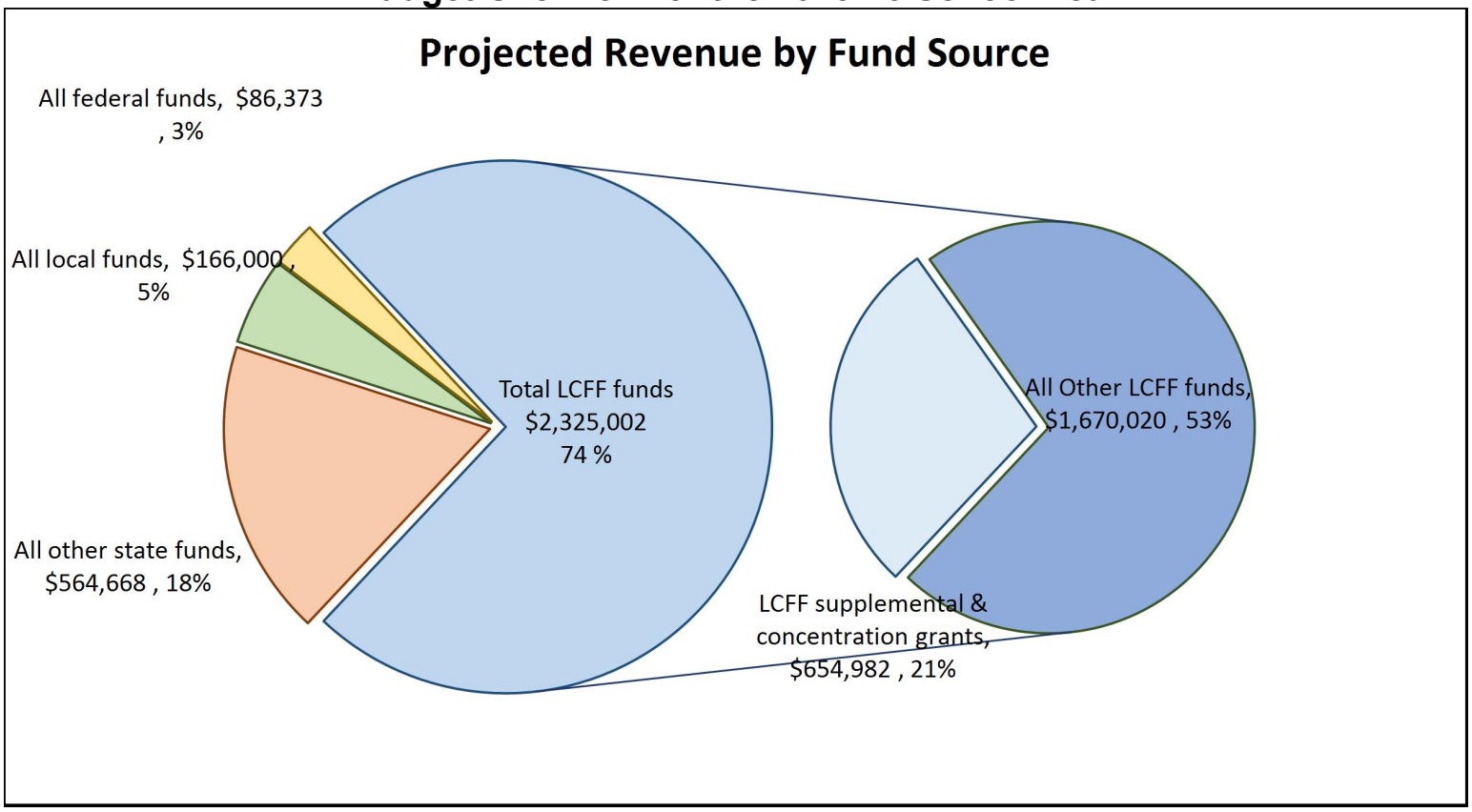
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Hope Charter School
CDS Code: 34 67421 0140178
School Year: 2025-26
LEA contact information:
Herinder Pegany
Executive Director
hpegany@epic-leadership.org
916-704-8317

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

Budget Overview for the 2025-26 School Year

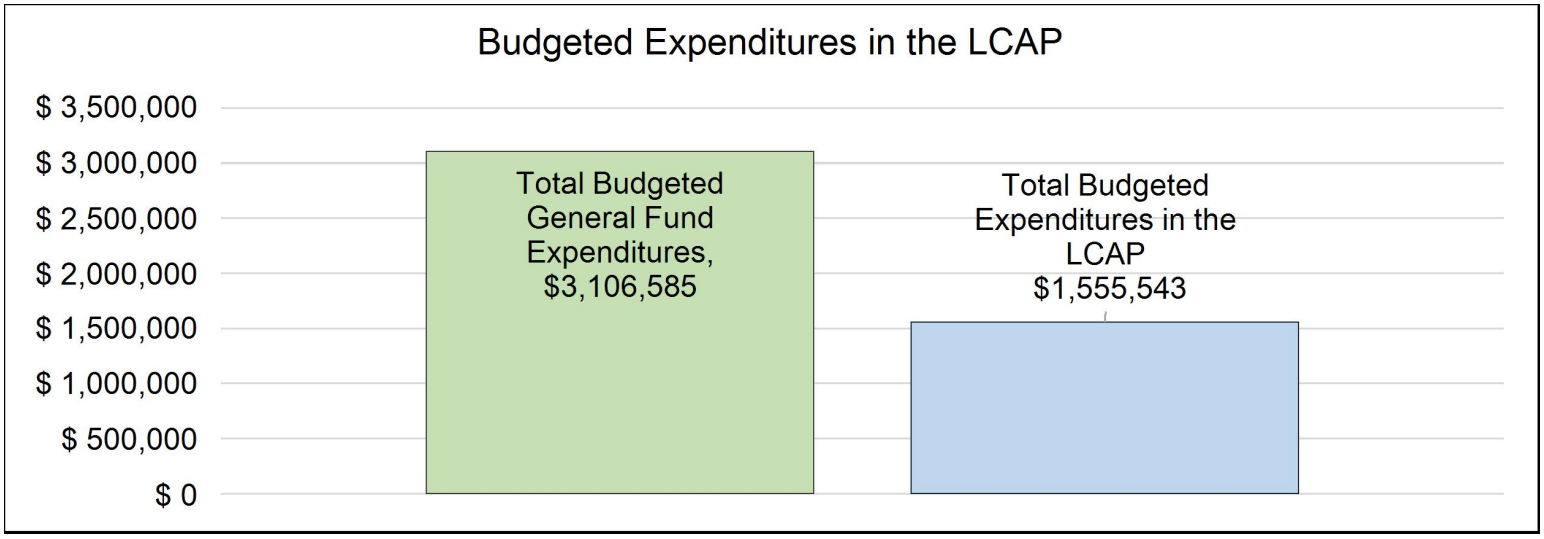


This chart shows the total general purpose revenue New Hope Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Hope Charter School is $3,142,043, of which $2,325,002 is Local Control Funding Formula (LCFF), $564,668 is other state funds, $166,000 is local funds, and $86,373 is federal funds. Of the $2,325,002 in LCFF Funds, $654,982 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Hope Charter School plans to spend $3,106,585 for the 2025-26 school year. Of that amount, $1,555,543 is tied to actions/services in the LCAP and $1,551,042 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

