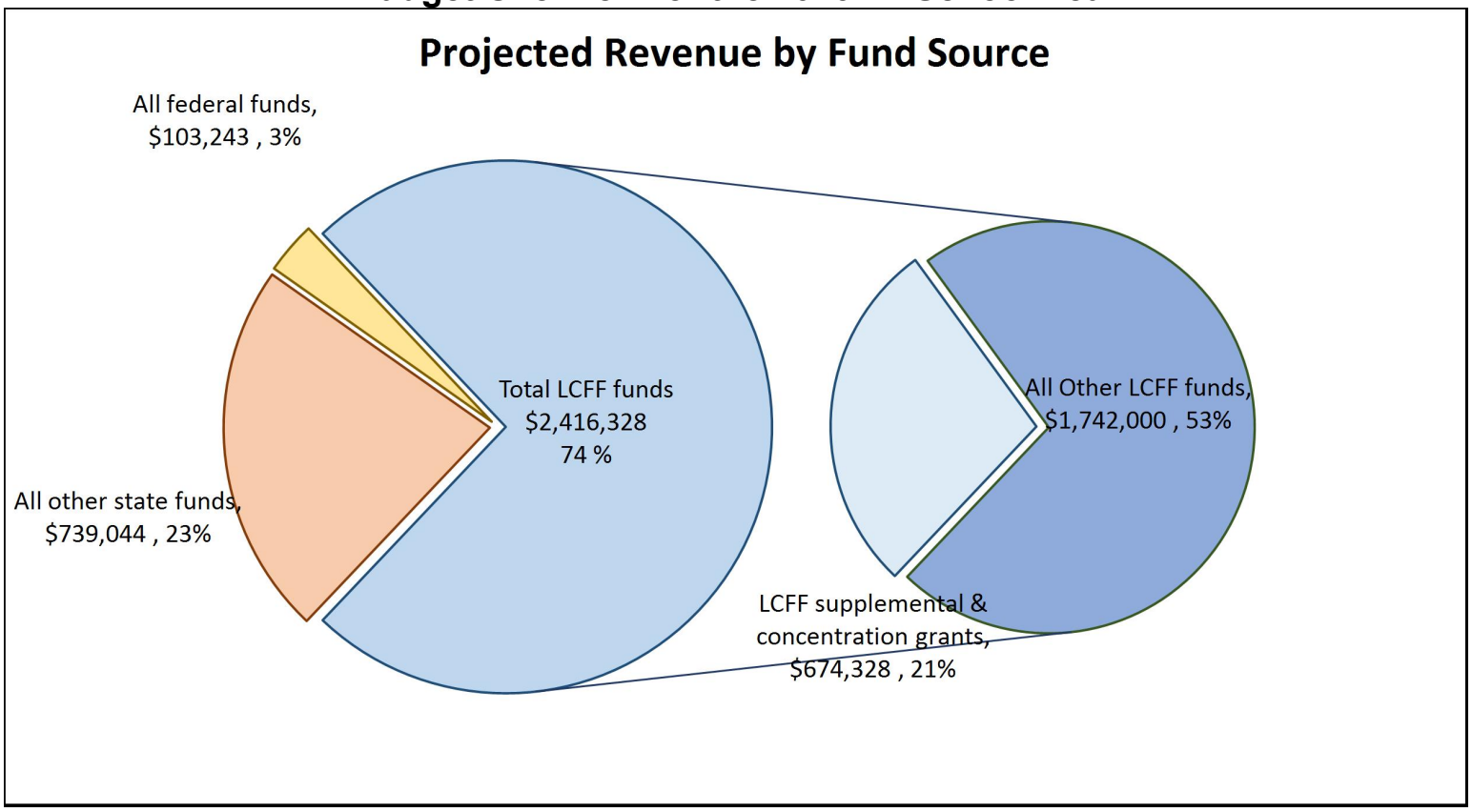
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Hope Charter School
CDS Code: 34 67421 0140178
School Year: 2026-27
LEA contact information:
Herinder Pegany
Executive Director
hpegany@epic-leadership.org
916-746-0181

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

Budget Overview for the 2026-27 School Year

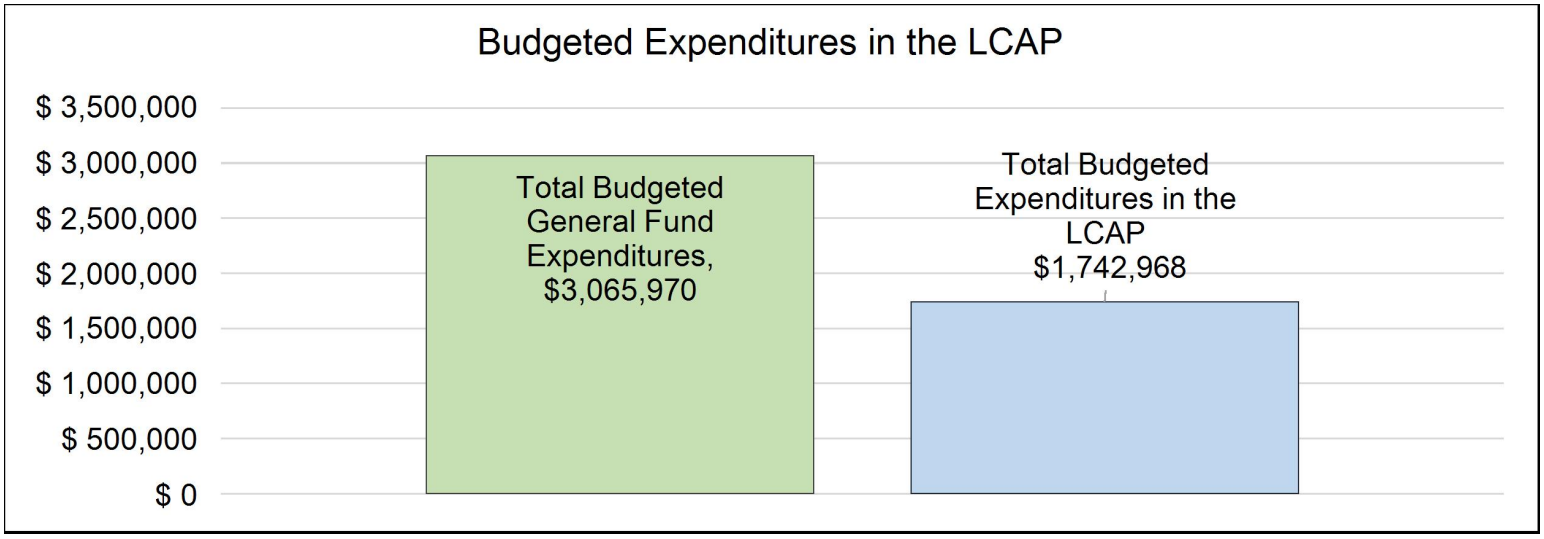


This chart shows the total general purpose revenue New Hope Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Hope Charter School is $3,258,615, of which $2,416,328 is Local Control Funding Formula (LCFF), $739,044 is other state funds, $ is local funds, and $103,243 is federal funds. Of the $2,416,328 in LCFF Funds, $674,328 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 Hope Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Hope Charter School plans to spend $3,065,970 for the 2026-27 school year. Of that amount, $1,742,968 is tied to actions/services in the LCAP and $1,323,002 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

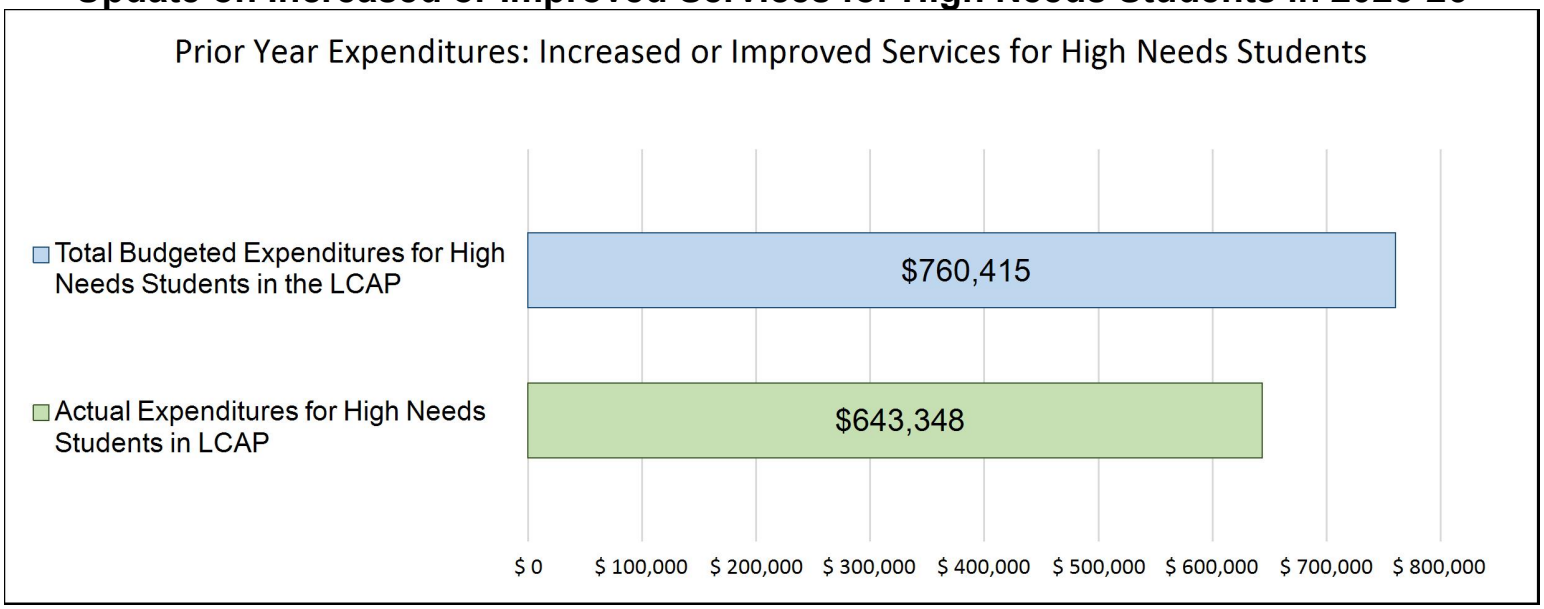
The budgeted expenditures that are not included in the LCAP will be used for the following: facility rent, utilities, legal and accounting
services, consultants, liability insurance, custodial services, transportation, district oversight.

