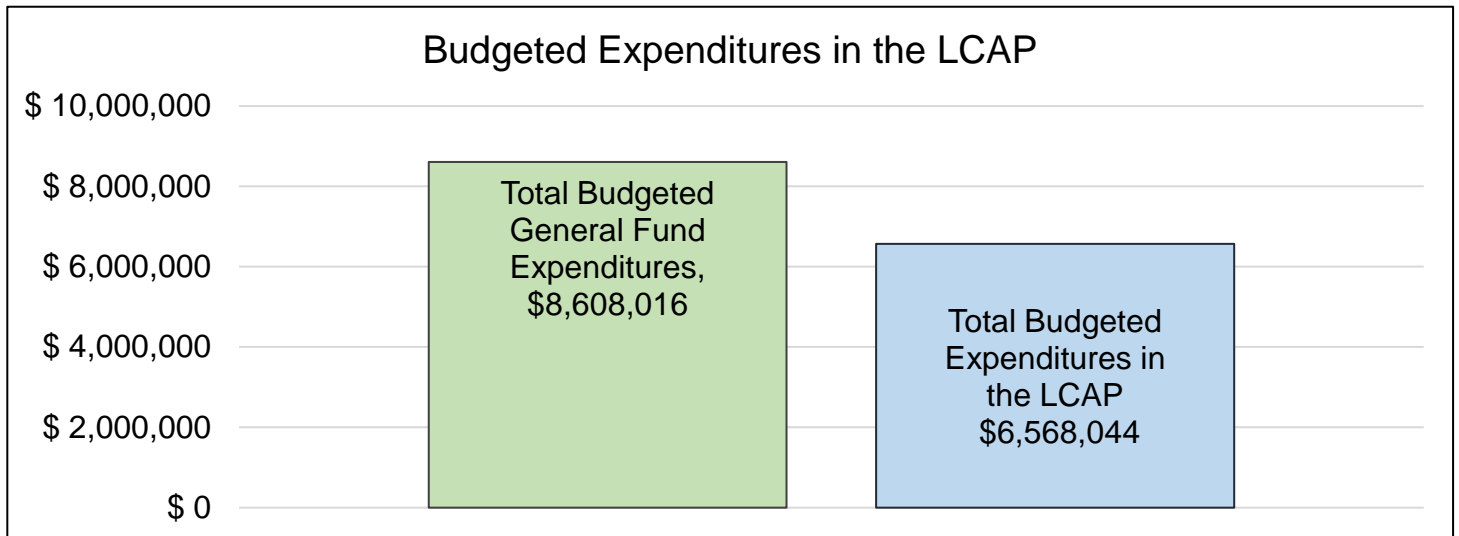


This chart shows the total general purpose revenue New School San Francisco expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New School San Francisco is \$8,918,407.00, of which \$5,145,990.00 is Local Control Funding Formula (LCFF), \$847,755.00 is other state funds, \$2,801,281.00 is local funds, and \$123,381.00 is federal funds. Of the \$5,145,990.00 in LCFF Funds, \$360,981.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New School San Francisco plans to spend for 2024-2025. 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 Francisco plans to spend \$8,608,016.00 for the 2024-2025 school year. Of that amount, \$6,568,044.00 is tied to actions/services in the LCAP and \$2,039,972.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

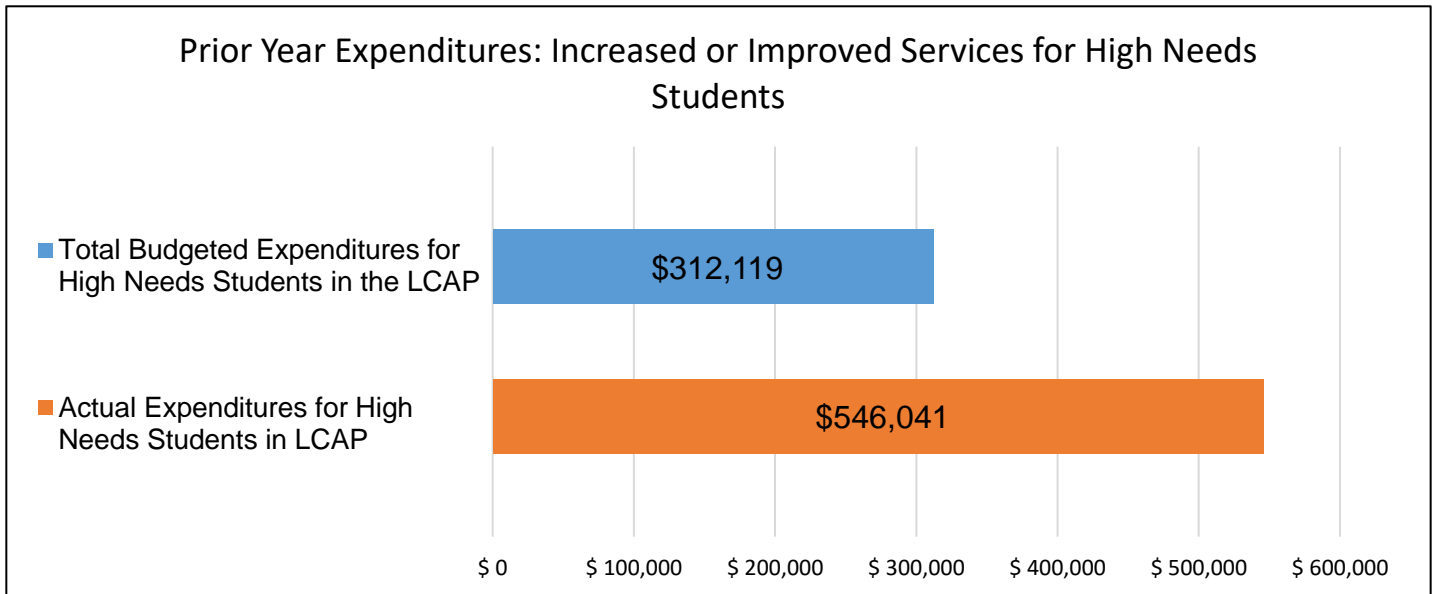
Business Office, food services, depreciation, oversight and legal fees