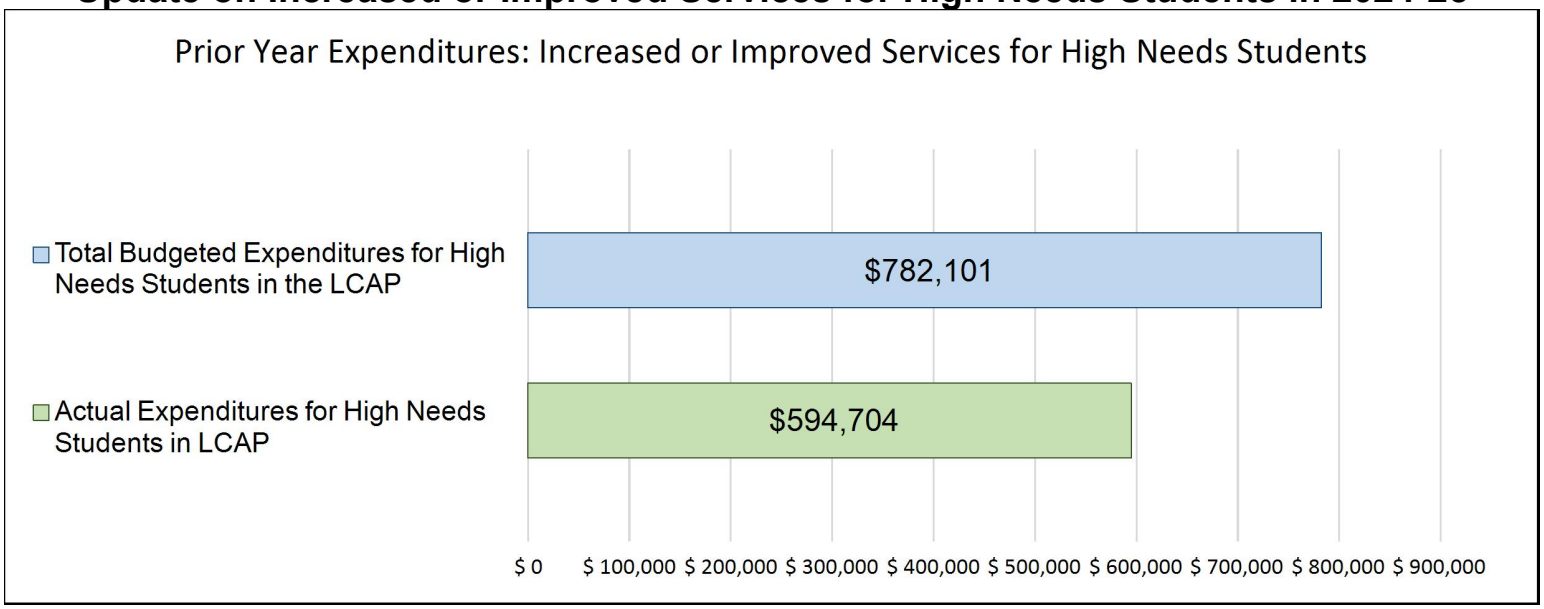
The budgeted expenditures that are not included in the LCAP will be used for the following:
facility rent, utilities, legal and accounting services, consultants, liability insurance, custodial services, transportation, district oversight.

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

In 2025-26, New Hope Charter School is projecting it will receive $654,982 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 $654,982 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, New Hope Charter School's LCAP budgeted $782,101 for planned actions to increase or improve services for high needs students. New Hope Charter School actually spent $594,704 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $187,397 had the following impact on New Hope Charter School’s ability to increase or improve services for high needs students:

This was due to a 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 916-704-8317

Plan Summary [2025-26]

General Information

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

New Hope Charter School (NHCS) is an independent, K-8, public charter school that opened in August of 2021. We currently serve approximately 160 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 2024 CA School Dashboard, the school's demographic profile is 27.7% English Learners, 78.9% socioeconomically disadvantaged, 22.3% students with disabilities, 6.6% Homeless youth, 16.3% African American, 56.6% Hispanic, 12.7% White, 7.8% 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.

This year, New Hope Charter School is proud to celebrate several important milestones, including exiting both Comprehensive Support and Improvement (CSI) and Differentiated Assistance (DA) status. These exits are a testament to the dedication of our staff, the resilience of our students, and the focused implementation of our LCAP goals.

The 2024 California School Dashboard provides critical insight into both areas of strength and opportunities for improvement. While no indicators reached the Green or Blue levels overall, we celebrate areas of progress—especially where student groups demonstrated meaningful improvement from the prior year. At the same time, the Dashboard helps us identify persistent challenges that require intensified focus and targeted interventions.

- Growth in Mathematics: Our overall math performance showed improvement, increasing by 12.8 points to 126.7 points below standard which moved us out of the Red performance level and into the Orange for All Students. All of our significant student groups showed growth in Math with our English Learners increasing by 24 pts (124.3 pts below), Hispanic students increasing by 3.4 pts (138.3 pts below), Long-Term English Learners increasing by 25.9 pts (248.7 pts below), Socioeconomically Disadvantaged students increasing 10 pts (128.2 pts below), and our Students with Disabilities increasing by 4.5 pts (185.3 pts below).
- Decline in Suspension Rate: Our overall Suspension Rate declined by 5.1%, now at 12.1% of students suspended at least once, improving two levels and out of the Red to a Yellow performance level. Three of our significant student groups saw significant declines and achieved the Green performance level. English Learners declined 11.7% (5.7% suspension rate), Hispanic students declined 8.9% (5.9% suspension rate), and our Long-Term English Learners declined by 15.7% (4.7% suspension rate). While our Socioeconomically Disadvantaged and Students with Disabilities still saw declines, they received an Orange performance level at 12.6% and 14.3% suspension rate, respectively.