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

In 2026-27, New Hope Charter School is projecting it will receive $674,328 based on the enrollment of Foster Youth, English learner, and low-income students. New Hope Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. New Hope Charter School plans to spend $1,070,477.00 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, New Hope Charter School's LCAP budgeted $760,415 for planned actions to increase or improve services for high needs students. New Hope Charter School actually spent $643,348 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $117,067 had the following impact on New Hope Charter School’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $117,067 was due to a slight decrease in enrollment, however, this did not impact the services provided to our unduplicated populations.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Hope Charter School	Herinder Pegany Executive Director	hpegany@epic-leadership.org 916-746-0181

Plan Summary [2026-27]

General Information

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

New Hope Charter School (NHCS) is an independent, K-8, public charter school that opened in August of 2021. We currently serve approximately 164 scholars in 7th and 8th grade on our campus, which is co-located with Glenwood Elementary School. We are excited to also serve K-6 students through an independent study program. According to the CDE's Data Quest, the school's demographic profile is 37.2% English Learners, 78.7% socioeconomically disadvantaged, 17.1% students with disabilities, 1.8% Homeless youth, 12.2% African American, 69.5% Hispanic, 7.3% White, 7.9% Asian, and less than 3% Filipino, Pacific Islander, and American Indian.

New Hope Charter School is authorized by the Robla School District (RSD), which is located within the city of Sacramento, north of the central city. NHCS and Robla School District leaders have worked diligently and intentionally since 2019 to create a partnership built on relational trust. We have chosen to work collaboratively because this is what is in the best interest of our students and families. Nearly all NHCS students come from the Robla School District's five elementary schools. Students at NHCS and in the five Robla elementary schools come from large multi-family complexes, from tree-lined single family home neighborhoods and from homes with acreage that is also home to horses and sheep. The community houses a number of fast food franchises, gas stations, small businesses and a new drug store. There is no large grocery store, no hospital, no social service agencies, only one city park and no real cultural/community center. The families in Robla are representative of the varied people who live in the state of California. It is a community that is ethnically and racially diverse, linguistically and socio-economically diverse. Children who attend our schools come from homes where families speak a variety of languages. 27.7% percent of our students are English Learners and over twenty languages are present in the community. The challenge of poverty is the reality for many of our families. Approximately ninety percent of our students qualify for free or reduced meals at school. This fact also indicates that these families face the issues that confront all who live in poverty: transportation problems, unemployment, instability

in housing and a lack of access to support resources. Recent data shows that nearly a quarter of the families in the area fit the definition of homeless. Most do not lack housing, but are living in temporary housing, cohabitating with extended family or friends.

Reflections: Annual Performance

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

During the 2025-26 school year, New Hope Charter School demonstrated meaningful progress across several key indicators, particularly in English Language Arts, English Learner progress, and reductions in chronic absenteeism. These gains reflect the school's continued focus on strengthening instructional practices and student supports, while also highlighting targeted areas for continued growth to ensure equitable outcomes for all students.

- Significant ELA Improvement: ELA performance improved by 16.7 points to 56.0 points below standard, receiving a Yellow performance level. English Learners gained 28.1 points to 54.4 points below standard (Yellow), Hispanic students gained 26.1 points to 55.3 points below standard (Yellow), and Socioeconomically Disadvantaged students gained 9.1 points (Yellow). These gains — more than triple the state's average improvement — suggest strengthened ELA instruction is beginning to close the distance to proficiency.
- Strong English Learner Progress: 51.1% of English Learners made progress toward English language proficiency, receiving a Green performance level, which is an increase of 5.7 percentage points and above the state average of 46.4%. Long-Term English Learners achieved an even stronger result, with 56.8% making progress, earning a Blue performance level — an increase of 15.1 points. The LTEL Blue designation is particularly notable given the historic difficulty of accelerating progress for this group.
- Declining Chronic Absenteeism: Chronic Absenteeism for All Students declined by 3.9 points to 21.6%, receiving a Yellow performance level. Students with Disabilities saw a dramatic 16.7-point decline to 13.3% (Yellow). The overall trajectory from 29.2% in 2023 to 21.6% reflects meaningful progress in re-engagement.

While we are encouraged by these areas of success, the 2025 California School Dashboard also highlights important opportunities for growth. These areas will guide continued focus to ensure equitable outcomes for all students:

- Elevated Suspension Rate: The Suspension Rate stands at 10.1%, receiving a Yellow performance level — more than three times the state average of 2.9%. Students with Disabilities had the highest rate at 16.7%, receiving a Red performance level (increased 2.4 points). English Learners (7.1%, Orange), Hispanic students (9.6%, Orange), and Long-Term English Learners (10.3%, Orange) also face elevated rates. While the overall rate declined 2.0 points from the prior year, the magnitude remains concerning and demands continued investment in restorative practices and alternatives to exclusionary discipline.

-Mathematics Achievement Gap: Mathematics performance stands at 114.7 points below standard, receiving an Orange performance level. Long-Term English Learners declined 6.5 points to 155.2 points below standard (Red). Despite a 12.0-point overall improvement, the school remains 72 points further from standard than the state average. The 59-point gap between ELA (56.0 below) and math (114.7 below) underscores mathematics as the school's most urgent academic growth opportunity.

- Chronic Absenteeism Disparities: While overall chronic absenteeism improved, English Learners increased 0.8 points to 15.1% (Orange), and Socioeconomically Disadvantaged students remained elevated at 21.9% (Orange). The improvement in the aggregate masks persistent challenges for specific student groups that require targeted attendance strategies.

Learning Recovery and Emergency Block Grant: New Hope has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 5. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
All Educational Partners	In the development of this year's Local Control and Accountability Plan (LCAP), New Hope Charter School continued to engage deeply with a broad range of educational partners inclusive of teachers, school directors, school staff, families, and students. As we complete the second of our current three-year LCAP cycle, this year's engagement was intentionally focused on reviewing the progress made to date and ensuring that we remain on track to meet our long-term goals. To support this reflection, we maintained our existing survey process to ensure that students, families, and staff continued to have meaningful opportunities to provide input on the LCAP. These surveys gathered feedback on the implementation and perceived impact of our current goals and actions, helping us assess whether we are meeting the needs of our school community. By offering surveys in the spring, we provided all educational partners sufficient time to participate thoughtfully and share perspectives on the progress made in Year 2. The feedback received served as a valuable checkpoint, affirming areas of success while also highlighting opportunities to refine our work moving forward. In addition to the surveys, we conducted in-person engagement sessions with key advisory groups, including the School Site Council (SSC) and English Learner Advisory Committee (ELAC). These meetings created space for open dialogue around our Year 2

Educational Partner(s)	Process for Engagement
	implementation, allowed for reflection on successes and ongoing challenges, and supported the co-development of next steps in our LCAP work. This year's engagement process emphasized continuous improvement. Rather than making large-scale changes, our focus was on validating the alignment between our planned actions and our community's evolving needs. The input received confirmed that our current trajectory is strong, and stakeholders expressed confidence in our ongoing efforts. Overall, this structured engagement reflects our continued commitment to shared decision-making and transparent progress monitoring. It ensures that the LCAP remains a living document—one that reflects the voice of our educational community and drives meaningful, measurable improvements across our school.
Families	We provided the following Family engagement opportunities throughout the development of our new LCAP: • Parent Orientation in the Fall focused on Attendance and Academic Program Expectations • Student-led parent-teacher conferences (Fall and Spring) • Open House in the Fall • Family LCAP Survey in the Spring • SSC/ELAC met in May
Staff/Teachers/Administration	We provided the following engagement opportunities for our staff throughout the development of our new LCAP: • Staff-wide data discussion professional learning day (August, October, November, January, March and April) • Regular staff meetings on Thursdays (early release day on Thursdays) • Teacher Prep Periods focused on data analysis and differentiated instructional strategy preparation • Staff LCAP Survey and Staff LCAP Action reflection meeting in the Spring

Educational Partner(s)	Process for Engagement
Students	We provided the following engagement opportunities for our students throughout the development of our new LCAP: • Growth-goal (academic and character) setting and progress monitoring throughout the school year • Formal and informal feedback during weekly Advisory class • Student-led parent-teacher conferences (Fall and Spring) • Student LCAP Survey in the Spring
Community	• May 4th LCAP Public Hearing at NHCS Board meeting • June 22nd LCAP Presented to NHCS Board for Adoption

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

The development of the 2026–27 LCAP was strongly influenced by feedback gathered from educational partners, including students, families, staff, and community members through surveys, meetings, workshops, and ongoing communication throughout the school year. Overall, educational partner feedback reflected high levels of satisfaction with the school's culture, safety, communication systems, student supports, and family engagement opportunities. Student survey data showed that 92.8% of students reported feeling safe at school, 100% reported feeling a sense of belonging and connectedness to the school community, and 94.4% reported that the school provides the social and emotional support they need. Family survey data also reflected strong positive perceptions, with 96% of families reporting a sense of belonging and connectedness to the school community, 96% reporting that the school listens to family voice and input when making decisions, 93% reporting satisfaction with opportunities for family involvement, and 93% reporting satisfaction with school safety. Staff feedback similarly reflected strong positive perceptions regarding school climate and safety.

Feedback from educational partners directly informed several refinements to the LCAP for the 2026–27 school year. Under Goal 1, staff feedback requesting additional external professional development opportunities resulted in plans to expand outside professional learning opportunities for teachers and staff through increased collaboration with the school's SELPA and other professional learning partners. Additionally, based on educational partner interest in increased enrichment opportunities for students, the school will utilize Proposition 28 funding to expand music programming and enrichment opportunities through Thursday enrichment activities, afterschool programs, and partnerships with outside vendors and community organizations.

Under Goal 2, educational partner feedback emphasized the importance of strengthening student connectedness, peer relationships, proactive supports, and school climate systems. As a result, the school will expand the Student Ambassador Program to provide peer mentoring support for incoming 7th grade students during orientation and throughout the school year. The school will also strengthen implementation of its Multi-Tiered System of Support (MTSS) framework by beginning intervention planning and coordination earlier in the school year to improve consistency and proactive support for students. Additionally, educational partner feedback and data analysis

reinforced the need to continue prioritizing reductions in suspension rates and chronic absenteeism through strengthened implementation of PBIS systems, restorative practices, attendance interventions, and family engagement strategies.

Feedback from families also informed refinements under Goal 3 related to communication systems, accessibility, and family engagement supports. Families expressed interest in additional support accessing school communication and grade monitoring systems, leading the school to plan additional tutorials and hands-on support opportunities for Aequitas Q and ParentSquare during orientation events and family engagement activities. The school will also incorporate dedicated support booths during orientation and Back-to-School Night events to assist families with technology access and communication tools. Additionally, family feedback highlighted a desire for increased workshops and supports for families of students with exceptional needs, resulting in plans to expand informational workshops and improve access to translation support for Spanish-speaking families during IEP meetings.