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, New School San Francisco is projecting it will receive \$360,981.00 based on the enrollment of foster youth, English learner, and low-income students. New School San Francisco must describe how it intends to increase or improve services for high needs students in the LCAP. New School San Francisco plans to spend \$363,096.00 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 2023-2024



This chart compares what New School San Francisco 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 Francisco 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 2023-2024, New School San Francisco's LCAP budgeted \$312,119.00 for planned actions to increase or improve services for high needs students. New School San Francisco actually spent \$546,041.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Schools San Francisco	Ryan Chapman, Head of School	ryan@newschoolsf.org (415) 866.8399

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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CAASPP % meeting/exceeding ELA and Math standard for all students and all numerically significant subgroups	<p>2018-19 ELA All students: 80.4% English Learners 41.7% SED: 60% Asian: 100% Hispanic/Latinx: 60.9% White: 88%</p> <p>2018-19 Math All students: 70.7% English Learners 16.7% SED: 26.7% Asian: 90.9% Hispanic/Latinx: 39.1% White: 84%</p>	<p>SB Projected Proficiency ELA All: 75% EL: 46% SED: 50% Asian: 89% Hisp: 63% White: 86%</p> <p>Math All: 50% EL: 8% SED: 14% Asian: 95% Hisp: 25% White: 58%</p> <p>Data Source: MAP Spring 2021 Administration</p>	<p>2021-22 ELA All students: 73.1% English Learners 36.7% SED: 48.7% Asian: 95.2% Black: 50.0% Hispanic/Latinx: 59.3% White: 80.2% Two or More Races: 88.2%</p> <p>2021-22 Math All students: 52.8% English Learners 6.5% SED: 15.6% Asian: 85.7% Black: 41.7% Hispanic/Latinx: 28.7% White: 66.0% Two or More Races: 64.7%</p>	<p>2022-23 ELA All students: 69.1% English Learners 35.1% SED: 47.5% Asian: 93.1% Black: 68.8% Hispanic/Latinx: 50% White: 76.6% Two or More Races: 80.8%</p> <p>2022-23 Math All students: 60.7% English Learners 18.9% SED: 37.8% Asian: 93.1% Black: 37.5% Hispanic/Latinx: 37% White: 73.3.0% Two or More Races: 73.1%</p>	<p>ELA All students: 80% English Learners: 50% SED: 68% Asian: 85% Hispanic/Latinx: 69% White: 80%</p> <p>Math All students: 79% English Learners: 25% SED: 35% Asian: 85% Hispanic/Latinx: 47% White: 80% Data Year: 2022-23 Data Source: Dataquest</p>
% of total and EL teachers credentialed and properly assigned Data Source: SARC	97% fully credentialed 0 teachers mis assigned	2021-22 CDE delayed in reporting this data.	81% fully credentialed and effective per ESSA Data Year: 2020-21 Data Source: SARC (reporting now must match data reported on the SARC)	70.83% fully credentialed and effective per ESSA Data Year: 2022-23 Data Source: SARC	100% fully credentialed 0 teachers misassigned
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC	100%	2021-2022 100%	100% Data Year: 2022-23 Data Source: SARC	100% Data Year: 2023-24 Data Source: SARC	100% Data Year: 2023-24
% of all adopted state content standards are implemented, including ELD standards. Data Source: Local Indicator	100%	2021-2022 100%	100% Data Year: 2022-23 Data Source: Local Indicator	100% Data Year: 2023-24 Data Source: Local Indicator	100% Data Year: 2023-24

EL Reclassification Rates Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates	0%	2020-21 4%	Data Release Delayed by CDE Data Year: 2021-22 Data Source: DataQuest	Not Available	10% Data Year: 2022-23
English Learner Progress Indicator: % of English Learners improving	No CA Dashboard Data provided	No CA Dashboard Data provided	50% Data Year: 2021-22 Data Source: CA Dashboard	25.7% Making Progress Increased 9% Data Source: CA Dashboard	Medium Progress 45%-55% Data Year: 2022-23

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The NSFF's successful implementation aimed at ensuring that every member of our community understands the construction of race in the United States, is highly aware of their own racial socialization, and possesses the necessary skills to engage in productive conversations about race and racism. Our commitment to prioritizing Black and Brown students, English Language Learners (ELLs), and students with Individualized Education Programs (IEPs) has been central to our mission of closing the existing opportunity gap.

During the 2023-24 school year, our efforts to achieve this goal were guided by several key initiatives. The implementation of our instructional model (1.1) of co-teaching was particularly successful. This approach allowed us to create personalized learning plans for each student, ensuring that instruction was tailored to meet their unique needs. By working collaboratively, teachers were able to provide more targeted and effective support, fostering an environment where all students could thrive.

Professional development (1.2) also played a crucial role in our success. Our three Directors—responsible for Elementary School, Middle School, and Special Education—oversaw and facilitated professional development activities. They ensured that these activities were closely aligned with our educational program and tailored to the specific needs of our teachers. This targeted support not only enhanced the skills of our instructional staff but also contributed to a more cohesive and effective teaching strategy across the school.

Our Special Education Director (1.3) was instrumental in overseeing the special education program. By ensuring fidelity to multi-tiered systems of support, we were able to provide all students with the necessary resources and interventions to succeed. This meticulous oversight guaranteed that no student was left behind and that every child received the individualized support they needed.

Consistency and quality in education were further bolstered by our robust curriculum and instructional materials (1.4), which spanned all grade levels. This consistency ensured that every student, regardless of their grade, received a high-quality education aligned with our overall program goals. Supporting our curriculum and instructional materials is our assessment and progress monitoring (1.5). Our data analyst gathers and disaggregates data and creates visuals to aid teachers in their review. This data-driven approach enables teachers to make informed decisions and improve targeted instruction. In addition, our shift to using products from EL Education for English Language

Development (1.6) significantly enhanced our support for ELL students. This change ensured that these students received the necessary resources to succeed, further supporting our goal of closing the opportunity gap.

Through these strategic implementations, we have fostered a comprehensive and coordinated effort toward achieving our goal. The results have been a more inclusive and effective educational environment, where every member of the New School of San Francisco community is equipped to engage in meaningful conversations about race and racism, and where every student has the opportunity to succeed.