We are very encouraged by the significant growth we've seen over the past year, as shown by our performance on the CA School Dashboard, however, we acknowledge the many challenges we still face and the current areas for growth.

- Decline in English Learner Progress: Our English Learner Progress Indicator declined by 7.7%, with only 45.5% of our English Learners making progress toward English proficiency. This places the indicator at an Orange performance level.
- Red Performance Indicator in English Language Arts: Although our overall English Language Arts performance remains Red, and there is significant work to be done to improve outcomes, we maintained our performance from the prior year, improving slightly by 0.1 points, now at 72.7 points below standard. This stability, amidst ongoing recovery from pandemic-related learning loss, provides a foundation on which we can build.

- Ongoing Challenges in Chronic Absenteeism: Our overall Chronic Absenteeism rate remains well above 20% at 25.4%. While we saw a decline of 3.8%, our percentage of students who are chronically absent remains higher than our targets. Three student groups received an Orange performance level. Long-Term English Learners had a chronic absenteeism rate of 17.5%, which increased by 3.4% from the prior year. Socioeconomically Disadvantaged students had a rate of 26.3%, showing a decline of 4.7%, while Students with Disabilities had a 30.0% rate, also improving with a decline of 3.3%. Two student groups received a Yellow performance level: English Learners, with a chronic absenteeism rate of 14.3%, declined by 1.9%, and Hispanic students, with a rate of 19.4%, saw a decrease of 4.4%.

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—including teachers, school directors, school staff, families, and students. As we complete the first year 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 1. 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 1

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 • Open House in the Fall • Family LCAP Survey in the Spring • SSC 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, January, 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: • Student LCAP Survey in the Spring
Community	• May 12th LCAP Public Hearing at NHCS Board meeting • June 30th 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 our 2025-26 LCAP was directly shaped by feedback from educational partners collected through spring surveys and advisory committee meetings. As part of New Hope Charter School's ongoing commitment to inclusive and transparent decision-making, we maintained our structured survey process to ensure students, families, and staff had meaningful opportunities to reflect on our Year 1 progress and provide input on the direction of our LCAP.

Overall, both staff and families responded favorably to the current goals and actions, expressing strong alignment with the school's vision and a shared belief in the importance of continuing to improve overall student outcomes. This feedback affirmed that the foundational direction of the LCAP is sound and well-supported by the school community. As a result, the LCAP goals, metrics, and most actions remain intact going into Year 2 of the cycle.

However, based on specific suggestions and reflections—particularly from staff regarding clarity and implementation—the school has made targeted updates to several action descriptions under Goal 1 to ensure improved coherence and alignment with evolving instructional priorities:

- Action 1.1 has been updated to reflect that Professional Learning Communities (PLCs) will now take place during department and grade-level meetings. This shift ensures that collaborative planning and data analysis are more structured, embedded, and integrated into educators' regular schedules.
- Action 1.4 has been revised to include professional development in partnership with El Dorado Charter SELPA, focusing on instructional technology. This collaboration is designed to build teacher capacity in using digital tools to support and enhance student learning outcomes.
- Action 1.6 has been updated to reflect the adoption and rollout of a new English Language Development (ELD) curriculum. This change addresses the need for greater consistency and effectiveness in both Designated and Integrated ELD instruction across all grade levels.

- Action 1.9 has been removed from the LCAP, as New Hope Charter has successfully exited Comprehensive Support and Improvement (CSI) status. While CSI-specific interventions are no longer required, coaching and external consultant support will continue under Action 1.3, which encompasses broader instructional development efforts.

These updates reflect how educational partner input not only affirmed the value of our current work but also guided refinements to enhance implementation fidelity and relevance. By listening to our stakeholders and responding with clear, thoughtful adjustments, we continue to ensure that our LCAP reflects both our strategic priorities and the lived experiences of those it serves.

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		Maintain 4 or above	No difference
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)		2026 CA School Dashboard: 62%	-7.6%
1.3	Reclassification Rates Data Source: Internal Calculations	SY 23-24: 17.9%	16.3%		15% or above	-1.6%
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)	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)		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	All Students: +0.2 Hispanic: +1.5 EL (English Learners): +11.7 SED (Socioeconomically Disadvantaged): -0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: 71.1 pts below (Orange)	SWD: 152.1 pts below (Red) EL: 82.5 pts below (Orange)		Socioeconomically disadvantaged: 61.1 pts below	
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)		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: +12.8 Hispanic: +3.4 EL (English Learners): +34.2 SED (Socioeconomically Disadvantaged): +10.1
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	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		4 or above	-.01
1.8	IXL: End of Year Benchmark Assessment using IXL	SY 23-24: For Grade 7, in ELA the average Diagnostic level was	SY 24-25: Students in Grade 7 averaged an		NHC has set a growth target of measuring 750	This was a growth of 30 points for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	computer-adaptive assessment in ELA Data Source: IXL Assessment	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	ELA measure of 532, grade 8 was 553. This was a growth of 30 points for grade 7 and 9 points for grade 8.		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 would be 800, which would be Grade 8, month 1.	grade 7 and 9 points for grade 8.
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.		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	For grade 7 this was a growth of 15 points and for grade 8 a growth of 16 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					into Middle School more prepared, this goal is attainable.	
1.10	California Science Test (CAST) % Met and Exceeded Data Source: CAASPP Science Test	2022-23 CAST10.62% Met or Exceeded	2024 CA School Dashboard: All Students: 22.6 pts below standard EL: 21.8 pts below 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%		CAST 20.62% Met or Exceeded	+12%
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		Maintain 95% and above	+.02%
1.12	Teacher appropriately assigned and credentialed	SY 23-24: 100%	SY 24-25: 100%		Maintain 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Calculations					

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, New Hope Charter School successfully implemented all planned actions under Goal 1 as intended, with no substantive deviations from the original plan. Our collective efforts were driven by a shared commitment to academic excellence, equity, and the belief that every student deserves access to high-quality instruction, robust interventions, and meaningful enrichment experiences.