Overall, educational partner feedback affirmed many of the school's current practices and systems while also helping identify targeted refinements and opportunities to strengthen student supports, family engagement, communication systems, professional learning, and enrichment opportunities as the school enters the final year of the current LCAP cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Performance: Enhance Academic Excellence for all Students Through Standards-Aligned Curriculum and teacher development, Targeted Coaching, and Comprehensive Intervention Programs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The state of California recognizes the CA School Dashboard as a means to measure and communicate student achievement in the areas of mathematics, English language arts, and English language development. Stakeholders across our school community agreed that while necessary, these measures were not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets that our young people need to succeed in school and prepare for future success. As such, a need for local benchmark assessments in grades 7-8 and beyond will be utilized to measure student progress alongside the Dashboard, to capture progress toward meeting our state academic standards.

Additionally, our Academic data as reported by the CA School Dashboard emphasis the need to continue our focus on improving academic outcomes for all students, with an emphasis on our significant student groups as outlined below:

2023 CA School Dashboard:

ELA
All: 72.9 pts below standard (Red)
African American: 92.1 pts below (Red)
English Learners: 94.2 pts below (Red)
Hispanic: 82.9 pts below (Red)
Socioeconomically disadvantaged: 71.1 pts below (Orange)

Math
All: 139.5 pts below standard (Red)
African American: 183.3 pts below (Red)

English Learners: 158.5 pts below (Red)
Hispanic: 141.7 pts below (Red)
Socioeconomically disadvantaged: 138.3 pts below (Red)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Indicator Priority 2 Survey: EL access to CCSS and ELD standards Data Source: Local Indicators	SY 23-24: 4 out of 5 based on the self reflection local indicator survey for ELD standards	SY 24-25: 4 out of 5 based on the self reflection local indicator survey for ELD standards	SY 25-26: 5 out of 5 based on the self reflection local indicator survey for ELD standards	Maintain 4 or above	+1
1.2	ELPI Proficiency Data Source: CA School Dashboard	2023 CA School Dashboard: 53.1% Making Progress. (Green)	2024 CA School Dashboard: 45.5% Making Progress (Orange)	2025 CA School Dashboard: 51.1% Making Progress (Green)	2026 CA School Dashboard: 62%	-2%
1.3	Reclassification Rates Data Source: Internal Calculations	SY 23-24: 17.9%	16.3%	SY 25-26 projected RFEP rate will be 16.9%	15% or above	-1%
1.4	SBAC Distance From Standard (DFS) ELA Data Source: CAASPP SBAC	2023 CA School Dashboard: All: 72.9 pts below standard (Red) African American: 92.1 pts below (Red) English Learners: 94.2 pts below (Red) Hispanic: 82.9 pts below (Red) Socioeconomically disadvantaged: 71.1 pts below (Orange)	2024 CA School Dashboard ELA: All Students: 72.7 pts below (Red) Hispanic: 81.4 pts below (Red) LTEL: 123.6 pts below (Red) SED: 71.7 pts below (Red) SWD: 152.1 pts below (Red) EL: 82.5 pts below (Orange)	2025 CA School Dashboard: All Students: 56 pts below (Yellow) Hispanic: 55.3 pts below (Yellow) LTEL: 91.6 pts below (Orange) SED: 62.5 pts below (Yellow) SWD: 105.9 pts below EL: 54.4 pts below (Yellow)	2026 CA School Dashboard: All: 62.9 pts below standard African American: 82.1 pts below English Learners: 84.2 pts below Hispanic: 72.9 pts below Socioeconomically disadvantaged: 61.1 pts below	All Students: +16.9 points Hispanic: +27.6 points English Learners (EL): +39.8 points Socioeconomically Disadvantaged (SED): +8.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	SBAC Distance From Standard (DFS) Math Data Source: CAASPP SBAC	2023 CA School Dashboard: All: 139.5 pts below standard (Red) African American: 183.3 pts below (Red) English Learners: 158.5 pts below (Red) Hispanic: 141.7 pts below (Red) Socioeconomically disadvantaged: 138.3 pts below (Red)	2024 CA School Dashboard Math: All Students: 126.7 pts below (Orange) Hispanic: 138.3 pts below (Orange) LTEL: 148.7 pts below (Orange) SED: 128.2 pts below (Orange) SWD: 185.31 pts below (Orange) EL: 124.3 pts below (Orange)	2025CA School Dashboard: All Students: 114.7 pts below (Orange) Hispanic: 116.4 pts below (Orange) LTEL: 155.2 pts below (Red) SED: 120 pts below (Orange) SWD: 159.2 pts below (Orange) EL: 120.7 pts below (Orange)	2026 CA School Dashboard: All: 127.5 pts below standard African American: 171.3 pts below English Learners: 146.5 pts below Hispanic: 129.7 pts below Socioeconomically disadvantaged: 126.3 pts below	All Students: +24.8 points Hispanic: +25.3 points English Learners (EL): +37.8 points Socioeconomically Disadvantaged (SED): +18.3 points
1.6	Sufficient Access to Standards-Aligned Instructional Materials Data Source: SARC	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	No difference
1.7	Local Indicator Priority 2 Survey: Implementation of academic standards Data Source: Local Indicators	SY 23-24: 3.9 out of 5	SY 24-25: 3.8	SY 25-26: 4.7 out of 5	4 or above	+.9
1.8	IXL: End of Year Benchmark Assessment using IXL computer-adaptive assessment in ELA Data Source: IXL Assessment	SY 23-24: For Grade 7, in ELA the average Diagnostic level was measured at 595 (each 100 points reps a whole grade level), a growth of 17 points. This represents a growth of +17 points . Grade 8 for ELA was 593, a growth of 10 points	SY 24-25: Students in Grade 7 averaged an ELA measure of 532, grade 8 was 553. This was a growth of 30 points for grade 7 and 9 points for grade 8.	students in grade 7 averaged a 663 level in their IXL ELA level. For Grade 8, this level was 980 which definitely was a strength area for grade 8.	NHC has set a growth target of measuring 750 points by 2028. This would represent that the average diagnostic level of 7th grades in ELA would be grade 7, month 5. For grade 8, our focus for ELA	This was a growth of 68 points for grade 7 and 387 points for grade 8.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					would be 800, which would be Grade 8, month 1.	
1.9	IXL: End of Year Benchmark Assessment using IXL computer-adaptive assessment in Math Data Source: IXL Assessment	SY 23-24: For Grade 7, in Math the average Diagnostic level was measured at 504 (each 100 points reps a whole grade level), a growth of +5 points/ For Grade 8, students level was measured at 472, which was a growth 9 points	SY 24-25: Grade 7 came in at 504 for Math and 644 for Grade 8. For grade 7 this was a growth of 15 points and for grade 8 a growth of 16 points.	Grade 7 came in at 717 which was a growth area and strength for this grade. For 8th grade, their IXL level was 620. The 7th graders this year where stronger than 8th grade with their IXL Math level.	NHC has set a growth target of measuring 700 points by 2028. This would represent that the average diagnostic level of 7th grades in Math would be grade 7, month 1. For grade 8, our focus for ELA would be 750, which would be Grade 7, month 5. While these goals may seem low, we understand students have some catching up to do. Our hope is that through interventions early and getting students coming into Middle School more prepared, this goal is attainable.	For grade 7 this was a growth of 213 points and for grade 8 a growth of 148 points.
1.10	California Science Test (CAST) % Met and Exceeded	2022-23 CAST10.62% Met or Exceeded	2024 CA School Dashboard: All Students: 22.6 pts below standard EL: 21.8 pts below	2025 CA School Dashboard All Students: 43.3 pts EL: 40.3 pts	CAST 20.62% Met or Exceeded	+.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CAASPP Science Test		Hispanic: 23.2 pts below LTEL: 28.7 pts below SED: 23.2 pts below SWD: 29.6 pts below Met or Exceeded All/: 10.15% EL: 0% Hispanic: 6.82% LTEL: 0% SED: 10.72% SWD: 0%	Hispanic: 40.4 pts SED: 42.4 pts 2024-2025 EOY: 10.81% Met or Exceeded		
1.11	Passed All 6 Components of the Fitness Gram Data Source: Fitness Gram	SY 23-24: 96% of 7th grade students who are attending NHC seat time program participated in the PFT this year	SY 24-25: 96.2% of students participated in the PFT for grade 7 this year	97.4% of students participated in the PFT for grade 7 this year.	Maintain 95% and above	+1.4%
1.12	Teacher appropriately assigned and credentialed Data Source: Internal Calculations	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 100%	Maintain 100%	No difference

Goal Analysis [2025-26]

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

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

Overall, the actions under Goal 1 were implemented as planned, resulting in strengthened instructional systems, expanded academic supports, and increased opportunities for student learning. The school successfully provided standards-aligned curriculum, professional development, targeted coaching, and intervention supports that collectively enhanced academic programming and teacher capacity.

A key success was the consistent implementation of professional learning structures, including Professional Learning Communities (PLCs) and multiple professional development days, which supported teachers in deepening their understanding of Common Core instruction and data-driven practices (Action 1.1). Coaching and development systems were also in place, providing teachers with ongoing support to refine instructional practices and better meet the needs of diverse learners (Action 1.3). The addition of outside coaching in Math and Science was particularly valuable and well-received, contributing to stronger instructional alignment in these content areas (Actions 1.2, 1.3).

The school also successfully implemented a rigorous and enriched instructional program, including extended learning opportunities such as summer school, intersession, and tutoring, which provided students with multiple pathways to receive additional academic support (Action 1.2). Intervention systems were in place to support small-group instruction and targeted skill development, ensuring that students had access to differentiated supports aligned to their needs (Action 1.5). Additionally, student-led conferences were a notable success, strengthening connections between students, families, and teachers and increasing engagement in the learning process (Action 1.8).

While implementation was strong overall, several challenges and opportunities for refinement emerged. Feedback indicated a need for more targeted professional development, particularly in the areas of classroom management and supporting students with disabilities (Actions 1.1, 1.7). There is also an opportunity to ensure greater consistency of professional development across subject areas, building on the success seen in Math and Science (Action 1.1). Staff also identified the need for additional time, resources, and support structures to further strengthen instructional practices and classroom environments, including continued development of intervention and support systems (Actions 1.5, 1.7).

In summary, Goal 1 actions at New Hope Charter School were implemented with fidelity and resulted in meaningful improvements to instructional systems and student supports. The school has established a strong foundation and will continue refining professional learning, resource allocation, and support systems to further enhance academic outcomes for all students.

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

No material differences between budgeted and estimated expenditures.

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

The actions implemented under Goal 1 have demonstrated overall effectiveness in improving academic outcomes for students, particularly in English Language Arts, Mathematics, and English Learner progress. Through continued implementation of standards-aligned curriculum and professional learning, rigorous and enriched instructional programming, coaching and teacher development, intervention supports, targeted English Learner supports, and focused student group performance strategies, the school demonstrated notable growth across multiple metrics under goal 1.