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 minimal differences between budgeted and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions and expenditures under Goal 1 is evident in our student performance results: 69% of students met or exceeded the standard on the 2023 English Language Arts CAASPP assessment, and 61% of students met the standard on the Mathematics CAASPP assessment. These outcomes demonstrate our success in meeting our goals. In reviewing our CAASPP data, particular areas of strength are Mathematics, English Language Arts, Science and English Learner Progress Indicator.

Mathematics: The distance from standard for all students in 2022 was 1.7 below standard and increased in 2023 to 20.6 above standard. In particular, our English Learners significantly increased by 33.9 points, our Socioeconomically Disadvantaged students significantly increased by 30 points, Students with Disabilities significantly increased by 20.9, African American students increased by 14.2 points, our Asian students increased by 4.4 points and our Hispanic significantly increased by 24.6 points.

English Language Arts: The distance from the standard for all students in 2022 was 43 points above standard and decreased to 35.9 points above standard in 2023. However, our success is evident in our student group data, which shows significant increases in their scores. Our English Learners increased by 11 points, our Socioeconomically Disadvantaged students increased by 11.3 points, and our Students with Disabilities increased by 6.7 points.

Science: Our 5th and 8th grade students are outperforming the state on the 2023 CAST. 57% of our 5th graders are meeting or exceeding compared to 32% at the state. 44% of our 8th graders are meeting or exceeding compared to 29% at the state.

English Learner Progress Indicator demonstrates 25.7% of our students are making progress towards English Language proficiency with a 9% increase from 2022.

The above data demonstrates the successful implementation of our actions in achieving our intended outcomes while working towards closing the existing opportunity gap. Our actions described below illustrate how our comprehensive approach has improved educational quality and ensured equity within a supportive and well-structured learning environment.

Action 1.1 (Instructional Model) our co-teach model supports personalized learning and small group instruction, enhancing services for all students, especially our unduplicated students, who receive individualized learning plans.

Action 1.2 (Professional Development) ensures that our teachers are well-equipped to implement a mission-aligned curriculum, support diverse learners, and maintain equity, creating an inclusive and effective learning environment. We contracted with an external organization to provide professional development focused on staff racial literacy. Additionally, we offer differentiated, targeted professional development for teachers to address their specific needs and enhance their instructional practices.

Action 1.3 (Special Education) developing and supporting professional development aligns with students' IEPs, Universal Design for Learning (UDL) strategies, and multi-tiered systems of support (MTSS), ensuring inclusive classrooms that meet diverse needs.

Action 1.4 (Curriculum and Instructional Materials) focused attention on standards aligned curriculum supported students' access to robust academic and educational programs resulting in strong student achievement on the CAASPP. Adopted additional curriculum to support standards coverage, rigor, teacher sustainability, and alignment with the science of reading (for example, EL Education, Wiley Blevins From Phonics to Reading)

Action 1.5 (Assessment and Progress Monitoring) has supported us in making informed, data-driven decisions by reviewing data through visualizations and disaggregation. NSSF contracted with a data consultant to support data visualization to inform instruction. This approach strengthened the connection between student outcome data and student Individualized Learning Plans as well as staff Individualized Learning Plans. Additionally, we created a middle school intervention program based on ongoing data monitoring to support students in addition to their core classes.

Action 1.6 (English Language Development) involved the continual review of our data, leading to a shift in our curriculum to EL Education, which has enhanced our approach.

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

Reflecting on the past three years of the Local Control and Accountability Plan (LCAP), our strategic actions have been effective in yielding positive outcomes. Following an analysis of data from the California Dashboard, School Accountability Report Card (SARC), and other local sources, we are refining our actions to this goal in the development of our 2024-2027 LCAP cycle. We are adding a professional development metric per the reporting on the School Accountability Report Card. Additionally, we are making changes to Action 1.1 (Instructional Model) to prioritize innovative teacher collaboration to differentiate student support, including co-teaching where possible, and maintaining a low student-to-staff ratio. In Action 1.2 (Professional Development), our leadership team will facilitate a 3 week summer professional development schedule. We are also updating our curriculum resources and materials in Action 1.4 (Curriculum and Materials) to include Eureka Math; Open Up Resources; EL Education; InquirEd; Wiley Blevins From Phonics to Reading; History Alive!; Wayfinder; RULER; Kimochis; Pollyanna. In Action 1.5 (Assessment and Progress Monitoring), we will administer NWEA MAP assessments and curriculum-provided unit assessments throughout the year. In action 1.6 (ELD) we will include EL achieve curriculum to support English Language Development.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Retention rate (student and staff) Source: Local	20-21: 90% Staff 98.6% Students	2021-22 77% Staff 97% Students	Students: 90.0% Data Year: 2022-23 Data Source: Calpads 8.1 Staff: 60% Data Year: 2022-23 Data Source: SIS	Students: 95.4% Data Year: 2023-24 Data Source: Calpads 8.1 Staff: 83.1% Data Year: 2023-24 Data Source: SIS	85% Staff 97% Students Data Year: 2023-24
Attendance rate Source: CALADS P-2 Report	96.6%	2021-22 93.45%	92.2% Data Year: 2022-23 Data Source: P2	93.7% Data Year: 2023-24 Data Source: P1	95% Data Year: 2023-24
Suspension rate for all students and all numerically significant subgroups Source: Data Quest	19-20 0%	2020-21 0% for all students and all numerically significant subgroups	All Students: 1.0% EL: 0% SED: 1.6% SWD: 1.9% Asian: 0% Black/Af Am: 0% Hispanic/Latino: 0.7% Two or More Races: 0% White: 1.2% Data Year: 2021-22 Data Source: CA Dashboard	All Students: 0.7% EL: 0% SED: 1.3% SWD: 1.5% Asian: 2.3% Black/Af Am: 0% Hispanic/Latino: 0% Two or More Races: 0% White: 0.6% Data Year: 2022-23 Data Source: CA Dashboard	<1% Data Year: 2022-23
Expulsion rate for all students and all numerically significant subgroups Source: Data Quest	19-20 0%	2020-21 0% for all students and all numerically significant subgroups	0% Data Year: 2021-22 Data Source: DataQuest Expulsion	0% Data Year: 2022-23 Data Source: DataQuest Expulsion	0% Data Year: 2022-23