A foundational aspect of our work this year was the schoolwide focus on implementing the Common Core State Standards with depth and consistency. All teachers, including those in general education, special education, and support roles, participated in ongoing professional development aligned to Common Core expectations across all core subjects. We ensured that educators received formal training, with additional weekly collaboration time through Professional Learning Communities (PLCs). These PLCs, made possible through our master schedule, academic calendar and enrichment teacher schedule, allowed for sustained inquiry into effective instructional strategies, use of assessments, and differentiation practices. We also used allocated funds to provide supplemental materials, including classroom library books and other instructional supports, to reinforce learning in ELA, math, and English Language Development (ELD).

We expanded our instructional program to ensure that all students had access to engaging, rigorous, and context-rich learning across disciplines. Our science, math, and physical education programs were intentionally strengthened to close performance gaps and provide under-resourced students with increased exposure to hands-on, inquiry-based learning. Enrichment opportunities, including instrumental music through partnerships with Martucci Music and the Northern California School of the Arts, were offered both during and after school, fostering creativity and deepening engagement.

To address learning gaps and extend learning beyond the school year, we offered a comprehensive Extended School Year program. Students performing below grade level in core content areas had access to summer school and targeted support during fall and spring intersessions. These efforts were complemented by a robust academic intervention program that included a dedicated intervention teacher for grades 7–8. This staff member provided small-group instruction and tutoring aligned to student achievement data, ensuring responsive support that met students where they were and guided them toward grade-level proficiency.

Teacher coaching was another essential pillar of our approach. We continued to develop teacher-leaders who served as instructional coaches, providing both group and one-on-one professional learning. These coaches worked closely with classroom teachers to refine instructional practices that were both culturally responsive and designed to meet the unique academic and social-emotional needs of English learners, low-income students, and foster youth.

Technology also played a vital role in enhancing instruction and student learning. We provided all teachers and intervention staff with access to instructional technology and training, ensuring the effective integration of digital tools into daily instruction. These resources not only supported differentiation and engagement but also expanded students' access to high-quality learning opportunities at home and in the classroom.

For our English learner population, we implemented a multi-faceted support structure. Highly qualified ELD teachers provided Designated and Integrated instruction tailored to student language levels. In addition to delivering direct instruction, ELD staff managed the administration of the Initial and Summative ELPAC, monitored the progress of reclassified students, and led professional development on ELD standards and best practices. We also began laying the groundwork for a 7–8th grade Dual Language Immersion (DLI) program to align with the Robla School District's K–6 Spanish DLI initiative. A Spanish-speaking intervention assistant was hired to support students enrolled in the developing DLI program.

Students with disabilities continued to receive a full continuum of specialized services, including support from education specialists, speech and language therapists, occupational therapists, school psychologists, and counselors. Given that over 22% of our students have Individualized Education Programs (IEPs), this work was foundational to ensuring equitable access to learning. Our sustained investment in high-quality, individualized support contributed to strong academic growth for many students with disabilities.

To improve outcomes for key student groups—particularly Black students, English learners, socioeconomically disadvantaged students, and Hispanic students, who were designated as Red on the California School Dashboard in both ELA and Math on the 2023 Dashboard—we implemented a multi-pronged support model. This included a revised school calendar with 16 days of dedicated professional learning for staff, a structured tutoring schedule offering academic support throughout the week, and a standards-based grading approach that allowed for quiz and test retakes to support mastery. Weekly grade checks, signed by families, improved communication and accountability. Students were also organized in daily cohort models to build stronger peer relationships and a sense of community, with strategic grouping used to personalize instruction.

Lastly, as part of our Comprehensive Support and Improvement (CSI) efforts, we engaged external consultants to conduct a thorough needs assessment and root cause analysis. Their findings informed refinements to our LCAP and helped us ensure that our strategies remained aligned with our school's most pressing needs.

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.

We spent more on services for our SPED population in the 24-25 school year and fewer expenditures on CCSS aligned materials.

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

The implementation of Goal 1—focused on enhancing academic performance through standards-aligned curriculum, professional development, coaching, and intervention—has yielded mixed yet promising results. Our performance data reflect areas of both progress and continued need, underscoring the complex but essential work of improving outcomes for all student groups.

A major milestone this year was our exit from both Comprehensive Support and Improvement (CSI) and Differentiated Assistance (DA) status. This achievement is a significant validation of the strategies we have put in place over the last three years. It reflects a schoolwide commitment to rigorous instruction, targeted support, and continuous improvement.

In English Language Arts (ELA), our progress this year was limited. While we technically saw growth, the overall Distance from Standard (DFS) improved by only 0.2 points, moving from 72.9 points below standard in 2023 to 72.7 in 2024. This marginal gain underscores that, despite extensive professional development, intervention support, and the use of standards-aligned curriculum, ELA remains a significant area of need across all student groups. All student groups—except for English Learners—remain in the Red performance level, with especially low outcomes for Long-Term English Learners (123.6 points below standard) and Students with Disabilities (152.1 below).

That said, we did see a notable improvement among our English Learner population, whose DFS in ELA improved by approximately 10 points, shifting from Red to Orange on the Dashboard. This growth correlates with targeted Designated and Integrated ELD supports, the hiring of experienced ELD staff, and focused training on language development strategies. While this subgroup's improvement is encouraging, it also highlights the need to apply similar levels of intentionality and differentiated support to other student groups still significantly below standard in ELA.

In Mathematics, New Hope Charter School saw meaningful growth, improving our CA Dashboard Distance from Standard (DFS) from 139.5 points below in 2023 to 126.7 in 2024—shifting from the Red to the Orange performance level. This progress reflects the effectiveness of targeted actions, including math-specific professional development and weekly PLCs (Action 1.1), enriched and engaging instruction with extended year support (Action 1.2), and small-group intervention provided by a dedicated 7–8th grade intervention teacher (Action 1.5). Additional tutoring opportunities, strategic student grouping, and mastery-based grading practices implemented under Action 1.8 also contributed to gains. While we are encouraged by this improvement, significant gaps persist for student groups such as SWDs and LTELs, underscoring the need for continued and intensified support.

We also made important strides in English Learner performance. The Summative ELPAC results for Grade 7 showed increases across proficiency levels, with 32% of students scoring a 4 in 2024 compared to 29% the previous year. Similarly, the percentage of students scoring at lower levels decreased, demonstrating progress in both Designated and Integrated ELD instruction. Grade 8 students, however, showed a dip in those scoring a 4 (from 18% to 10.5%), reminding us that this progress is not linear and that support must remain consistent and adaptive across grade levels.