In English Language Arts, All Students improved 16.7 points to 56.0 points below standard, maintaining a Yellow performance level and significantly exceeding the statewide average growth of 5.1 points. This growth suggests that the school’s investments in professional

learning around Common Core instruction (Action 1.1), instructional coaching and teacher development (Action 1.3), intervention programming (Action 1.5), and targeted supports for student groups performing below standard (Action 1.8) are positively impacting student achievement outcomes. Several student groups demonstrated especially strong growth in ELA, including English Learners, who increased 28.1 points, Hispanic students, who increased 26.1 points, Long-Term English Learners, who increased 32.0 points, and Students with Disabilities, who increased 46.3 points. These outcomes reflect the effectiveness of targeted ELD instruction and monitoring systems provided through Supports for English Learners (Action 1.6), specialized instructional services for students with disabilities (Action 1.7), and strategic intervention and tutoring opportunities provided through Intervention Programs (Action 1.5) and Student Group Performance supports (Action 1.8).

Mathematics outcomes also demonstrated positive growth and indicate that Goal 1 actions are beginning to improve student performance. All Students improved 12.0 points to 114.7 points below standard, receiving an Orange performance level and outperforming the statewide average growth of 5.2 points. Strong improvement was demonstrated by Hispanic students, who increased 22.0 points, Students with Disabilities, who increased 26.1 points, and Socioeconomically Disadvantaged students, who increased 8.2 points. These gains suggest that the school's focus on rigorous and enriched instructional programming in mathematics (Action 1.2), strategic intervention supports and small-group instruction (Action 1.5), coaching and professional learning for teachers (Action 1.3), and expanded tutoring and support opportunities through Action 1.8 are contributing to improved mathematics outcomes for multiple student groups.

The school also demonstrated strong effectiveness in English Learner outcomes. The English Learner Progress Indicator (ELPI) improved to Green status, with 51.1% of English Learners making progress toward English language proficiency, representing a 5.7 percentage point increase from the prior year after previously being Orange. Long-Term English Learners demonstrated especially strong outcomes, earning a Blue performance level with 56.8% making progress toward proficiency, an increase of 15.1 percentage points. Additionally, 46.7% of English Learners progressed at least one ELPI level in 2025, an increase from 39.5% the prior year. These results demonstrate the effectiveness of Supports for English Learners (Action 1.6), including designated and integrated ELD instruction, ELPAC assessment systems, progress monitoring, and professional development focused on English Language Development standards and instructional strategies. The positive outcomes also suggest that the intervention systems, strategic grouping, and expanded instructional supports implemented through Actions 1.5 and 1.8 are helping multilingual learners make stronger academic and language growth.

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

Based on reflection on prior practice, review of student outcome data, and engagement with educational partners, the school will maintain the overall structure of Goal 1, including its goals, metrics, target outcomes, and actions, as it enters the third and final year of the current LCAP cycle. The school is encouraged by the academic growth demonstrated across English Language Arts, Mathematics, and English Learner Progress outcomes and believes the current systems, instructional supports, and intervention structures are beginning to positively impact student achievement.

While no major changes will be made to the overall goal or action structure, several refinements will be implemented for the 2026–27 school year to further strengthen student opportunities and staff development. In alignment with Rigorous and Enriched Instructional Program (Action 1.2), the school will leverage Proposition 28 funding to expand access to music and enrichment opportunities for students. This work will include incorporating music opportunities into Thursday enrichment programming and afterschool offerings, as well as partnering with additional vendors and community organizations to increase student access to music instruction and arts-based experiences.

Additionally, in response to staff feedback requesting increased access to outside professional development opportunities, the school will strengthen Coaching and Development supports (Action 1.3) by seeking additional external professional learning opportunities for teachers and staff during the 2026–27 school year. This will include expanded collaboration and training opportunities through the school's SELPA and other professional learning partners to further strengthen instructional practices, student supports, and specialized services.
Overall, the school remains committed to continuing the implementation of the current instructional systems, intervention supports, and professional learning structures that are contributing to improved student outcomes as the school enters the final year of the current three-year LCAP cycle.

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	CCSS Implementation & Professional Learning	Provide funding to allow NHCS community to make decisions about what services would best serve students and staff in support of CA Common Core State Standards. Funds will be used to purchase supplemental materials (including classroom library books) to support the Common Core in English Language Arts, and mathematics and ELD; to provide professional development in the Common Core; and to create field trip experiences for students to supplement learning. Funds will provide at least four days of professional development each year to deepen all teachers, including special education and support teachers, knowledge of: effective Common Core instruction in all core subjects (ELA, math, Social studies, Science, English language Development, physical education, etc.); effective use of assessments. effective use of assessments. Utilizing the early-release Thursday schedule to allow for teachers to meet in Professional Learning Communities (PLC's) on a regular basis to extend the professional learning beyond a single day event.	$94,073.00	Yes
1.2	Rigorous and Enriched Instructional Program	Funding to provide context-rich, engaging instruction for all students in Math, Science and Physical Education/Health. A strong program with rigor and support for under-privileged children in these courses provide higher learning opportunities. Provide instrumental music enrichment opportunities to provide access to community-based programs and exposure for under-privileged children to the arts and higher learning opportunities. These programs will be offered	$605,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to ALL students both during school and after school. Research indicates that students who are provided with access to enriching activities perform better on standardized tests. This has been especially evident in underserved populations. Provide an Extended School Year program for Summer School, Fall and Spring Intersession specifically designed to address the needs of students performing below grade level standards.		
1.3	Coaching and Development	NHCS will develop teachers into coaches in order to support classroom teachers in utilizing effective instructional practices that meet student academic and social emotional needs as well as recognize classroom diversity and cultural awareness. Coaches provide professional learning in group and one-on-one settings, with a focus on instructional practices specifically designed to address the needs of English learners, low-income students, and foster youth.	$152,185.00	Yes
1.4	Access to Technology	Provide instructional technology and training for classroom teachers, intervention staff, and students to enhance instruction and learning.	$81,461.00	Yes
1.5	Intervention Program	Provide academic support to allow opportunities for more focused small-group instruction. These paraprofessional staff persons work directly with classroom teachers, and intervention teacher (including our Special Education teacher) to take a focused approach on skill-building areas with students in the areas of core subjects, including Math, ELA, Science and Humanities. We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff and Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of	$116,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pupil learning. Our needs assessment identified academic achievement as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and ELA and Math from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in intervention programs. The metrics used to monitor this action will include: • ELA and Math DFS (by subgroup) • ELPI • CAST This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(B)(i)		
1.6	Supports for English Learners	Provide highly-qualified English Language Development (ELD) Teachers to design, implement and provide Designated and Integrated English language development instruction and assessment. ELD Teachers allow for more focused student groups, additional English language development intervention and the monitoring and support of reclassified EL students that may need additional English and/or academic supports. This work will also include the training and administration of ELPAC Initial and Summative assessment. ELD Coordinator will provide professional learning on the English Language Development standards, effective instructional strategies and English Language Proficiency Assessment for California (ELPAC) administration.	$151,254.00	Yes
1.7	Specialized Services for Students with Disabilities	Provide Specialized Services (Education Specialist, Speech and Language, School Psychologist, Occupational Therapy and Counseling), for students with IEPs. In 2024-25 (18.3%) and 2025-26 (17%) a high percentage of NHCS students have an IEP. In order to provide the best possible opportunities to learn and grow, these funds will be used to provide for each student's unique learning needs.	$246,096.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Focus on Student Group Performance	To effectively support our English Learners (36.5%), Socio-economically disadvantaged (88.4%), and Hispanic students, who placed on the Yellow level on the 2025 CA School Dashboard in ELA and Orange level in Math, based on the Spring 2025 CAASPP, we will incorporate the following actions: Implement a revised academic calendar providing 9 days dedicated to professional learning for teachers and teaching assistants. This ensures robust initial instruction, enhancing their ability to support diverse student needs effectively. We will offer multiple opportunities for students to improve their academic performance through tutoring sessions available during and after school from Monday to Wednesday and on Fridays, with additional weekly tutorials held on Thursdays. Additionally, we will allow students the opportunity to re-take quizzes and tests, aiming to reduce stress and encourage mastery of the material. Our continued focus will be on fostering a positive, welcoming, and safe environment for students, families, and staff, essential for student success and well-being. This will include maintaining clear and consistent communication with parents regarding each student's learning progress through weekly grade checks, which must be signed by a parent and returned to the school, ensuring parental engagement and support. Additionally, in 2025-26, we have implemented Student-Led Conferences, where staff support all students to take ownership of their learning and presenting to their families their learning and character goals, actions and outcomes. We will continue to implement a cohort model where students follow a daily class schedule with the same group, helping to build strong peer relationships and a sense of community. utilize strategic grouping based on individual learning needs to provide targeted support, ensuring that instruction is tailored to help each student succeed. This action plan focuses on improving instructional quality, providing ample academic support, fostering a positive school environment, and ensuring effective communication and strategic interventions to meet the diverse needs of all student groups.	$13,285.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Climate: Provide a culturally responsive learning environment that enables all students to feel physically and emotionally safe, a sense of belonging, and challenged academically.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve student with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. New Hope Charter School identifies that students must first feel safe in order to learn. We utilize a multi-tiered system of support (MTSS) process to continuously monitor and provide services to students with social emotional and mental health needs. The NHCS team, with input from stakeholders, is focused on developing proactive approaches to help students develop coping mechanisms to regulate emotions and learn social skills. Then mental health team, in addition to supporting classroom teachers, provides a variety of mental health services that include group social skill development, individualized counseling and emergency mental health services (suicide prevention assessments/counseling/staff training).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA) Data Source: Internal Calculations	SY 23-24: 92.1% as of June 4th, 2024	SY 24-25: 92.5%	SY 25-26: P2 ADA: 95.25%	93%	+3.15%
2.2	Chronic absenteeism Data Source: CA School Dashboard	2023 CA School Dashboard All: 29.2% (Red)	2024 CA School Dashboard All: 25.4% (Yellow)	2025 CA School Dashboard: All: 21.6% (Yellow)	2026 CA School Dashboard Less than 15% for all student groups	All Students: -7.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 38.3% (Red) English Learners: 16.2% (Orange) Hispanic: 23.8% (Red) SED: 30.9% (Red)	African American: 29.6% English Learners: 14.3% (Yellow) Hispanic: 19.4% (Yellow) SED: 26.3% (Orange) SWD: 30% (Orange) LTEL: 17.5% (Orange)	EL: 15.1% (Orange) SED: 21.9% (Orange) Hispanic: 16.5% (Yellow) LTEL: 12.8% (Yellow) SWD: 13.3% (Yellow)		English Learners (EL): -1.1 percentage points Hispanic: -7.3 percentage points Socioeconomically Disadvantaged (SED): -9.0 percentage points
2.3	Middle School Drop Out Rate Data Source: Internal Calculations	SY 23-24: 0%	SY 24-25: 0%	SY 25-26: 0%	Maintain 0%	No difference
2.4	Suspension Rates Data Source: CA School Dashboard	2023 CA School Dashboard All: 17.2% (Red) African American: 22.9% (Red) English Learners: 17.3% (Red) Hispanic: 14.8% (Red) SED: 17.9% (Red)	2024 CA School Dashboard All: 12.1% (Yellow) African American: 24.1% English Learners: 5.7% (Green) Hispanic: 5.9% (Green) SED: 12.6% (Orange) SWD: 14.3% (Orange) LTEL: 4.7% (Green)	2025 CA School Dashboard: All: 10.1% (Yellow) EL: 7.1% (Orange) SED: 11.1% (Yellow) Hispanic: 9.6% (Orange) LTEL: 10.3% (Orange) SWD: 16.7% (Red)	2026 CA School Dashboard Less than 10% for all student groups	All Students: -7.1 percentage points English Learners (EL): -10.2 percentage points Hispanic: -5.2 percentage points Socioeconomically Disadvantaged (SED): -6.8 percentage points
2.5	Expulsion Rates Data Source: Internal Calculations	SY 23-24: 0%	SY 24-25: 0%	SY 25-26: 0%	Maintain 0%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	% of students who feel safe at school Data Source: Internal Survey	SY 23-24: 54% of Students responded to favorably to the survey question "I feel safe, motivated, and challenged at school."	SY 24-25: 51.7%	SY 25-26: 92.8%	65% or above	+38..8%
2.7	% of students who feel a sense of connectedness Data Source: Internal Survey	SY 24-25 will be baseline data	SY 24-25: 70.6% responded favorably to my school provides the social and emotional support that I need.	SY 25-26: 94.4% responded favorably to my school provides the social and emotional support that I need.	65% or above	+23.8%
2.8	Overall Facility Rating Data Source: SARC	21-22 SARC: Exemplar as reported by Glenwood Elementary	2023-2024 SARC: Overall Rating of Good	2024-2025 SARC: Overall Rating of Good	Good or Exemplary	No difference
2.9	Staff sense of safety and connectedness Data Source: Internal Survey	SY 24-25 will be baseline data	SY 24-25: 100% responded favorably to "I feel a sense of belonging and connectedness to the school community." SY 24-25: 100% of staff responded favorably to "I am satisfied with the level of safety (physical/emotional) at the school."	SY 25-26: 100% of staff responded favorably to "I am satisfied with the level of safety (physical/emotional) at the school." SY 25-26: 100% responded favorably to "I feel a sense of belonging and connectedness to the school community."	65% or above	No difference