<p>Family survey: % who feel safe and connected at school</p> <p>Source: Local</p>	<p>20-21: Safe: I feel like a valued and welcomed member of the New School SF community: 88%</p> <p>My concerns and comments are heard by educators and staff at New School SF: 83.5%</p> <p>Connected: New School SF reflects my culture and beliefs: 90.3%</p> <p>The school provides opportunities for my family to engage with the school community: 81.4%</p>	<p>Safe: My supervisor, or someone at work, seems to care about me as a person: 4.66 out of 5</p> <p>At work, my opinions seem to count: 3.87 out of 5</p> <p>Connected: The mission or purpose of my organization makes me feel my job is important: 4.4 out of 5</p> <p>I feel like the organization cares about my health and safety: 3.81 out of 5</p> <p>Data Year: 2021-22</p>	<p>Safe: My supervisor, or someone at work, seems to care about me as a person: 4.55 out of 5</p> <p>At work, my opinions seem to count: 3.937 out of 5</p> <p>Connected: The mission or purpose of my organization makes me feel my job is important: 4.38 out of 5</p> <p>On a scale of 1 to 5, please rate your sense of belonging at New School: 3.58 out of 5</p> <p>Data Year: 2022-23 Data Source: Staff Survey</p>	<p><u>Safe:</u> I feel like a valued and welcomed member of the New School SF community: 81.8%</p> <p>My concerns and comments are heard by educators and staff at New School SF: 75.4%</p> <p><u>Connected:</u> New School SF reflects my culture and beliefs: 78.2%</p> <p>The school provides opportunities for my family to engage with the school community: 78.6%</p> <p>Data Year: 2023-24 Data Source: Family Survey</p>	<p>80% on all questions</p> <p>Data Year: 2023-24</p>
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<p>Staff survey: % who feel safe and connected at school</p> <p>Source: Local</p>	<p>20-21: Safe: My supervisor, or someone at work, seems to care about me as a person: 4.57 out of 5 3.93 out of 5 At work, my opinions seem to count: 3.93 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.35 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 3.69 out of 5</p>	<p>Safe: My supervisor, or someone at work, seems to care about me as a person: 4.66 out of 5 At work, my opinions seem to count: 3.87 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.4 out of 5 I feel like the organization cares about my health and safety: 3.81 out of 5 Data Year: 2021-22</p>	<p>Safe: My supervisor, or someone at work, seems to care about me as a person: 4.55 out of 5 At work, my opinions seem to count: 3.937 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.38 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: 2022-23 Data Source: Staff Survey</p>	<p><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 Data Source: Staff Survey</p>	<p>3.5 out of 5 on all questions Data Year: 2023-24</p>
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<p>Student survey: % who feel safe and connected at school</p> <p>Source: Local</p>	<p>18-19:</p> <p>Safe & Connected</p> <p>The 3rd dimension of the survey focused on 'Student Interactions' and provides data from staff regarding our students' sense of safety and connectedness: 3.93</p> <p>The 5th dimension of the survey focused on 'Discipline,' and staff indicated that NSSF students are building a strong sense of classroom community: 4.27</p> <p>The 7th dimension of the survey focused on 'Attitude and Culture' and indicated that NSSF students feel supported at their school: 3.93</p>	<p>School safety: 70%</p> <p>Sense of belonging: 68%</p> <p>Student-teacher relationships: 74%</p> <p>Rigorous expectations: 78%</p> <p>Fairness: 77%</p> <p>Diversity and inclusion: 87%</p> <p>Cultural awareness and action: 70%</p> <p>Data Year: 2021-22</p>	<p>Safe and Connected: 66%</p> <p>Data Year: 2022-23</p>	<p>Safe and Connected: 71%</p> <p>Data Year: 2023-24</p>	<p>3.5 out of 5 on all questions</p> <p>Data Year: 2023-24</p>
<p>Chronic Absenteeism Rate for all students and all numerically significant subgroups</p> <p>Data Source: Dataquest</p>	<p>19-20</p> <p>0.7%</p>	<p>2020-21</p> <p>All Students: 18.9%</p> <p>SED: 32.1%</p> <p>EL: 23.1%</p> <p>SWD: 43.3%</p> <p>Hispanic/Latinx: 30.1%</p>	<p>All Students: 17.4%</p> <p>EL: 44.7%</p> <p>SED: 36.5%</p> <p>SWD: 21.6%</p> <p>Asian: 8.1%</p> <p>Black/Af Am: 42.9%</p> <p>Hispanic/Latino: 29.2%</p> <p>Two or More Races: 12.1%</p> <p>White: 7.5%</p> <p>Data Year: 2021-22</p> <p>Data Source: CA Dashboard Chronic Absenteeism</p>	<p>All Students: 25%</p> <p>EL: 42.2%</p> <p>SED: 40%</p> <p>SWD: 34.8%</p> <p>Asian: 16.3%</p> <p>Black/Af Am: 42.9%</p> <p>Hispanic/Latino: 37.3%</p> <p>Two or More Races: 15.6%</p> <p>White: 14.1%</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard Chronic Absenteeism</p>	<p><2%</p> <p>Data Year: 2022-23</p>

% of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health Data source: local source	100%	2020-21 100%	100% Data Year: 2022-23 Data Source: Local Indicator	Standard Met Data Year: 2022-23 Data Source: CA Dashboard Chronic Absenteeism	100% Data Year: 2023-24
Facilities in “good repair”	2019-20 SARC: Fair	2020-21: Fair	Fair Data Year: 2021-22 Data Source: SARC	Fair Data Year: 2022-23 Data Source: SARC	Met Data Year: 2023-24
Middle School Dropout Rate (added in 2022)	N/A 2021-22 is the first year with 7th graders	2021-22 is the first year with 7th graders	0% Data Year: 2021-22	0% Data Year: 2022-23	0% Data Year: 2022-23

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation process for our actions to increase student engagement and provide all students and staff with a safe, supportive, and joyful learning environment was successfully planned and executed. In the 2023-24 school year, key factors in achieving our goal hinge on the successful implementation of the following: (2.1) Positive school culture and (2.6) safe and clean facilities have created a clean and safe environment through the implementation of a Positive Behavior Supports and Intervention program using Restorative Practices schoolwide. (2.2) Social Emotional Learning (SEL) is incorporated throughout our core curriculum and through specific SEL curriculum during our daily pod time. To foster a joyful learning environment, we offer a (2.4) broad course of study, including Arts, Technology, and Spanish, complemented by each student completing four Inquiry Arcs (2.3) each year, driven by student choice and voice. These initiatives have significantly contributed to a supportive and enriching educational experience for our students.