Even with small growth on the summative ELPAC. the English Learner Progress Indicator (ELPI) declined slightly from 53.1% to 45.5%, moving from Green to Orange on the Dashboard. While this shift is a concern, it must be contextualized within our broader improvement in ELPAC performance and an increase in reclassification rates, which rose from 16.3% in 2023-24 to 20.8% in 2024-25. This improvement affirms the effectiveness of our ELD staffing, training, and ongoing monitoring of RFEP (Reclassified Fluent English Proficient) students.

Additionally, 100% of students had access to standards-aligned materials and devices, as confirmed by our most recent School Accountability Report Card (SARC). Our school facilities also received a positive overall rating on the SARC, indicating that the learning environment remains physically safe and conducive to academic engagement.

That said, our California Science Test (CAST) results remained relatively flat, with only 10.15% of students meeting or exceeding standards in 2023–24 compared to 10.62% in the previous year. This stagnation suggests a need to revisit how science instruction is delivered and supported, perhaps by increasing interdisciplinary integration and leveraging hands-on, inquiry-based learning approaches.

In summary, while we continue to face challenges—particularly in closing achievement gaps in ELA and science—our data show that the comprehensive, multi-pronged strategies outlined in Goal 1 are making a measurable impact. Our exit from CSI and DA is a testament to the overall effectiveness of our approach, and the gains in Math, reclassification rates, and ELPAC performance confirm that we are on the right trajectory. Continued investment in coaching, ELD supports, interventions, and instructional materials will be key as we build upon this momentum in the years ahead.

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 from our first year of implementation for our 3-year LCAP and feedback from educational partners, we will maintain the current Goal 1, along with its associated metrics, target outcomes, and overall structure for Year 2 of our three-year LCAP. Stakeholders affirmed the importance and relevance of this goal in driving academic achievement and equity for all students. As such, our focus remains on enhancing academic performance through standards-aligned curriculum, teacher development, targeted coaching, and intervention. While the goal and metrics remain unchanged, we are making a few minor updates to our actions to reflect refinements in implementation: Action 1.1 will be updated to reflect that Professional Learning Communities (PLCs) will now occur during department and grade level meetings, providing a more structured and integrated approach to collaborative planning and data analysis.

- Action 1.4 will be revised to include professional development in partnership with El Dorado Charter SELPA, supporting teachers in leveraging instructional technology to enhance student learning and outcomes.
- Action 1.6 will be updated to reflect the selection and implementation of a new ELD curriculum, which will support more consistent and effective Designated and Integrated English Language Development across grade levels.
- Action 1.9 will be deleted, as we have successfully exited Comprehensive Support and Improvement (CSI) status. While we will no longer need a separate action for CSI-related interventions, our collaboration with external consultants will continue under Action 1.3, which encompasses coaching and development for instructional staff.

These adjustments are intended to streamline implementation, align with our current school needs, and ensure sustained progress toward our academic goals without altering the core intent or targets established in our original plan.

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 services that would best serve students and staff in support of CA Common Core State Standards (CCSS). Funds will be used to purchase supplemental materials (including classroom library books) to support the Common Core in English Language Arts, Mathematics and ELD; to provide professional development in the Common Core; and to create field trip experiences for students to supplement learning. Funds also will provide at least four days of professional development each year to deepen all teachers, including special education and support teachers, knowledge of: effective CCSS-based instruction in all core subjects [Humanities (ELA & History), Math, Science, English Language Development, physical education, etc.); effective use of assessments. Utilizing the enrichment teacher schedule to allow for teachers to meet in Professional Learning Communities (PLC's) on a weekly basis to extend the professional learning beyond a single day event.	$104,889.00	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. These are subjects that were a struggle for a vast majority of NHCS students. A strong program with rigor and support for under-privileged children in these courses provide higher learning opportunities. Provide instrumental music enrichment opportunities through Martucci Music and Northern California School of the Arts 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 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.	$504,967.00	No

Action #	Title	Description	Total Funds	Contributing
		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.	$131,975.00	Yes
1.4	Access to Technology	Provide instructional technology and training for classroom teachers, intervention staff, and students to enhance instruction and learning.	$89,804.00	Yes
1.5	Intervention Program	Provide academic support to allow opportunities for more focused small-group instruction. This staff person works directly with classroom teachers, and intervention teacher to take a focused approach on skill building areas with students in the areas of core subjects, including Math, ELA, Science and Humanities. Provide a .75-1.0 FTE Intervention Teacher for grades 7-8 to provide small group instruction and tutoring (after school) based upon student achievement data collection and analysis for students.	$138,171.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. The Director of World Languages will lead the development of a dual language immersion program(s) for grades 7-8. This program will link (beginning in 2024-25) to Robla School District's K-6 Spanish Dual Language Immersion Program as we purchase curriculum and hire staff. Additionally, One Spanish speaking Intervention Assistant will support students in the Dual Language Immersion Program (DLI).	$144,296.00	Yes
1.7	Specialized Services for Students with Disabilities	Provide Specialized Services (Education Specialists, Speech and Language, School Psychologist, Occupational Therapy and Counseling), for students with IEPs. In 2022-23 and 2023-24, 22.2% 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.	$227,530.00	No
1.8	Focus on Student Group Performance	To effectively support our black students, English Learners, Socio-economically disadvantaged, Hispanic Students, who were all Red on the CA School Dashboard in ELA and Math, we will incorporate the following actions: Implement a revised academic calendar providing 16 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	$24,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve their academic performance through tutoring sessions available before, 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 retake 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. We will 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.		

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%		93%	+.4%
2.2	Chronic absenteeism	2023 CA School Dashboard All: 29.2% (Red)	2024 CA School Dashboard All: 25.4% (Yellow)		2026 CA School Dashboard	All Students: -3.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	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)		Less than 15% for all student groups	African American: -8.7 percentage points English Learners: -1.9 percentage points Hispanic: -4.4 percentage points SED: -4.6 percentage points
2.3	Middle School Drop Out Rate Data Source: Internal Calculations	SY 23-24: 0%	SY 24-25: 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)		2026 CA School Dashboard Less than 10% for all student groups	All Students: -5.1 percentage points African American: +1.2 percentage points English Learners: -11.6 percentage points Hispanic: -8.9 percentage points SED: -5.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Expulsion Rates Data Source: Internal Calculations	SY 23-24: 0%	SY 24-25: 0%		Maintain 0%	No difference
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%		65% or above	-2.3%
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.		65% or above	NA
2.8	Overall Facility Rating Data Source: SARC	21-22 SARC: Exemplar as reported by Glenwood Elementary	2023-2024 SARC: Overall Rating of Good		Good or Exemplary	NA
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		65% or above	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			level of safety (physical/emotional) at the school."			