Goal Analysis [2025-26]

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

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

All actions associated with Goal 2 were implemented as planned during the 2025–26 school year, with no substantive differences between planned actions and actual implementation. The school continued to prioritize creating a culturally responsive learning environment where students feel physically and emotionally safe, experience a strong sense of belonging, and are supported behaviorally, socially, and academically through implementation of PBIS systems, restorative practices, attendance interventions, mentorship opportunities, and expanded student supports.

Implementation of the Director of Positive Behavioral Interventions and Supports (PBIS) (Action 2.1) continued to strengthen the school's behavioral systems and supports through the use of evidence-based PBIS practices, bullying prevention strategies, conflict resolution supports, and ongoing monitoring of student behavior and attendance data through SWIS systems. While the school continued implementation of PBIS initiatives and attendance incentives, one identified challenge this year was ensuring greater consistency in implementation of PBIS actions across the school, including initiatives such as attendance cohort challenges and incentive systems designed to improve student engagement and attendance. The school also continued implementation of restorative and preventative approaches to student discipline, contributing to the continued reduction of suspensions and ensuring that suspensions remained infrequent and aligned appropriately to the level of intervention needed for student safety and support.

The Student Mentor Program (Action 2.3) demonstrated successful implementation throughout the school year. Expansion of student leadership and peer mentorship opportunities, including the Student Ambassador Program, contributed positively to school culture, student engagement, and peer support systems. These opportunities helped foster stronger student relationships, leadership development, and a more inclusive school community.

Continued development of the school's Multi-Tiered System of Support (MTSS) framework (Action 2.4) remained an important area of focus throughout implementation. The school continued building systems for tiered interventions, family engagement, student support coordination, and professional development in order to strengthen both academic and behavioral supports for students. While the school made progress in solidifying MTSS systems and practices during the current LCAP cycle, this remains an ongoing area of refinement as staff continue strengthening consistency and capacity around implementation.

The Attendance and Suspension System of Support (Action 2.5) remained a significant focus throughout the school year. Building on work initiated through the Differentiated Assistance (DA) process with the Sacramento County Office of Education (SCOE), school leaders continued participating in systems and strategies developed through monthly communities of practice and coaching support focused on improving suspension outcomes and strengthening school climate practices. Through this work, the school continued emphasizing restorative approaches to discipline, preventative interventions, and increased parent engagement in order to address student behavior concerns proactively and reduce reliance on suspension. As a result of these efforts and the school's continued focus on relationship-building and restorative work with students and families, suspension rates continued to decrease significantly.

The school also expanded supports focused on attendance and family engagement. Home visits were conducted to support families and students experiencing attendance or behavioral challenges, and intervention meetings with families of students at risk of chronic absenteeism were implemented to better understand and address barriers to attendance. Student Attendance Review Team (SART) processes continued to support identification of attendance concerns and removal of barriers preventing consistent school attendance. While attendance incentive systems were implemented during the current school year, the school identified an opportunity to strengthen and further systematize strategic attendance incentives moving forward in order to increase student motivation and improve attendance outcomes. Additionally, parent workshops and orientation opportunities continued to strengthen family partnerships and provide families with tools and strategies to support middle school students, including students with learning disabilities, at home.

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

No materials differences between budgeted expenditures and estimated actual expenditures.

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

The actions implemented under Goal 2 have demonstrated overall effectiveness in improving school climate, student connectedness, and student safety outcomes, while also contributing to reductions in suspension and chronic absenteeism rates. Through implementation of PBIS systems (Action 2.1), the Student Mentor Program (Action 2.3), Multi-Tiered Systems of Support (Action 2.4), and the Attendance and Suspension System of Support (Action 2.5), the school continued strengthening systems designed to support positive student behavior, attendance, social-emotional well-being, and culturally responsive school climate practices.

Although suspension rates remain an area of continued focus, the school demonstrated positive progress during the current year. The Suspension Rate declined by 2 percentage points from the prior year, resulting in a Yellow performance level on the California School Dashboard. This improvement suggests that the school's continued implementation of restorative practices, PBIS systems, proactive family engagement, home visits, intervention meetings, and alternatives to suspension through Action 2.5 are helping reduce exclusionary discipline practices and improve student behavioral outcomes. Additionally, the school maintained a 0% Expulsion Rate and a 0% Dropout Rate, reflecting the effectiveness of the school's intervention systems and commitment to keeping students engaged and connected to school.

Attendance outcomes also demonstrated positive improvement. Chronic absenteeism declined from the prior year, and the school's Average Daily Attendance (ADA) rate is currently 95.25%. These outcomes indicate that the attendance intervention systems implemented through Action 2.5, including Student Attendance Review Team (SART) processes, family intervention meetings, attendance recovery opportunities, home visits, and attendance incentive systems, are positively impacting student engagement and school attendance.

Local survey data further demonstrates the effectiveness of Goal 2 actions in strengthening school climate and connectedness. During the 2025–26 school year, 92.8% of students responded favorably when asked if they felt safe at school, while 100% of students responded favorably to the statement, "I feel a sense of belonging and connectedness to the school community." Additionally, 94.4% of students responded favorably to the statement that the school provides the social and emotional support they need. These outcomes suggest that

implementation of PBIS systems (Action 2.1), the Student Mentor Program (Action 2.3), MTSS supports (Action 2.4), and social-emotional and restorative practices are positively contributing to student well-being, connectedness, and school culture.

Staff survey results also reflected strong positive perceptions of school climate and safety. During the 2025–26 school year, 100% of staff responded favorably to the statement, “I am satisfied with the level of safety (physical/emotional) at the school.” This outcome further supports the effectiveness of the school’s ongoing focus on PBIS implementation, restorative approaches, proactive intervention systems, and culturally responsive practices designed to maintain a safe and supportive learning environment for students and staff.

Overall, the data reflects that the actions implemented under Goal 2 have been effective in improving school climate, strengthening student connectedness and safety, reducing suspension and chronic absenteeism rates, and supporting a positive and inclusive school environment.

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

Based on reflection on prior practice, review of Dashboard and local data, and engagement with educational partners, the school will maintain the overall structure of Goal 2, including its actions, metrics, and target outcomes, as it enters the third and final year of the current LCAP cycle. The school is encouraged by the positive progress demonstrated in school climate, student connectedness, reductions in suspension rates, and improvements in attendance outcomes, and will continue strengthening the implementation of existing systems and supports during the 2026–27 school year.

While no major changes will be made to the goal structure, several refinements will be implemented to strengthen current practices. In alignment with the Student Mentor Program (Action 2.3), the school will expand the Student Ambassador Program to provide increased peer mentoring support for incoming 7th grade students during orientation week and throughout the school year. Approximately 10–15 student ambassadors have been identified to support school culture initiatives, assist with welcoming and supporting prospective and incoming students, and provide peer mentorship opportunities for younger students as they transition into middle school.

Additionally, the school will continue strengthening implementation of its Multi-Tiered System of Support (MTSS) framework (Action 2.4) by beginning MTSS planning and coordination earlier in the school year, including during September professional development days and department meetings. This earlier start is intended to improve consistency of implementation, increase proactive intervention planning, and strengthen coordination of academic, behavioral, and social-emotional supports for students.