Despite these successes, we have struggled with low student attendance rates since the pandemic, reflected in our high chronic absenteeism rate of 17.4%. Specific subgroups such as Two or More Races, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities have even higher rates of chronic absenteeism. Recognizing the critical need for consistent school attendance, we are investing in automatic notices to be sent to families as soon as absences are recorded and when trancies develop. Additionally, we will strengthen our operations team to ensure more family-facing roles and multiple staff members dedicated to regularly communicating with families and providing attendance support. These efforts aim to improve student attendance rates and address trancies proactively

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 minimal differences between budgeted and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions and expenditures under Goal 2 were effective in increasing student engagement and providing all students and staff with a safe, supportive, and joyful learning environment, as evidenced by several key factors.

Actions 2.1 (Positive School Culture), 2.2 (Social Emotional Learning), and 2.6 (Safe and Clean Facilities) work in tandem to support this goal. Our Director of Student Access oversees the implementation of our Positive Behavioral Intervention and Support (PBIS) system, including Tier 1 and 2 supports for students. The incorporation of Restorative Practices further contributes to creating a positive and inclusive school culture, while diligent facilities management ensures a clean and safe campus.

These combined actions create a cohesive environment where students feel valued, supported, and engaged. Our school student surveys verify our effective implementation, showing a 7% increase in students who feel safe and connected at school, now at 71%. Additionally, our low suspension rate, as indicated by a Green Indicator on the CA Dashboard for all students, along with 0% expulsions and a 0% middle school dropout rate, further demonstrate the success of our strategies. Conversely, our family surveys confirm that families feel like valued and welcomed members of the SR community (82%). They also indicate that their concerns and comments are heard by educators and staff (75%), that NSSF reflects their culture and beliefs (78%), and that the school provides opportunities for their family to engage with the school community (79%).

Action 2.3 (The Inquiry Arcs) and Action 2.4 (Broad Course of Study) work together to create an enriching educational experience for all students. By integrating Inquiry Arcs into our enrichment programs in Arts, Physical Education, Technology, and Spanish, we provide a well-rounded education. The Inquiry Arcs, driven by student choice, culminate in presentations three times per year, where students showcase their learning for their families, further enhancing engagement and community involvement.

While our data supports that our strategic actions have fostered a positive school culture, enhanced engagement, and ensured the well-being of our entire school community, our Attendance Initiatives (2.6) continue to present a challenge. Our chronic absenteeism rate remains at 25%, with red indicators on our dashboard for our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students. On a positive note, our student attendance rate increased by 2.5%, with our P-2 rate for the 23-24 school year at 94.73%, demonstrating significant strides in increasing student attendance.

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

Following an analysis of data from the California Dashboard, School Accountability Report Card (SARC), and other local sources, NSSF is refining our the descriptions in our actions to reflect our implementation of our goal to provide all students and staff with a safe, supportive and joyful learning environment that will increase student engagement. Positive school culture action (2.1) will be overseen by the leadership team, social emotional learning (2.2) includes wayfinder curriculum and inclusion of morning meetings and advisory program, in our attendance initiative our operations team will oversee daily attendance tracking to address the need for support in our chronic absenteeism rate. This will include automating attendance notifications to families and providing daily attendance reports to the team.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents involved in schoolwide programs/events Data Source: Parent conference confirmations, school calendar	20-21 100%	2021-22 100%	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2023-24
# of opportunities for decision-making input in the school's programs Data Source: Local school calendar	20-21: 15	2021-22: 20	2 back to school nights 2 middle school family conferences 3 K-5 family conferences 4 ELAC meetings 2 AAPAC meetings 5 Family Communications meetings 5 Family Fundraising meetings 5 Home and School Council Meetings 7- coffee chats with themes e.g.- SPED, Teaching and learning, culture and climate, program specific. Total- 35 Data Year: 2022-23	29 Opportunities for decision-making input in the school's programs 2 Back to School Nights 2 6-8 Family Conferences 3 K-5 Family Conferences 3 ELAC meetings 2 AAPAC meetings 5 Family Communications meetings 5 Family Facilities meetings 4 Home & School Council Meetings 3 Coffee chats with leadership Data Year: 2023-24 Data Source: School Calendar	7 Data Year: 2023-24
% of families responding to family surveys Source: Family Survey	20-21: 85%	2021-22: 80%	226/350 Families - 65% Data Year: 2022-23	57% Data Year: 2023-24 Source: Family Survey	75% Data Year: 2023-24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation process for our actions to develop a welcoming environment and encourage family participation has been highly successful. Families are actively supported to participate in the life of the school and their child’s education through robust family activities, frequent workshops, training, and opportunities for input. In the 2023-2024 school year, our Family Participation (3.1) provided 29 opportunities for inclusion and input on decisions making in the schools programs. These opportunities include our Back to School Nights, Family conferences, ELAC meetings, AAPAC meetings, Family Community meetings, Family facility meetings, Home & School Council Meetings, and Coffee with the leadership meetings. In addition, our Director of Community (3.2) supports our Family Communication (3.3) to ensure NSSF is a diverse welcoming learning environment by utilizing multiple methods of communication to keep parents informed, including emails, text messages, Illuminate, social media, and paper correspondence. This comprehensive approach ensures that families are well-informed and engaged, fostering a strong school-community connection.

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 minimal differences between budgeted and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This effectiveness is evidenced by (insert survey), California Dashboard, tracking of our ADA in the 2023-24 school year, parent feedback and input in decision making, robust community events throughout the school year, feedback from parents, and input from other educational partners.