Goal Analysis [2024-25]

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

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

We made meaningful strides toward our goal of fostering a culturally responsive learning environment that prioritizes student safety, belonging, and academic challenge. The majority of planned actions under this goal were implemented as designed, contributing positively to school climate and student well-being. However, there were a few key deviations and implementation challenges worth noting.

The continued implementation of Action 2.1 (Director of PBIS) played a central role in establishing a structured, data-informed approach to student behavior and school climate. The PBIS framework effectively promoted positive student behaviors through tiered interventions, attendance monitoring, and student incentives. The use of the School-Wide Information System (SWIS) enabled the school to collect and analyze behavioral data, which informed strategies that reduced suspensions and improved student engagement. PBIS tickets positively encouraged the students and rewards for academic excellence has been inspiring the students.The PBIS team also strengthened bullying prevention and conflict resolution programming, furthering the sense of safety across campus.

Action 2.5 (Attendance and Suspension System of Support) also saw strong implementation. New Hope Charter's leadership actively participated in the Sacramento County Office of Education's Differentiated Assistance (DA) program, which proved instrumental in identifying and addressing root causes of high suspension rates. Through regular goal-setting meetings, home visits, family intervention sessions, and restorative practices, the school achieved a significant reduction in suspension rates. Our registrar enabled more dedicated focus on attendance tracking and student follow-up. While incentive programs to support attendance were introduced, plans are underway to develop more strategic, targeted incentives in the upcoming year.

Despite these successes, a few actions faced implementation challenges. The school was unable to hire a full-time Social Worker and Counselor as planned (Action 2.2 (Mental Health and SEL Supports). As a result, mental health and social-emotional learning (SEL) supports were instead provided collaboratively by teachers and school leadership. While this approach ensured students received some level of SEL support, it placed additional demands on instructional staff and limited the capacity for specialized mental health services.

Action 2.3 (Student Mentor Program) is still in the developmental phase. While foundational work has begun, a fully functioning mentor system has not yet been established. Efforts will continue in Years 2 and 3 of the LCAP cycle to create a more structured and impactful program aimed at peer leadership and inclusion.

Action 2.4 (Multi-Tiered System of Support - MTSS) did not reach full implementation during the 2024-25 school year. Staff acknowledged that consistent training and development in MTSS practices are needed. We are currently thinking through ways to enhance this area by designating a teacher leader or coordinator, supported by a stipend, to manage MTSS initiatives and provide ongoing professional learning opportunities.

Challenges included staffing shortages, particularly in hiring specialized personnel for mental health and SEL. Additionally, the absence of a consistent MTSS implementation strategy limited the school's ability to provide tiered behavioral and academic interventions at scale. However, these experiences underscored the importance of investing in internal capacity-building and clarified the need for a dedicated point person to oversee MTSS integration.

While New Hope Charter School experienced some implementation gaps, especially in staffing and program development, the overall direction of the goal was carried out with integrity and intention. The positive impacts of the PBIS system, attendance supports, and community engagement strategies are evident in improved climate indicators and student behavior outcomes. As the school continues into the next phase of the LCAP cycle, addressing gaps in mental health staffing, building out the mentor program, and strengthening MTSS will be key priorities to deepen the school's impact on student wellness and school climate.

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.

New Hope Charter School has demonstrated strong progress in implementing Goal 2, with clear evidence that our actions are positively impacting school climate and student outcomes. The work our team has done to build a culturally responsive, physically and emotionally safe environment has translated into real improvements—especially in the areas of attendance, discipline, and school connectedness. Our data tells a compelling story of growth, with significant gains across multiple indicators and the school successfully moving out of the "Red" performance level on both the Chronic Absenteeism and Suspension indicators on the California School Dashboard.

Chronic Absenteeism improved from 29.2% (Red) in 2023 to 25.4% (Yellow) in 2024. This positive shift was mirrored across subgroups, including a nearly 10-point improvement for English Learners and noticeable gains among African American and Hispanic students. Our strategies—such as the implementation of home visits, strategic parent communication, registrar support, and the Student Attendance Review Team (SART)—have been instrumental in removing barriers to attendance and re-engaging our most at-risk students.

Suspension Rates dropped from 17.2% (Red) in 2023 to 12.1% (Yellow) in 2024. Particularly encouraging is the reduction among African American students (down to 24.1%) and significant gains for English Learners, Hispanic students, and students with disabilities. Our continued investment in PBIS (Action 2.1), restorative practices, conflict resolution training, and real-time behavior tracking through systems

like SWIS and Dean's List have allowed us to respond more proactively to behavioral challenges and de-escalate issues before they result in exclusionary discipline.

Beyond these Dashboard metrics, our school culture survey data reinforces the impact of our actions. In the 2024–25 school year:100% of staff reported feeling supported and satisfied with school safety, 100% of students indicated a strong sense of belonging and connectedness to the school community;

While some of our actions, like the Student Mentor Program (2.3) and full MTSS implementation (2.4), are still in development, the progress to date affirms that the overall framework is working. These efforts have laid a solid foundation for the next phase of implementation.

In summary, the specific actions under Goal 2 have proven effective in transforming our school climate. We've moved critical indicators out of the red, increased student and staff satisfaction, and built stronger systems of support. This success is the result of strategic planning, intentional implementation, and a shared commitment from our entire school community. As we move forward, our focus will be on sustaining these gains and deepening our work in areas still under development to ensure that every student continues to feel safe, supported, and challenged.

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.

Following a thorough reflection on data outcomes and feedback from educational partners, New Hope Charter School will maintain the current Goal 2, along with its existing metrics, target outcomes, and the majority of its associated actions. The decision to keep these elements intact is grounded in the clear evidence of progress across key school climate indicators. The school saw significant improvements, including moving from Red to Yellow on the California School Dashboard for both Chronic Absenteeism and Suspension Rates.

These results affirm that the overall structure and implementation of Goal 2 have been effective in cultivating a safe, supportive, and inclusive school environment.

The only planned change for the 2025-26 school year is the removal of Action 2.2: Mental Health and SEL, which originally included hiring a full-time Social Worker and Counselor. While the goal of strengthening mental health and social-emotional supports remains a priority, New Hope will now pursue these services through a new and more sustainable avenue—a partnership with the school's SELPA. This collaboration will allow the school to explore a wider range of mental health and counseling supports, delivered through specialized providers already integrated into the SELPA's service model.