The school will also continue prioritizing reductions in suspension rates and chronic absenteeism during the 2026–27 school year by further strengthening the implementation fidelity of current PBIS systems, restorative practices, attendance interventions, family engagement strategies, and proactive student support systems currently outlined in Goal 2 actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavioral Interventions and Supports (PBIS)	PBIS is an evidence-based three- tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. PBIS services and programs also address bullying prevention and provide conflict resolution strategies which result in fewer student suspensions.The PBIS program leaders also monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board, as well continue to provide incentives to students with improved attendance. PBIS services and programs also address bullying prevention and provide conflict resolution strategies which result in fewer student suspensions. The school has continued to implement the tracking of information and data related to student behaviors. The SWIS (school wide information systems)has allowed the program and committees to decipher data and come up with actionable steps to continue to serve the unique needs of students at a behavioral, social and academic level.	$3,000.00	Yes
2.3	Student Mentor Program	The aim is to build a robust student mentor program designed to enhance peer support and leadership opportunities. By expanding this program, we seek to increase the number of students who can serve as mentors, providing guidance and support to their peers, fostering a collaborative and inclusive school community, and promoting personal growth for both mentors and mentees.		No
2.4	Multi-Tiered System of Support (MTSS)	Continue to solidify a comprehensive Multi-Tiered System of Support (MTSS) strategy to ensure that all students receive the academic and behavioral support they need to succeed. Through ongoing assessment, tiered interventions, family engagement, professional development, and evaluation, we will create a supportive and inclusive learning environment for every student. While NHCS did not fully implement MTSS processes in the 2023-2024 school year, throughout the new LCAP cycle, the team will move forward with building out this process, solidifying our systems, and	$198,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increasing professional development. This will need support from a teacher coordinator/additional time for admin. This could be a stipend created for a teacher who is willing to take some of these responsibilities on to be the point person for the MTSS process and the intervention that is necessary to address student needs.		
2.5	Attendance and Suspension System of Support	NHCS leaders completed the Differentiated Assistance (DA) program through the Sacramento County Office of Education (SCOE) due to NHCS results on various categories on the 2022-23 CA School Dashboard. The DA program provided NHCS leaders the opportunity to join a community of practice with monthly meetings with other charter school leaders to share best practices on school improvement strategies. In addition to these monthly meetings, NHCS leaders met monthly with an expert coach from SCOE to better understand the causes of our focus area for improvement (Suspension Rates). With this focus, the NHCS leadership team was able to make significant progress in the area of suspension rates. We have already cut suspension rates in half. While some of this is a direct result of our focus goals in the Directed Assistance Monthly goal setting meetings, it is also due in part to the schools focus on working with parents, and doing much restorative work with students that help to rectify issues that have come up with student discipline where there may be alternatives to suspension. In 2023-24, these deliberate actions, and more preventative work with students, helped to decrease the suspension rates for the academic year. In 2024-25 and 2025-26, NHCS will build on the strategy of parent engagement and education with an orientation at the beginning of the year and then ongoing workshops to build parents' skills (including strategies for parents to support students with learning disabilities). These workshops will help build a connection with parents as well as knowledge and tools to work with middle school students at home. • Home visits are also incorporated to support families and students. • Intervention meetings with families for students at risk of chronic absenteeism have occurred. • Incentive plans for students to increase attendance will be implemented going into next year. While some of this was done, more strategic incentives will help with attendance. • Student Attendance Review Team --- breaking barriers of preventing students from attending school.	$44,216.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent Involvement: Increase parent, family, and community involvement in the education of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students whose parents are involved in their education get better grades and have higher test scores. A study of parents highly involved in the educational process showed that their children were more likely to improve in reading and math. This remains true as students move into and through the middle school grades. Studies have also shown that kids are less likely to skip school, less disruptive in class, and more likely to do their homework when their parents are involved. Stakeholder engagement activities such as committee meetings and parent surveys assist in the identification of parent workshop topics.

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 families that feel a sense of belonging & connectedness to the school community Data Source: Internal Calculations	SY 23-24: 78% of families responded favorably to the survey question "I feel a sense of belonging and connectedness to the school community"	SY 24-25: 89% responded favorably to the question "I feel a sense of belonging and connectedness to the school community."	SY 25-26: 96% responded favorably to the question "I feel a sense of belonging and connectedness to the school community."	85% or above	+18%
3.2	% of families that agree that the school listens to family voice and input when making decisions	SY 23-24: 100% of families responded favorably to the survey question "The school listens to family voice	SY 24-25: 90% responded favorably to the question "The school listens to family voice and	SY 25-26: 96% responded favorably to the question "The school listens to family voice and	Maintain 90% and above	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Calculations	and input when making decisions."	input when making decisions."	input when making decisions."		
3.3	% of Families that are satisfied with the level of physical and emotional safety Data Source: Internal Calculations	SY 23-24: 100% of families responded favorably to the survey question "I am satisfied with the level of safety at the school."	SY 24-25: 89% responded favorably to the question "I am satisfied with the level of safety (physical/emotional) at the school."	SY 25-26: 93% responded favorably to the question "I am satisfied with the level of safety (physical/emotional) at the school."	Maintain 90% and above	-7%
3.4	Opportunities for family involvement Data Source: Internal Calculations	SY 23-24: Parent check in and Info Night, Cyber Safety Workshop, Orientation Night, parent conferences, 8th grade Promotion, HS Info Night	SY 24-25: 90% responded favorably to the question "I am satisfied with the amount of opportunities provided to families to participate in school activities and programs."	SY 25-26: 93% responded favorably to the question "I am satisfied with the amount of opportunities provided to families to participate in school activities and programs."	75% of parents who attend at least 2 events.	+3%

Goal Analysis [2025-26]

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

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

All actions associated with Goal 3 were implemented as planned during the 2025–26 school year, with no substantive differences between planned actions and actual implementation. The school continued to prioritize increasing parent, family, and community involvement through workshops, communication systems, family engagement events, and targeted parent education opportunities designed to strengthen school-home partnerships and support student success.

Parent Empowerment Workshops (Action 3.1) continued throughout the school year and provided families with opportunities to engage with staff, receive information and resources, and strengthen their ability to support students academically, behaviorally, and socially. Workshops and family engagement events held in the evenings with meals continued to support increased parent participation and relationship-building among families and staff. Successful events included Back-to-School Night, Drug Prevention Night, and informational meetings for incoming

families, which provided parents with opportunities to better understand school expectations, available supports, and transition steps for future school years. The school also continued implementation of parent engagement and educational workshops designed to strengthen family partnerships and provide strategies to support middle school students and students with disabilities at home.

Parent Training for Students with Disabilities (Action 3.2) continued through meetings, resources, and support opportunities focused on strengthening school-home connections and supporting students' social-emotional wellness and academic success. One identified challenge during implementation was coordinating interpretation services for Spanish-speaking families during IEP meetings. At times, the need for Spanish translators created scheduling difficulties for IEP teams and families, which the school identified as an area for continued improvement moving forward.

Parent Communication systems (Action 3.3) continued through the use of multiple communication platforms, including TalkingPoints, ParentSquare, the NHCS website, school websites, Aequitas Q, and social media outreach efforts. The school experienced success with social media engagement and school visits, with student leaders and returning alumni actively supporting school tours and outreach opportunities. Student-led conferences were also a successful implementation highlight, with strong parent attendance and increased student motivation and leadership, including interest in becoming student ambassadors for New Hope.

The school also continued supporting students and families through independent study options utilizing Edgenuity asynchronous curriculum supports for students with academic or behavioral needs in order to help students remain on track academically while receiving additional support and flexibility.

Areas identified for continued growth included strengthening parent outreach and improving alignment between workshop schedules and parent availability. The school also identified the need to improve parent awareness and utilization of Aequitas Q parent access tools, as several families reported during student-led conferences that they were relying primarily on student grade check forms rather than accessing information directly through the parent portal. Overall, implementation of Goal 3 actions strengthened family engagement opportunities, communication systems, school-home partnerships, and community involvement while also identifying areas for continued refinement and increased accessibility.

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

No materials differences between budgeted expenditures and estimated actual expenditures.

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

The actions implemented under Goal 3 have demonstrated strong effectiveness in increasing parent, family, and community involvement and strengthening school-home partnerships. Through implementation of Parent Empowerment Workshops (Action 3.1), Parent Training for Students with Disabilities (Action 3.2), and expanded Parent Communication systems (Action 3.3), the school demonstrated continued positive outcomes across multiple family engagement and school climate metrics during the 2025–26 school year.

Family survey results indicate that parents and families continue to feel highly connected to the school community and supported by the school environment. In 2025–26, 96% of families responded favorably to the statement, “I feel a sense of belonging and connectedness to the school community,” an increase from 89% in 2024–25 and 78% at baseline. These outcomes suggest that the school’s continued investment in family engagement events, parent workshops, student-led conferences, school visits, and communication systems through Parent Empowerment Workshops (Action 3.1) and Parent Communication (Action 3.3) have been effective in strengthening school connectedness and family partnership.

The school also demonstrated strong outcomes related to family voice and engagement in decision-making. During the 2025–26 school year, 96% of families responded favorably to the statement, “The school listens to family voice and input when making decisions.” While this reflects a slight decline from 100% at baseline, the school maintained strong overall positive perceptions in this area. These results indicate that the school’s ongoing communication systems, family meetings, workshops, and opportunities for parent involvement implemented through Actions 3.1 and 3.3 continue to support meaningful family engagement and collaboration.

Family perceptions of school safety also remained strong. In 2025–26, 93% of families responded favorably to the statement, “I am satisfied with the level of safety (physical/emotional) at the school.” This reflects continued strong family confidence in the school’s safe and supportive learning environment and aligns with the school’s broader efforts around PBIS, restorative practices, student supports, and positive school culture initiatives implemented across Goals 2 and 3.

Additionally, opportunities for family involvement and participation in school activities continued to demonstrate positive outcomes. In 2025–26, 93% of families responded favorably to the statement, “I am satisfied with the amount of opportunities provided to families to participate in school activities and programs,” an increase from 90% in 2024–25. These results suggest that family engagement events such as Back-to-School Night, Drug Prevention Night, orientation meetings, student-led conferences, workshops, and school outreach efforts have been effective in increasing parent participation and strengthening family-school partnerships through Parent Empowerment Workshops (Action 3.1).

Overall, the data reflects that the actions implemented under Goal 3 have been effective in increasing family engagement, strengthening school-home communication, improving family connectedness, and fostering a positive and collaborative school community.

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

Based on reflection on prior practice and engagement with educational partners, the school will maintain the overall structure of Goal 3, including its actions, metrics, and target outcomes, as it enters the third and final year of the current LCAP cycle. Survey results and participation data indicate that current family engagement and communication systems are positively supporting school-home partnerships, family connectedness, and parent involvement opportunities.

While no major changes will be made to the overall goal or action structure, the school identified several refinements that will strengthen accessibility and communication for families during the 2026–27 school year. In response to family feedback, the school will provide additional support for parents and guardians in accessing and utilizing the Aequitas Q parent portal, including log-in tutorials and hands-on

support opportunities during parent orientation events and other family engagement activities. The school also plans to incorporate dedicated booths or classrooms during orientation and Back-to-School Night events where families can receive assistance accessing ParentSquare and Aequitas Q systems. Staff also identified opportunities to expand parent-led workshops in order to strengthen family-to-family support and engagement.

Additionally, the school will expand informational workshops and supports for families of students with exceptional needs through Parent Training for Students with Disabilities (Action 3.2). While one workshop was provided during the current school year, the school plans to increase these opportunities during 2026–27 and continue strengthening resources and communication for families. In response to identified challenges during IEP meetings, the school will also work to improve access to specialized translation support for Spanish-speaking families in order to strengthen communication and reduce scheduling barriers during IEP processes.