Our Family Participation, Director of Community, and Family Communication actions were effective as evidenced by 100% of parents involved in schoolwide programs/events; there were a total of 29 opportunities for families to participate and provide decision-making input in the school’s programs through events as varied as Back to School Nights, Family Conferences, and Coffee Chats. We also enjoyed a 57% response rate from families on our family survey, and the results from that survey show that 81.8% of families feel like a valued and welcomed member of the NSSF community, 78% believe NSSF reflects their culture and beliefs, 78% believe the school provides opportunities for their family to engage with the school community and 75.4% believe their comments are heard by educators and staff.

We are very proud of our success engaging with families this year and providing opportunities for families to participate in the school community. Our students can participate regularly in volunteering, school-wide events, a full range of all-school meetings and separate lower elementary / upper elementary / and middle school meetings weekly. Our middle school sports program opened up and we now offer volleyball and basketball at the site.

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

As a result of this analysis, there are changes to the goal metrics, actions or desired outcomes. However, NSSF has identified opportunities to enhance our community by extending diversity, equity, and inclusion work to families, including the creation of affinity groups, to deepen

understanding of our DEI initiatives with students and foster connections among families. We also prioritize hiring staff, both in and outside of classrooms, who reflect the diversity of our school. Additionally, we aim to improve communications and engagement with families regarding school-wide priorities, development, and decision-making by establishing a family education series and expanding the Home & School Council, committees, and coffee chats.

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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 2024-25

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 school in its eighth year. In our inaugural year (2015-2016), we opened our doors with 2 kindergarten and 2 1st grade classes. We have grown a grade every year and will continue to do so until we are a K-12 school. NSSF 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 36.5% students qualify for Free or Reduced Lunch; 12.6% students are English Learners; and 5.2% students are Reclassified Fluent English Proficient. In addition, about 11.3% 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.

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.

Successes

Our instructional model's strength lies in its comprehensive approach, seamlessly integrating rigorous curricula, data-driven insights, and targeted support to achieve academic excellence and foster student success. To improve instructional quality, we adopted curricula such as EL Education and Wiley Blevins' "From Phonics to Reading," which support standards coverage, rigor, teacher sustainability, and alignment with the science of reading. These resources have enriched our teaching methods and significantly enhanced student learning outcomes. Emphasizing data-driven instruction, we partnered with a data consultant to improve data visualization, empowering educators with clearer insights. Additionally, we reinforced the connection between student outcome data and Individualized Learning Plans (ILPs) for both students and staff, ensuring tailored educational strategies and continuous improvement.

As a result, we are proud of the significant increases and indicators on our 2023 CA Dashboard for our academic performance

- Mathematics indicator for all students is blue with an increase of 22.3 points and 20.6 points above standard.
- All student groups in math significantly increased their scores with English Learners 33.9 points, 24.6 points for our Hispanic students, 30 points for our Socioeconomically Disadvantaged Students, 20.9 points for our Students with Disabilities and 21.7 points for our White students
- English Language Arts indicator for all students is green for all students
- ELA increases for our English Learners by 11 points, our Socioeconomically Disadvantaged students by 11.3 points and 6.7 points for our Students with Disabilities
- English Learner Progress increased by 9% with 25.7% making progress towards English Language proficiency
- Standard met for implementation of Academic Standards

Another area of success is our dedication to establishing a safe, supportive, and joyful learning environment that increases student engagement and encourages family participation. Evidence of this success is our green indicator for all students on the 2023 CA Dashboard for our suspension rate, 0% expulsion rate, a robust board course of study, 100% parent involvement in school wide activities and results from our local climate surveys. Highlights from these successes include:

- Families feel like valued and welcomed members of the NSSF community, rating us 4.22 out of 5. They believe their concerns and comments are heard (4.09 out of 5) and feel that our school reflects their cultures and beliefs (4.09 out of 5).
- Families also appreciate the opportunities provided for community engagement, rating us 4.20 out of 5.
- Staff feel cared for by their supervisors, rating this aspect 4.48 out of 5, and believe their opinions count, with a rating of 3.77 out of 5.
- Students reported a strong sense of safety, with 71% rating us 4 or 5 out of 5.
- The highest scores on the Family Climate Survey were for feeling like valued members (4.22 out of 5) and the school providing opportunities for family engagement (4.2 out of 5), both showing increases from the previous year.
- 100% of parents are involved in schoolwide programs and events.
- Every family attended at least two family-teacher conferences to support their child's growth and co-develop and review their Individualized Learning Plans (ILPs)
- In partnership with families, we held all-school celebrations throughout the year to highlight and uplift community members, including events for Latinx Heritage, Black History and Futures, Asian Pacific Islander Desi American Heritage, Muslim Heritage, and Inclusive schools.
- Over 150 families participated in year-round volunteer opportunities, designed to fit diverse family schedules, structures, and resources.
- Enhanced communications with weekly school-wide updates in both English and Spanish, delivered via email, text, or social media.
- Hosted 24 all-school events to engage with the school community, plan, learn, or celebrate together.
- Organized four in-person displays of student learning, allowing families to experience classroom activities firsthand.

These efforts reflect our commitment to creating a nurturing and engaging environment for our students, fostering a sense of community and belonging among families, staff, and students alike.

Challenges

One of our challenges has been chronic absenteeism. On the 2023 CA Dashboard, the NSSF had a Red performance level in chronic absenteeism for all students in addition to a red indicator for our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and our White students. In addition, our data from the 2023-2024 school year demonstrates our attendance declining in the second half of the year, falling below our 2023-24 target. This decline was driven by a small but significant number of students (10-12) who were chronically absent and required more intensive interventions and support to ensure regular attendance. To address this need, our attendance initiative (action 2.5) demonstrates our focused efforts on our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students. We are committed to supporting regular attendance through daily monitoring and engaging with families to determine any necessary support to increase attendance.

In addition, we have identified gaps in assessment outcomes among our subgroups, particularly along lines of race, IEP status, and qualification for free and reduced-price meals. To address these disparities, we will continue to refine our differentiation practices to

effectively meet the diverse needs of all students. Developing and implementing strategies that cater to varied learning styles and abilities is an ongoing priority. We also recognize the need for continued refinement of our assessment suite and data systems, ensuring these tools are effective and comprehensive for accurately tracking student progress and informing instructional practices.