By realigning this action with external expertise, the school can more effectively meet students' social-emotional needs without duplicating efforts internally. This shift also allows resources to be reallocated to sustain and expand other high-impact interventions under Goal 2.

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.	$0.00	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	$114,685.00	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, 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. • For the 23-24 school year, NHCS was able to onboard a registrar position that allowed more focus on attendance and attendance goals. We will continue this role through the next LCAP cycle • Home visits were also incorporated to support families and students.	$40,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Intervention meetings with families for students at risk of chronic absenteeism 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. We also intend to put a focus on our LatinX subgroup which was the highest chronic absentee subgroup with 4% of the total school population missing 10 days of school or more. The African American subgroup was at 2% of the total, missing 10 or more days.		

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."		85% or above	+11%
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		Maintain 90% and above	-10%

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."			
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."		Maintain 90% and above	-11%
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."		75% of parents who attend at least 2 events.	NA

Goal Analysis [2024-25]

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

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

New Hope Charter School remained firmly committed to strengthening parent, family, and community involvement throughout the 2024-25 school year. All actions under Goal 3 were implemented as planned, resulting in consistent and meaningful engagement across various platforms and events. While no substantive deviations occurred from the planned actions, staff reflection and feedback have highlighted areas of opportunity to deepen and diversify parent engagement strategies in future years.

Action 3.1 (Parent Empowerment Workshops) was implemented through a series of evening workshops designed to be accessible to working families. Providing meals during these sessions was a key factor in increasing turnout and fostering a welcoming environment for families. These workshops created valuable opportunities to connect parents with educators, community leaders, and content around topics such as

attendance, behavior, and home-based academic support. Despite the successful implementation of workshops, staff feedback noted that more consistent parent awareness and investment is still needed. Suggestions included enhancing parent-teacher meetings, launching technology-focused information nights (on tools like Q, TalkingPoints, and email), and increasing outreach about high school readiness and postsecondary planning. These insights will help shape future engagement strategies.

Action 3.2 (Parent Training for Students with Disabilities) provided specific programming for families of students with exceptional needs. These sessions focused on social-emotional wellness, school-home collaboration, and strategies to support academic and behavioral success. Trainings helped parents feel more informed and better equipped to advocate for their children and support their growth at home. These efforts align with broader schoolwide initiatives to improve outcomes for students with disabilities, and this strand of engagement will continue to be a priority in the coming year.

Action 3.3 (Parent Communication) was also implemented as planned, using a multi-channel approach to keep families informed and involved. The school effectively leveraged TalkingPoints, automated voice messages, and parent-teacher conferences (once per trimester) to maintain regular communication with families. The school website and the Aequitas Q system provided additional access to student information. Notably, home visits conducted at the start of the school year were an impactful strategy for building relationships early and reinforcing the message that families are vital partners in the learning process.

While communication tools were widely used, staff feedback indicated that there's still untapped potential in this area—particularly around expanding social media outreach and building digital literacy among parents.

In summary, the 2024-25 implementation of Goal 3 was successful in executing all planned actions and fostering a stronger connection between home and school. Parent workshops, disability-specific trainings, and multi-platform communication strategies helped build trust and involvement. Still, reflections from staff highlight a clear desire to take parent engagement to the next level—moving beyond awareness to active partnership and investment. These insights will guide continued refinement and innovation in the next LCAP cycle.

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—focused on increasing parent, family, and community involvement—have been highly effective in advancing New Hope Charter School’s vision of inclusive and engaged educational partnerships. The school’s strategic approach to family engagement is clearly reflected in the SY 2024–25 outcomes, with parent survey responses consistently indicating around 90% favorability across key indicators related to safety, connection, voice, and involvement.

Through the implementation of parent empowerment workshops (Action 3.1), families were given meaningful opportunities to build their capacity to support student learning and development. These workshops, held in the evenings with meals provided, were designed to remove barriers and increase accessibility for working parents. The workshops not only addressed critical topics—such as attendance and strategies for supporting students with learning needs—but also created space for connection between families and school staff. This investment in engagement is directly reflected in the 89% of parents who reported feeling a sense of belonging and connectedness to the school community, up from 78% the previous year.

Similarly, training specifically for parents of students with disabilities (Action 3.2) focused on strengthening home-school collaboration and providing tools to support students' social-emotional wellness and academic success. These efforts contributed to a school culture where families felt informed, supported, and respected as partners in the educational process. The success of this action is evident in the 90% of parents who agreed that the school listens to family voice and input when making decisions—a critical metric for ensuring inclusive engagement practices.

Effective communication systems (Action 3.3) were another foundational aspect of Goal 3's success. By leveraging platforms like TalkingPoints, automated voice calls, and the Aequitas Q student information system, the school was able to maintain consistent, multi-channel contact with families. In addition to digital communication, in-person engagement—such as trimesterly parent-teacher conferences and home visits at the beginning of the school year—reinforced the school's commitment to building personal relationships with families. These efforts contributed to 90% of parents expressing satisfaction with the opportunities provided to participate in school activities and programs, a strong reflection of the school's intentional outreach and event planning.

Parent survey responses also showed 89% favorability regarding physical and emotional safety, suggesting that communication, transparency, and inclusive involvement contribute meaningfully to the overall climate of trust and well-being that families experience.

In summary, the alignment between the implemented actions and the high parent satisfaction results provides clear evidence of the effectiveness of Goal 3. New Hope Charter School's thoughtful, multi-pronged approach to family engagement has not only improved the quality of communication and participation but also deepened the sense of partnership that families feel with the 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.

After reflecting on the implementation of Goal 3 and reviewing both outcome data and feedback from staff and families, New Hope Charter School will not make any changes to the planned goal, metrics, target outcomes, or actions for the coming year. The results from Year 1 of the LCAP cycle clearly demonstrate that the strategies in place are working as intended to strengthen parent, family, and community involvement in the education of all students.

With favorable survey responses consistently around 90%—including measures of parent safety, school connectedness, opportunities for involvement, and voice in decision-making—it is evident that families feel welcomed, informed, and valued. This success is directly

connected to the thoughtful implementation of actions such as parent empowerment workshops, targeted support for families of students with disabilities, and the use of multi-platform communication tools.