Overall, the school will continue refining and strengthening existing family engagement, communication, and parent support systems while maintaining the successful practices currently contributing to strong family connectedness and engagement outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education and Workshops	Provide training/education for parents and school community groups on the importance of attendance for academic achievement. Workshops provided in the evening with a meal have allowed greater parent involvement and the opportunity to connect parents with prominent educational and community figures. In 2024-25, NHCS continued to implement strategies to engage staff, students and parents to decrease suspension rates. In 2025-26, NHCS will build on the strategy of parent engagement and education with an orientation at the beginning of the year and then ongoing workshops to build parents' skills (including strategies for parents to support students with learning disabilities). These workshops help build a connection with parents as well as knowledge and tools to work with middle school students at home.		No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Training for Students with Disabilities	Provide training/education for parents of students with disabilities on the topics of supporting student social emotional wellness and the importance of the school-home connections for student achievement, specific for students with exceptional needs.	$23,611.00	Yes
3.3	Parent Communication	Provide multiple approaches to communication with parents, including the TalkingPoints text messaging system, the NHCS website, school websites and Aequitas Q student information system, and explore engagement through social media with the assistance of a social media consultant. Additionally, in 2025-26, NHCS has implemented Student-Led Conferences, where staff support all students to take ownership of their learning. During Fall and Spring conferences, students present to families their learning and character goals, actions and outcomes.	$13,216.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$674,328	$$ 369,130

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
38.710%	0.000%	$0.00	38.710%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CCSS Implementation & Professional Learning **Need:** Our English learners and socioeconomically disadvantaged (SED) students have historically performed below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	The action to provide services supporting the CA Common Core State Standards (CCSS) by purchasing supplemental materials, offering professional development, and creating enriched learning experiences such as field trips is principally directed towards meeting the needs of unduplicated students, including English Learners, foster youth, and low-income students. Our students often face additional barriers to achieving academic success, and targeted support in areas like English Language Arts (ELA), Mathematics,	Metric 1.4: SBAC ELA Metric 1.5: SBAC Math Metric 1.8: IXL ELA Metric 1.9: IXL Math

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
	ELA All Students: 72.9 pts below EL Students: 94.2 pts below SED Students: 71.1 pts below Math All Students: 139.5 pts below EL Students: 158.5 pts below SED Students: 138.3 pts below **Scope:** LEA-wide	and English Language Development (ELD) can help bridge these gaps. Supplemental materials, including classroom library books and field trips, provide diverse learning opportunities that cater to various learning styles and help make the curriculum more accessible and engaging. Professional development for teachers, including special education and support staff, ensures that educators are equipped with effective strategies for CCSS-based instruction and assessments, directly addressing the unique challenges faced by our student body. By implementing these actions on a school-wide basis, all students benefit from enriched resources and improved teaching practices, fostering a more inclusive and supportive learning environment. This holistic approach not only meets the specific needs of unduplicated students but also enhances the overall educational experience for the entire student body, leading to broader academic improvement and success. The focus on professional learning communities (PLCs) further extends the impact of professional development, allowing for continuous, collaborative teacher learning that benefits all students throughout the year.	
1.2	**Action:** Rigorous and Enriched Instructional Program **Need:** Our English learners and socioeconomically disadvantaged (SED) students have historically performed below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	This action is provided on a schoolwide basis because unduplicated pupils comprise a significant percentage of the school's enrollment and are expected to benefit from the services at a rate equal to or greater than all students. Access to rigorous, engaging instruction in Mathematics, Science, Physical Education/Health, instrumental music, and extended learning opportunities addresses identified academic and enrichment	Metric 1.4: SBAC ELA Metric 1.5: SBAC Math Metric 1.8: IXL ELA Metric 1.9: IXL Math

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
	ELA All Students: 72.9 pts below EL Students: 94.2 pts below SED Students: 71.1 pts below Math All Students: 139.5 pts below EL Students: 158.5 pts below SED Students: 138.3 pts below **Scope:** LEA-wide	needs that disproportionately affect English learners, low-income students, and foster youth. These students often have less access to enrichment experiences, arts education, and additional academic support outside of school. By providing high-quality core instruction, music enrichment opportunities, and targeted extended learning programs such as Summer School and Fall and Spring Intersessions, the school increases access to challenging coursework, enrichment experiences, and academic interventions designed to accelerate learning and close achievement gaps. Offering these services schoolwide promotes equitable access while ensuring that unduplicated pupils receive meaningful benefits that support improved academic achievement, engagement, and college and career readiness.	
1.3	**Action:** Coaching and Development **Need:** Our English learners and socioeconomically disadvantaged (SED) students have historically performed below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 72.9 pts below EL Students: 94.2 pts below SED Students: 71.1 pts below Math All Students: 139.5 pts below EL Students: 158.5 pts below	Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	Metric 1.4: SBAC ELA Metric 1.5: SBAC Math Metric 1.8: IXL ELA Metric 1.9: IXL Math

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
	SED Students: 138.3 pts below **Scope:** LEA-wide		
1.4	**Action:** Access to Technology **Need:** Our English learners and socioeconomically disadvantaged (SED) students have historically performed below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 72.9 pts below EL Students: 94.2 pts below SED Students: 71.1 pts below Math All Students: 139.5 pts below EL Students: 158.5 pts below SED Students: 138.3 pts below **Scope:** LEA-wide	Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home. Implementing a 1:1 environment where each student receives a Chromebook and access to a hotspot ensures that all students, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom	Metric 1.4: SBAC ELA Metric 1.5: SBAC Math Metric 1.8: IXL ELA Metric 1.9: IXL Math
1.5	**Action:** Intervention Program **Need:** Our English learners and socioeconomically disadvantaged (SED) students have	The implementation of an intervention program is designed to effectively address the academic needs of our unduplicated students, who have historically underperformed in ELA and Math. By providing a variety of learning supports, including differentiated instruction and targeted	Metric 1.4: SBAC ELA Metric 1.5: SBAC Math Metric 1.8: IXL ELA Metric 1.9: IXL Math

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
	historically performed below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 72.9 pts below EL Students: 94.2 pts below SED Students: 71.1 pts below Math All Students: 139.5 pts below EL Students: 158.5 pts below SED Students: 138.3 pts below **Scope:** LEA-wide	interventions, we can tailor our approach to meet the specific needs of each student. This flexibility ensures that those in need of additional support receive the necessary resources and assistance, thereby improving their academic outcomes. While this action is principally directed toward supporting unduplicated students, it will also benefit all students by creating a more responsive and supportive learning environment. The provision of differentiated instruction and targeted interventions ensures that every student, regardless of their starting point, receives the personalized support they need to excel.	
1.8	**Action:** Focus on Student Group Performance **Need:** Our English learners and socioeconomically disadvantaged (SED) students have historically performed below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 72.9 pts below EL Students: 94.2 pts below SED Students: 71.1 pts below Math All Students: 139.5 pts below EL Students: 158.5 pts below SED Students: 138.3 pts below	The outlined action plan to support Black students, English Learners, socio-economically disadvantaged students, and Hispanic students—who are underperforming in English Language Arts (ELA) and Math on the CA School Dashboard—targets both academic and socio-emotional needs through a multifaceted approach. Implementing a revised academic calendar with 16 days dedicated to professional learning equips teachers and teaching assistants with the necessary skills and knowledge to deliver high-quality, differentiated instruction. This professional development is crucial in addressing the diverse learning requirements of our student groups, ensuring that they receive robust initial instruction tailored to their specific needs. Offering extensive tutoring sessions before, during, and after school, along with the opportunity to retake quizzes and tests, provides students with	Metric 1.4: SBAC ELA Metric 1.5: SBAC Math Metric 1.8: IXL ELA Metric 1.9: IXL Math

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
	Scope: LEA-wide	multiple avenues to improve their academic performance and master the material. This approach not only helps to alleviate stress but also reinforces a growth mindset, encouraging students to view challenges as opportunities for learning and development. Maintaining a positive, welcoming, and safe school environment is integral to student success and well-being. Clear and consistent communication with parents through weekly grade checks ensures that parents are actively engaged in their child's education, reinforcing the home-school connection and providing additional support for students. The cohort model, where students follow a daily class schedule with the same group, fosters strong peer relationships and a sense of community, which is essential for creating a supportive and inclusive school culture. Strategic grouping based on individual learning needs allows for targeted support, ensuring that instruction is personalized and effective in helping each student achieve their potential. This comprehensive action plan not only aims to improve instructional quality and provide academic support but also focuses on creating a positive school climate and fostering effective communication and strategic interventions. By addressing the unique needs of these diverse student groups, the plan is designed to elevate their academic performance while benefiting the entire student body through enhanced educational practices and a cohesive school community.	
2.1	**Action:** Positive Behavioral	Implementing Positive Behavioral Interventions and Supports (PBIS) is a crucial action to create a	Metrics 2.1: ADA

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
	Interventions and Supports (PBIS) **Need:** Our English learners and socioeconomically disadvantaged (SED) students have been historically chronically absent at the same rate or higher than all students on the Chronic absenteeism rate indicator as measured by the CA School Dashboard. Additionally, our historical data also suggests that our EL and SED students are suspended at disproportionate rates. Chronic Absenteeism: All Students: 29.2% EL Students: 16.2% SED Students: 30.8% Suspension Rates: All Students: 17.2% EL Students: 17.3% SED Students: 17.9% **Scope:** LEA-wide	nurturing and conducive learning environment where all students can thrive. As an evidence-based, three-tiered framework, PBIS integrates data, systems, and practices that directly impact student outcomes daily. This approach is particularly beneficial for unduplicated students—such as those who are socio-economically disadvantaged, English Learners, and other marginalized groups—who often face additional challenges in the educational setting. PBIS services are comprehensive, addressing not only academic needs but also crucial social and behavioral aspects of student development. By focusing on bullying prevention and conflict resolution, PBIS reduces the incidence of student suspensions, fostering a safer and more inclusive school environment. This is vital for students who might be more vulnerable to these challenges, ensuring they remain engaged and supported within the school community. The monitoring of student attendance through PBIS programs plays a significant role in promoting regular attendance, which is essential for academic success. The use of tools such as the Student Attendance Review Team (SART) and the Student Attendance Review Board (SARB), along with providing incentives for improved attendance, helps to identify and address barriers to attendance that many unduplicated students face. Consistent attendance is directly linked to improved academic performance and social integration, making these interventions crucial for supporting at-risk student populations.	Metric 2.2: Chronic Absenteeism Metric 2.4: Suspension Rates Metric 2.6: % of students who feel safe Metric 2.7: % of students who feel a sense of connectedness