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: 3/28, 4/25, 5/30 and 6/20.
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: 2/28, 3/8, 5/23. 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:

2024-2025 Goal 1: Families at our school consistently emphasize the importance of hiring and retaining excellent teachers, as they recognize the profound impact that skilled educators have on student achievement. They also advocate for maintaining a low student-teacher ratio, understanding that personalized attention is key to student success. In addition to family input, our staff is deeply committed to enhancing the educational experience for all students. They see the value in increasing compensation for educators, believing it is essential for attracting and retaining top talent. The positive impact of the EL Curriculum on student outcomes and teacher sustainability is evident, and staff members are dedicated to further investment in coaching and professional development. This includes building the capacity to differentiate instruction and meet the diverse learning needs of our students. Efficiency and sustainability are also priorities for our staff, who seek improved systems and processes to better support their work. They find meaning and purpose in the school's mission, vision, and anti-racist practices, which guide their daily efforts and long-term goals.

2024-2025 Goal 2: Families and students prioritize our inquiry-based learning model, recognizing it as essential for fostering curiosity and critical thinking. They also attribute the low student-teacher ratio to a strong sense of belonging and academic readiness, emphasizing the importance of personalized attention. However, there is a clear desire for improvements in school facilities to create a more welcoming and conducive learning environment. Students also prioritize enrichment, leadership, and extracurricular opportunities, such as the arts, sports, and student council, as crucial for their development.

Our staff is committed to proactively enhancing the school culture and climate, advocating for continuous reinforcement of our values of inclusivity and respect. They see co-teaching as beneficial, leading to improved student outcomes through tailored instruction. Additionally, staff members appreciate the school's leadership, especially the program leads, for their role in fostering a supportive community

2024-2025 Goal 3: Parents have provided insightful feedback on their involvement in the school, highlighting several key areas for improvement. While families appreciate the current communications, they would like them to be more streamlined for better efficiency and clarity. Authentic engagement and community building are top priorities for parents, as they value meaningful interactions and a strong sense of community within the school. Additionally, families emphasize the importance of diversifying the school team, with greater representation of staff of color to reflect the diversity of the student body. They also suggest starting committees, councils, and volunteer opportunities earlier in the year to maximize participation and impact.

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 <i>Source: CA Dashboard</i>	All students: 69.1% English Learners 35.1% SED: 47.5% Asian: 93.1% Black: 68.8% Hispanic/Latinx: 50% White: 76.6% Two or More Races: 80.8% Data Year: 2022-23			All students: 80% English Learners: 50% SED: 68% Asian: 94% Black: 73% Hispanic/Latinx: 69% Two or More Races: 83% White: 80%	N/A for 2024
1.2	CAASPP % meeting/exceeding Math standard for all students and all numerically significant subgroups <i>Source: CA Dashboard</i>	All students: 60.7% English Learners 18.9% SED: 37.8% Asian: 93.1% Black: 37.5% Hispanic/Latinx: 37% White: 73.3.0% Two or More Races: 73.1% Data Year: 2022-23			All students: 79% English Learners: 25% SED: 40% Asian: 95% Hispanic/Latinx: 47% White: 80% Two or More Races: 75% Data Year: 2022-23	N/A for 2024
1.3	% of total and EL teachers credentialed and properly assigned <i>Data Source: SARC</i>	70.83% fully credentialed and effective per ESSA Data Year: 2022-23			100% fully credentialed 0 teachers misassigned	N/A for 2024

1.4	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home <i>Data Source: SARC</i>	100% Data Year: 2023-24 Data Source: SARC			100%	N/A for 2024
1.5	% of all adopted state content standards are implemented, including ELD standards. <i>Data Source: Local Indicator</i>	100% Data Year: 2023-24			100%	N/A for 2024
1.6	EL Reclassification Rates <i>Data Source: DataQuest Annual Reclassification</i>	Data Not Available Data Year: 2023-2024			10%	N/A for 2024
1.7	English Learner Progress Indicator: % of English Learners improving <i>Source: CA Dashboard</i>	25.7% Making Progress Increased 9% Data Year: 2022-23			45%	N/A for 2024
1.8	CA Science (CAST): % of students met/exceeded standard <i>Source: Dataquest</i>	5th Grade: 57.14 % Met or Exceeded 8th Grade: 43.75 % Met or Exceeded Data Year: 2022-23			60%	N/A for 2024
1.9	Professional Development opportunities <i>Source: SARC</i>	100% Data Year: 2022-23			100%	N/A for 2024

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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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	<div>NSSF will prioritize innovative teacher collaboration to differentiate student support, including co-teaching where possible.</div> <ul style="list-style-type: none">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 studentsLow Student to Staff Ratio	\$125,631	No

1.2	Professional Development	<p>Leadership teamDirector of Curriculum facilitates all professional development, curriculum development, and teacher co teaching and management.</p> <p>3 weeks1 month summer PD</p> <ul style="list-style-type: none"> • Curriculum: Cognitively Guided Instruction (CGI), and Eureka Math, and Open Up Resources: MathEngage NY, EL EducationBalanced 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 <p>Leadership teamInstructional Coach facilitates professional development, conducts classroom observations, and provides coaching to all teachers.</p> <p>Minimum of 115 daily minutes of planning time while students are in Spanish, PE, Art and/or Music for:</p> <ul style="list-style-type: none"> • Grade Level Collaboration • Instructional Rounds and Peer Coaching • Data reflection and Individualized Learning Plan (ILP) development • Student Success Team meetings • Curriculum Development 	\$391,167	No
1.3	Special Education	<p>Director of Special Education</p> <ul style="list-style-type: none"> • Provides teacher professional development for inclusion practices and oversees all tier 3 supports time • Oversees special education program 	\$1,446,309	No