Given these strong results, the school's focus for Year 2 will be to continue building on the momentum established in Year 1. This includes sustaining consistent workshop offerings, maintaining open and accessible communication systems, and continuing to invite families into the life of the school through orientations, information nights, and regular parent-teacher conferences.

The continued partnership with families will be essential in maintaining the high levels of engagement and trust that have been built. Rather than shifting direction, the school will remain committed to deepening the practices already in place to ensure that all families feel empowered, connected, and supported.

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.	$0.00	No
3.2	Parent Training for Students with Disabilities	Provide training/education for parents of students with disabilities on the topics of supporting student	$21,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		social emotional wellness and the importance of the school-home connections for student achievement, specific for students with exceptional needs.		
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.	$9,973.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$654,982	$360,390

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.220%	0.000%	$0.00	39.220%

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	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
	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	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.	
1.3	**Action:** Coaching and Development **Need:** Our English learners and socioeconomically disadvantaged (SED) students have historically performed below all students in	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	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
	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	unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	
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	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.	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	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	
1.5	**Action:** Intervention 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. 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	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 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.	Metric 1.4: SBAC ELA Metric 1.5: SBAC Math Metric 1.8: IXL ELA Metric 1.9: IXL Math
1.8	**Action:** Focus on Student Group Performance **Need:** Our English learners and socioeconomically disadvantaged (SED) students have historically performed below all students in	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.	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
	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	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 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	

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
		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 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%	Implementing Positive Behavioral Interventions and Supports (PBIS) is a crucial action to create a 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.	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
	EL Students: 17.3% SED Students: 17.9% **Scope:** LEA-wide	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. 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.	

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
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. 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 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. 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.	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
2.5	**Action:** Attendance and Suspension System of Support **Need:**	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.	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
	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	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 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	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	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

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
	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	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. 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.	input when making decisions Metric 3.3: % of Families that are satisfied with the level of physical and emotional safety

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 **Scope:** Limited to Unduplicated Student Group(s)	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 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	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
		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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,670,020	654,982	39.220%	0.000%	39.220%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,067,784.00	$401,386.00	$0.00	$86,373.00	$1,555,543.00	$1,294,481.00	$261,062.00

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	$104,889.00	$52,231.00	$49,724.00		$2,934.00	$104,889.00	
1	1.2	Rigorous and Enriched Instructional Program	All	No			All Schools	Ongoing	$494,784.00	$10,183.00	$264,183.00	$157,345.00		$83,439.00	$504,967.00	
1	1.3	Coaching and Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$131,975.00	$0.00	$131,975.00				$131,975.00	
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	$89,804.00	$89,804.00				$89,804.00	
1	1.5	Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$138,171.00	$0.00	$138,171.00				$138,171.00	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$144,296.00	$0.00	$144,296.00				$144,296.00	
1	1.7	Specialized Services for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$194,317.00	$33,213.00	$33,213.00	$194,317.00			$227,530.00	
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	$24,231.00	$0.00	$24,231.00				$24,231.00	

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
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.3	Student Mentor Program	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
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	$114,685.00	$0.00	$114,685.00				$114,685.00	
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	$40,952.00	$0.00	$40,952.00				$40,952.00	
3	3.1	Parent Education and Workshops	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
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	$11,070.00	$10,000.00	$21,070.00				$21,070.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$9,973.00	$9,973.00				$9,973.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,670,020	654,982	39.220%	0.000%	39.220%	$760,415.00	0.000%	45.533 %	**Total:**	$760,415.00
								LEA-wide Total:	$616,119.00
								Limited Total:	$144,296.00
								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	$52,231.00	
1	**1.3**	Coaching and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,975.00	
1	**1.4**	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,804.00	
1	**1.5**	Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,171.00	
1	**1.6**	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$144,296.00	
1	**1.8**	Focus on Student Group Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,231.00	
2	**2.1**	Positive Behavioral Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,000.00	

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 (%)
		(PBIS)			Low Income			
2	**2.4**	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,685.00	
2	**2.5**	Attendance and Suspension System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,952.00	
3	**3.2**	Parent Training for Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,070.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,598,796.00	$1,785,297.00

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	$149,447.00	$77,514
1	**1.2**	Rigorous and Enriched Instructional Program	No	$409,518.00	$507,551
1	**1.3**	Coaching and Development	Yes	$128,197.00	$131,932
1	**1.4**	Access to Technology	Yes	$57,093.00	$78,983
1	**1.5**	Intervention Program	Yes	$122,003.00	$138,126
1	**1.6**	Supports for English Learners	Yes	$140,206.00	$158,238
1	**1.7**	Specialized Services for Students with Disabilities	No	$64,059.00	$215,492
1	**1.8**	Focus on Student Group Performance	Yes	$31,959.00	$23,781
1	**1.9**	Comprehensive Support and Improvement	No	$174,382.00	$130,787
2	**2.1**	Positive Behavioral Interventions and Supports (PBIS)	Yes	$3,000.00	$3,000.00

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)
2	**2.2**	Mental Health and SEL	Yes	$9,775.00	$9,924
2	**2.3**	Student Mentor Program	No		
2	**2.4**	Multi-Tiered System of Support (MTSS)	Yes	$234,610.00	$234,295
2	**2.5**	Attendance and Suspension System of Support	Yes	$39,779.00	$40,938
3	**3.1**	Parent Education and Workshops	No		
3	**3.2**	Parent Training for Students with Disabilities	Yes	$23,034.00	$23,002
3	**3.3**	Parent Communication	No	$11,734.00	$11,734

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$594,704	$854,343.00	$616,420.00	$237,923.00	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	$90,029.00	$836		
1	1.3	Coaching and Development	Yes	$128,197.00	$131,932		
1	1.4	Access to Technology	Yes	$57,093.00	$72,691		
1	1.5	Intervention Program	Yes	$122,003.00	$138,126		
1	1.6	Supports for English Learners	Yes	$140,206.00	$158,238		
1	1.8	Focus on Student Group Performance	Yes	$31,959.00	$23,781		
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$3,000.00	$3,000		
2	2.2	Mental Health and SEL	Yes	$9,775.00	$1,815		
2	2.4	Multi-Tiered System of Support (MTSS)	Yes	$209,268.00	$23,220		
2	2.5	Attendance and Suspension System of Support	Yes	$39,779.00	$39,779		
3	3.2	Parent Training for Students with Disabilities	Yes	$23,034.00	$23,002		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$765,923	$594,704	0%	77.645%	$616,420.00	0.000%	80.481%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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