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
		Furthermore, the integration of the School Wide Information System (SWIS) within the PBIS framework enhances the school's ability to track and analyze student behavior data. This data-driven approach allows school leaders and committees to develop actionable steps tailored to meet the specific needs of students at behavioral, social, and academic levels. By continually refining strategies based on real-time data, PBIS ensures that interventions are both effective and responsive to the evolving needs of the student body. While PBIS is principally aimed at supporting the unique needs of unduplicated students, its benefits extend to all students by promoting a positive school climate and culture. The framework's comprehensive approach to improving student behavior, attendance, and engagement ensures that every student has the opportunity to succeed in a supportive and well-managed school environment.	
2.4	**Action:** Multi-Tiered System of Support (MTSS) **Need:** Our English learners and socioeconomically disadvantaged (SED) students have been historically chronically absent at the same rate or higher than all students on the Chronic absenteeism rate indicator as measured by the CA School Dashboard. Additionally, our historical data also suggests that our EL and SED students are suspended at disproportionate rates.	The continuous refinement of our Multi-Tiered System of Supports (MTSS) framework over the next LCAP cycle is essential for improving the academic and behavioral outcomes of our unduplicated populations. By developing a comprehensive, tiered approach, the MTSS framework ensures that all students receive timely and appropriate interventions based on their individual needs. This systematic support helps identify and address the unique challenges faced by English Learners and socio-economically disadvantaged students, providing them with the necessary resources to achieve language proficiency and academic success.	Metrics 2.1: ADA Metric 2.2: Chronic Absenteeism Metric 2.4: Suspension Rates Metric 2.6: % of students who feel safe Metric 2.7: % of students who feel a sense of connectedness

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
	Chronic Absenteeism: All Students: 29.2% EL Students: 16.2% SED Students: 30.8% Suspension Rates: All Students: 17.2% EL Students: 17.3% SED Students: 17.9% **Scope:** LEA-wide	The MTSS framework's emphasis on data-driven decision-making and regular progress monitoring allows us to tailor interventions more effectively, ensuring that each student receives the precise level of support they need. As we refine this framework, the benefits will not only affect our English Learners, and socio-economically disadvantaged students, but all students. By ensuring timely and targeted interventions, we can help every student reach their full potential, fostering a school culture of continuous improvement and academic excellence.	
2.5	**Action:** Attendance and Suspension System of Support **Need:** Our English learners and socioeconomically disadvantaged (SED) students have been historically chronically absent at the same rate or higher than all students on the Chronic absenteeism rate indicator as measured by the CA School Dashboard. Additionally, our historical data also suggests that our EL and SED students are suspended at disproportionate rates. Chronic Absenteeism: All Students: 29.2% EL Students: 16.2% SED Students: 30.8% Suspension Rates: All Students: 17.2% EL Students: 17.3%	Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students. By revising and standardizing systems and protocols for monitoring and improving attendance, we can more accurately identify and support students who are at risk of chronic absenteeism. This structured approach ensures that no student falls through the cracks and that interventions are timely and effective. Additionally, implementing proactive family outreach initiatives plays a critical role in this comprehensive strategy. Regular communication from school staff to the families of chronically absent students will help to identify and address the barriers preventing regular attendance. While this comprehensive attendance support is principally directed toward addressing the higher rates of chronic absenteeism among our	Metrics 2.1: ADA Metric 2.2: Chronic Absenteeism Metric 2.4: Suspension Rates

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
	SED Students: 17.9% **Scope:** LEA-wide	unduplicated students, it will also benefit the entire student body. By fostering a culture that emphasizes the importance of attendance and providing robust support systems, all students will experience a more supportive and engaged school environment. This holistic approach not only aims to reduce absenteeism but also enhances overall student engagement and academic achievement.	
3.2	**Action:** Parent Training for Students with Disabilities **Need:** Creating actions centered on family engagement is essential to maintaining the positive relationships and satisfaction levels we currently have with our families. We have heard from families that they are overall satisfied with the school and the engagement opportunities provided, and we aim to continue fostering this supportive environment. By ensuring ongoing and meaningful engagement, we can sustain and strengthen the crucial partnership between home and school, benefiting all students. **Scope:** LEA-wide	At New Hope Charter School (NHCS), our initiative to provide training and education for parents and school community groups on the importance of attendance for academic achievement is designed to meet the specific needs of families of unduplicated students, while also benefiting our entire school community. This action is principally directed towards supporting our families of unduplicated students, which include English Learners, socio-economically disadvantaged students, and foster youth. These groups often face unique challenges that can impact their school attendance and academic success. By focusing on these families, we aim to address these challenges directly and provide the targeted support they need. To ensure accessibility and engagement, these workshops are scheduled in the evening and include a meal, which has proven to significantly increase parent involvement. This approach not only makes it easier for families to attend but also creates a welcoming environment where parents can connect with prominent educational and community figures. These connections are vital in building trust and fostering a sense of community among our families.	Metric 3.2: % of families that feel a sense of belonging & connectedness to the school community Metric 3.2: % of families that agree that the school listens to family voice and input when making decisions Metric 3.3: % of Families that are satisfied with the level of physical and emotional safety

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
		While the primary aim is to support our families of unduplicated students, all families will experience the positive effects of these initiatives. The workshops provide valuable knowledge and tools that are beneficial for any parent navigating the complexities of supporting middle school students. As parents from diverse backgrounds come together, the shared learning experiences and community connections foster a supportive network that benefits all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supports for English Learners **Need:** Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 72.9 pts below EL Students: 94.2 pts below Math All Students: 139.5 pts below EL Students: 158.5 pts below	At New Hope Charter School (NHCS), our focused action to provide highly-qualified English Language Development (ELD) teachers is central to supporting our English Learners (ELs) and enhancing their educational outcomes. This limited action is principally directed at meeting the specific needs of our EL students, who require tailored instruction and support to achieve language proficiency and academic success. Our ELD teachers are tasked with designing and implementing both Designated and Integrated English language development instruction and assessment. Designated ELD instruction provides targeted language learning sessions that focus on	Metric 1.2: ELPI Metric 1.3: RFEP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	the specific needs of EL students, allowing them to develop their English skills in a structured environment. Integrated ELD, on the other hand, incorporates language development opportunities throughout the regular content instruction, enabling ELs to apply their learning in various academic contexts. This dual approach ensures that EL students receive comprehensive support tailored to their unique language acquisition needs. In addition to regular instruction, ELD teachers also facilitate more focused small-group sessions, offering additional intervention and targeted support for EL students who may require extra assistance. These small-group settings are particularly effective for addressing individual learning challenges and helping students make significant progress in their language development.	

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.

NA

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.

New Hope Charter School will use the additional concentration grant funding to maintain a full team of teachers who provide students with direct support through daily instruction, learning activities, and mentoring. This funding will help ensure we can sustain our complete staffing model despite fluctuations in enrollment and attendance trends.

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	NA New Hope Charter is a single school LEA	NA New Hope Charter is a single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA New Hope Charter is a single school LEA	NA New Hope Charter is a single school LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,742,000	674,328	38.710%	0.000%	38.710%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,143,276.00	$496,449.00	$0.00	$103,243.00	$1,742,968.00	$1,416,881.00	$326,087.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CCSS Implementation & Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$94,073.00	$76,942.00	$17,122.00		$9.00	$94,073.00	
1	1.2	Rigorous and Enriched Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$553,121.00	$52,521.00	$373,915.00	$154,895.00		$76,832.00	$605,642.00	
1	1.3	Coaching and Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$152,185.00	$0.00	$152,185.00				$152,185.00	
1	1.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$81,461.00	$81,461.00				$81,461.00	
1	1.5	Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,137.00	$0.00	$95,479.00	$20,658.00			$116,137.00	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$151,254.00	$0.00	$151,254.00				$151,254.00	
1	1.7	Specialized Services for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$205,260.00	$40,836.00	$59,583.00	$160,111.00		$26,402.00	$246,096.00	
1	1.8	Focus on Student Group Performance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,285.00	$0.00	$13,285.00				$13,285.00	
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.3	Student Mentor Program	All	No			All Schools	Ongoing								
2	2.4	Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$167,812.00	$30,980.00	$55,129.00	$143,663.00			$198,792.00	
2	2.5	Attendance and Suspension System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$44,216.00	$0.00	$44,216.00				$44,216.00	
3	3.1	Parent Education and Workshops	All	No			All Schools	Ongoing								
3	3.2	Parent Training for Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,611.00	$10,000.00	$23,611.00				$23,611.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$13,216.00	$13,216.00				$13,216.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,742,000	674,328	38.710%	0.000%	38.710%	$1,070,477.00	0.000%	61.451 %	**Total:**	$1,070,477.00
								LEA-wide Total:	$919,223.00
								Limited Total:	$151,254.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	CCSS Implementation & Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,942.00	
1	**1.2**	Rigorous and Enriched Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$373,915.00	
1	**1.3**	Coaching and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,185.00	
1	**1.4**	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,461.00	
1	**1.5**	Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,479.00	
1	**1.6**	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$151,254.00	
1	**1.8**	Focus on Student Group Performance	Yes	LEA-wide	English Learners Foster Youth	All Schools	$13,285.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.1**	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	**2.4**	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,129.00	
2	**2.5**	Attendance and Suspension System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,216.00	
3	**3.2**	Parent Training for Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,611.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,555,543.00	$1,542,310.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	CCSS Implementation & Professional Learning	Yes	$104,889.00	$82,506
1	**1.2**	Rigorous and Enriched Instructional Program	No	$504,967.00	$577,179
1	**1.3**	Coaching and Development	Yes	$131,975.00	$ 124,755
1	**1.4**	Access to Technology	Yes	$89,804.00	$ 86,832
1	**1.5**	Intervention Program	Yes	$138,171.00	$ 109,128
1	**1.6**	Supports for English Learners	Yes	$144,296.00	$ 145,285
1	**1.7**	Specialized Services for Students with Disabilities	No	$227,530.00	$ 238,812
1	**1.8**	Focus on Student Group Performance	Yes	$24,231.00	$ 9,466
2	**2.1**	Positive Behavioral Interventions and Supports (PBIS)	Yes	$3,000.00	$ 3,000
2	**2.3**	Student Mentor Program	No	$0.00	
2	**2.4**	Multi-Tiered System of Support (MTSS)	Yes	$114,685.00	$ 98,267

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Attendance and Suspension System of Support	Yes	$40,952.00	$ 31,236
3	**3.1**	Parent Education and Workshops	No	$0.00	
3	**3.2**	Parent Training for Students with Disabilities	Yes	$21,070.00	$ 22,969
3	**3.3**	Parent Communication	No	$9,973.00	$ 12,875

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
621,021	$760,415.00	$643,349.00	$117,066.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CCSS Implementation & Professional Learning	Yes	$52,231.00	$ 68,770		
1	1.3	Coaching and Development	Yes	$131,975.00	$ 124,755		
1	1.4	Access to Technology	Yes	$89,804.00	$ 86,832		
1	1.5	Intervention Program	Yes	$138,171.00	$ 98,753		
1	1.6	Supports for English Learners	Yes	$144,296.00	$ 145,285		
1	1.8	Focus on Student Group Performance	Yes	$24,231.00	$ 9,466		
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$3,000.00	$ 3,000		
2	2.4	Multi-Tiered System of Support (MTSS)	Yes	$114,685.00	$ 52,283		
2	2.5	Attendance and Suspension System of Support	Yes	$40,952.00	$ 31,236		
3	3.2	Parent Training for Students with Disabilities	Yes	$21,070.00	$ 22,969		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,662,208	621,021	0%	37.361%	$643,349.00	0.000%	38.704%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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