1.4	Curriculum and Instructional Materials	<p>Students will have access to high-quality curriculum and instructional materials to engage in inquiry-based instruction.</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> i. Math Manipulatives ii. Science Materials Supplemental curricular and assessment resources <ul style="list-style-type: none"> i. Online Intervention software ii. Reading A-Z: Classroom libraries iii. Phonics and Word Study resources iv. Bridges Mathematics Intervention curriculum 	\$2,387,530	No
1.5	Assessment and progress monitoring	<ul style="list-style-type: none"> Data and assessment management system NWEA MAP administered 3X a year Curriculum provided unit assessments administered throughout year Edtec Data Services 	\$99,852	Yes
1.6	English Language Development	<ul style="list-style-type: none"> 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 	\$263,244	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 <i>Source: CALADS P-2 Report</i>	93.7% Data Year: 2023-24 Data Source: P1			95%	N/A for 2024
2.2	Suspension rate for all students and all numerically significant subgroups <i>Source: CA Dashboard</i>	All Students: 0.7% EL: 0% SED: 1.3% SWD: 1.5% Asian: 2.3%% Black/Af Am: 0% Hispanic/Latino: 0% Two or More Races: 0% White: 0.6% Data Year: 2022-23 Data Source: CA Dashboard			<1%	N/A for 2024
2.3	Expulsion rate for all students and all numerically significant subgroups <i>Data Source: DataQuest Expulsion</i>	0% Data Year: 2022-23			0%	N/A for 2024

2.4	<p>Chronic Absenteeism Rate for all students and all numerically significant subgroups</p> <p><i>Source: CA Dashboard</i></p>	<p>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%</p> <p><i>Data Year: 2022-23</i></p>			<2%	N/A for 2024
2.5	<p>Family survey: % who feel safe and connected at school</p> <p><i>Source: Local</i></p>	<p><u>Safe:</u></p> <p>I feel like a valued and welcomed member of the New School SF community: 81.8%</p> <p>My concerns and comments are heard by educators and staff at New School SF: 75.4%</p> <p><u>Connected:</u></p> <p>New School SF reflects my culture and beliefs: 78.2%</p> <p>The school provides opportunities for my family to engage with the school community: 78.6%</p> <p><i>Data Year: 2023-24</i></p>			80% on all questions	N/A for 2024

2.6	<p>Staff survey: % who feel safe and connected at school</p> <p>Source: Local</p>	<p><u>Safe:</u></p> <p>My supervisor, or someone at work, seems to care about me as a person: 4.48 out of 5</p> <p>At work, my opinions seem to count: 3.77 out of 5</p> <p><u>Connected:</u></p> <p>The mission or purpose of my organization makes me feel my job is important: 3.99 out of 5</p> <p>On a scale of 1 to 5, please rate your sense of belonging at New School: 3.58 out of 5</p> <p>Data Year: 2023-24</p>			3.5 out of 5 on all questions	N/A for 2024
2.7	<p>Student survey: % who feel safe and connected at school</p> <p>Source: Local</p>	<p>Safe and Connected: 71%</p> <p>Data Year: 2023-24</p>			3.5 out of 5 on all questions	N/A for 2024
2.8	<p>% of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health</p> <p>Source: Local</p>	<p>100%</p> <p>Data Year: 2023-24</p>			100%	N/A for 2024
2.9	<p>Facilities in “good repair”</p> <p>Source: SARC</p>	<p>Fair</p> <p>Data Year: 2022-23</p> <p>Data Source: SARC</p>			Good	N/A for 2024

2.10	Middle School Dropout Rate <i>Source:</i>	0% Data Year: 2022-23			0%	N/A for 2024
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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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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	<ul style="list-style-type: none"> Leadership Team oversees implementation of our Positive Behavioral Intervention and Support system including Tier 1 and 2 supports for students. Restorative Practices 	\$81,437	No

2.2	Social Emotional Learning	<ul style="list-style-type: none"> • SEL Curriculum: Wayfinder, Kimochi and RULER • Pod Time Program/Morning Meeting/Advisory Program <ol style="list-style-type: none"> i. Daily beginning and end of the day ii. SEL, community building, and student readiness 	\$81,437	No
2.3	Inquiry Arcs	<p>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)</p> <ul style="list-style-type: none"> • 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 	\$97,631	No
2.4	Broad Course of Study	<p>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.</p> <ul style="list-style-type: none"> • Technology <ul style="list-style-type: none"> ○ 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) 	431,911	No
2.5	Attendance Initiatives	<p>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.</p> <ul style="list-style-type: none"> • Operations Team oversees daily attendance tracking. • Internal attendance committee reviews attendance data regularly to monitor absences, tardies, and trancies and engages with families to determine how to ensure the child attends school regularly. 	451,094	No
2.6	Safe and Clean Facilities	<p>We will ensure our campus is safe and clean to ensure the safety of our students and staff.</p> <ul style="list-style-type: none"> • Maintenance • Health Protocols to prevent the spread of COVID-19 	397,745	No

Insert or delete rows, as necessary.

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 <i>Data Source: Parent conference confirmations, school calendar</i>	100% Data Year: 2023-24			100%	N/A for 2024
3.2	# of opportunities for decision-making input in the school's programs <i>Data Source: Local school calendar</i>	29 Opportunities for decision-making input in the school's programs Data Year: 2023-24			7	N/A for 2024
3.3	% of families responding to family surveys <i>Source: Family Survey</i>	57% Data Year: 2023-2024			75%	N/A for 2024

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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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	<p>We will facilitate family participation in school activities</p> <ul style="list-style-type: none"> • 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 	\$123,985	No
3.2	Director of Community Engagement	<p>Our Director of Community Engagement is responsible for ensuring New School San Francisco is a diverse welcoming learning environment with strong community relationships.</p> <ul style="list-style-type: none"> • Student recruitment • Enrollment and retention • Out of school time • Family engagement • Community relationships 	\$48,900	No
3.3	Family Communication	<p>We will continue to provide regular communication with all families using Email, text message, social media, and paper correspondence providing the necessary translation services.</p>	\$135,182	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$360,981	\$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
7.544%	0%	\$0	7.544%

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
Goal1 Action 5	NSFF is a diverse community with 36.5% 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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	In 2022-23, 45.8% of English Learners increased a level or maintained at the highest level on the ELPAC.	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

Insert or delete rows, as necessary.

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

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,537,037.00	\$ 6,583,126.40

[illegible]

2023-24 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)
\$ 312,119	\$ 542,037	\$ 546,041	\$ (4,004)	0.00%	0.00%	0.00% - No Difference

[illegible]

2023-24 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)
\$ 564,041	\$ 312,119	0.00%	55.34%	\$ 546,041	0.00%	96.81%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

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

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