LCFF Budget Overview for Parents

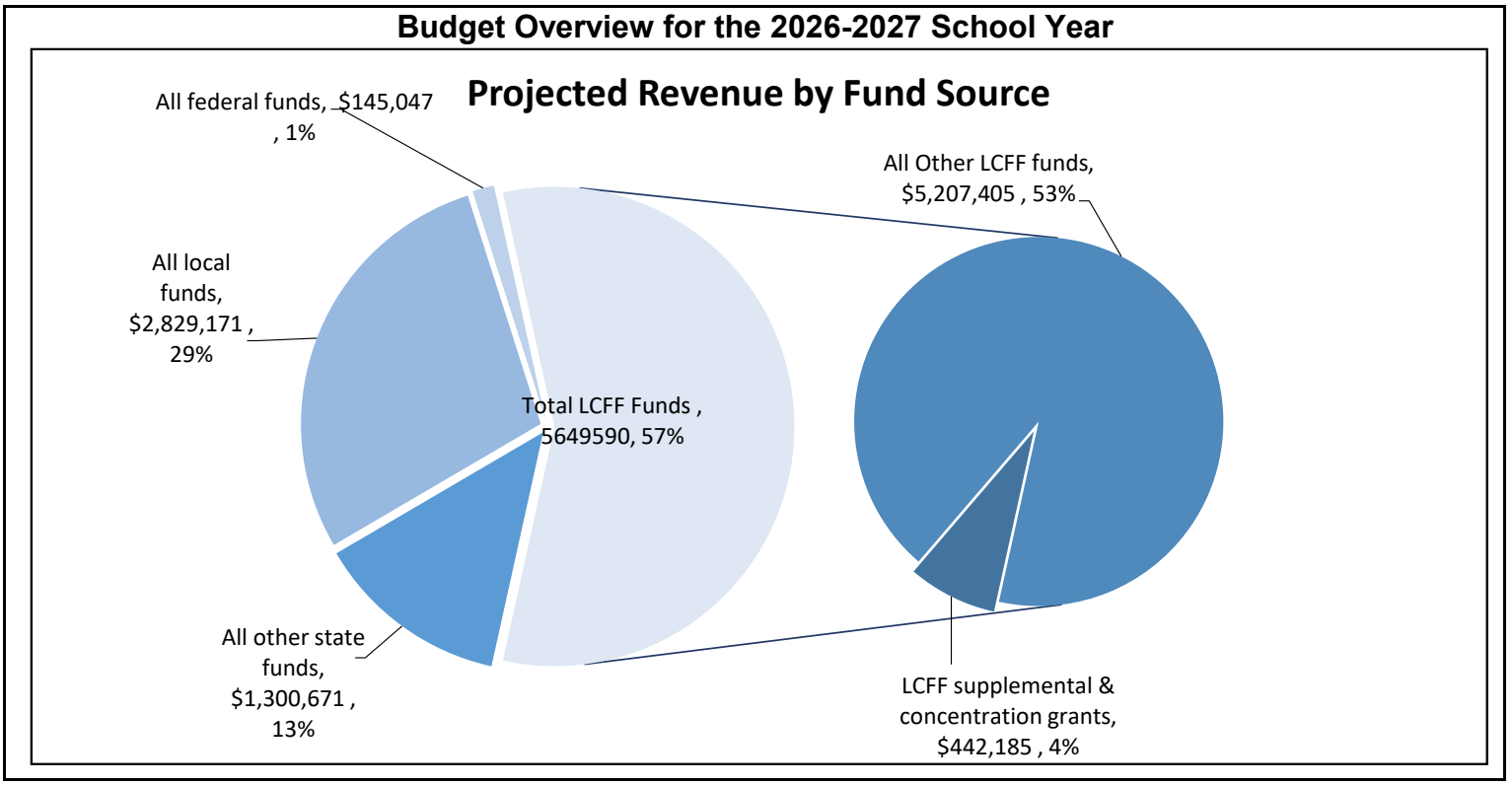
Local Educational Agency (LEA) Name: New School San Fransisco

CDS Code: 38 769270132183

School Year: 2026-2027

LEA contact information: Ryan Chapman, Head of School; ryan@newschoolssf.org

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

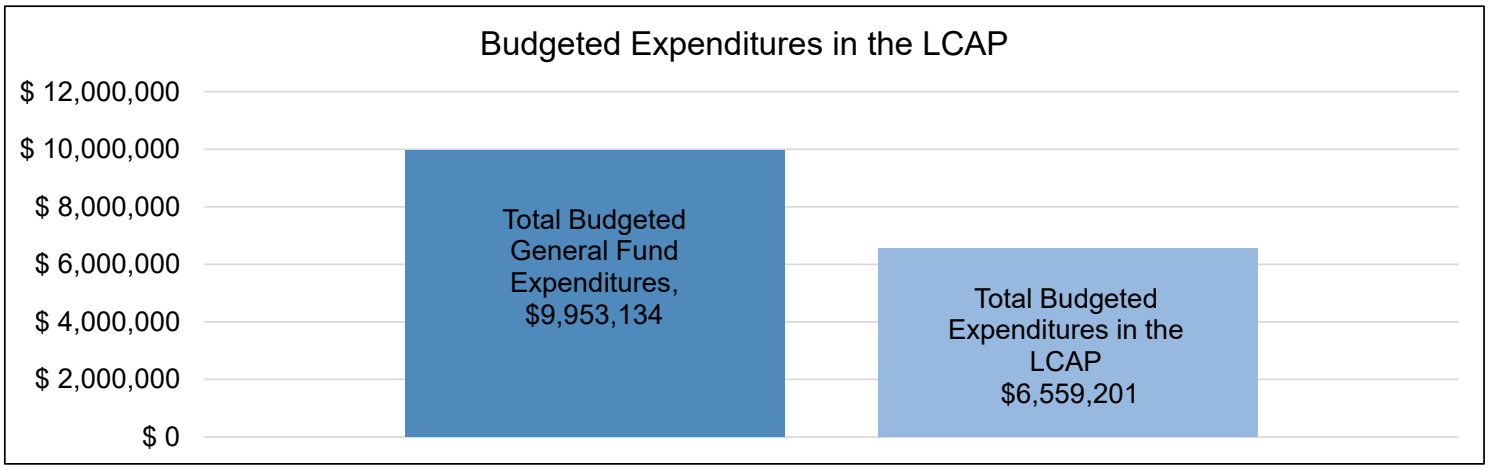


This chart shows the total general purpose revenue New School San Fransisco expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New School San Fransisco is $9,924,479.00, of which $5,649,590.00 is Local Control Funding Formula (LCFF), $1,300,671.00 is other state funds, $2,829,171.00 is local funds, and $145,047.00 is federal funds. Of the $5,649,590.00 in LCFF Funds, $442,185.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much New School San Fransisco plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New School San Fransisco plans to spend $9,953,134.00 for the 2026-2027 school year. Of that amount, $6,559,201.00 is tied to actions/services in the LCAP and $3,393,933.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

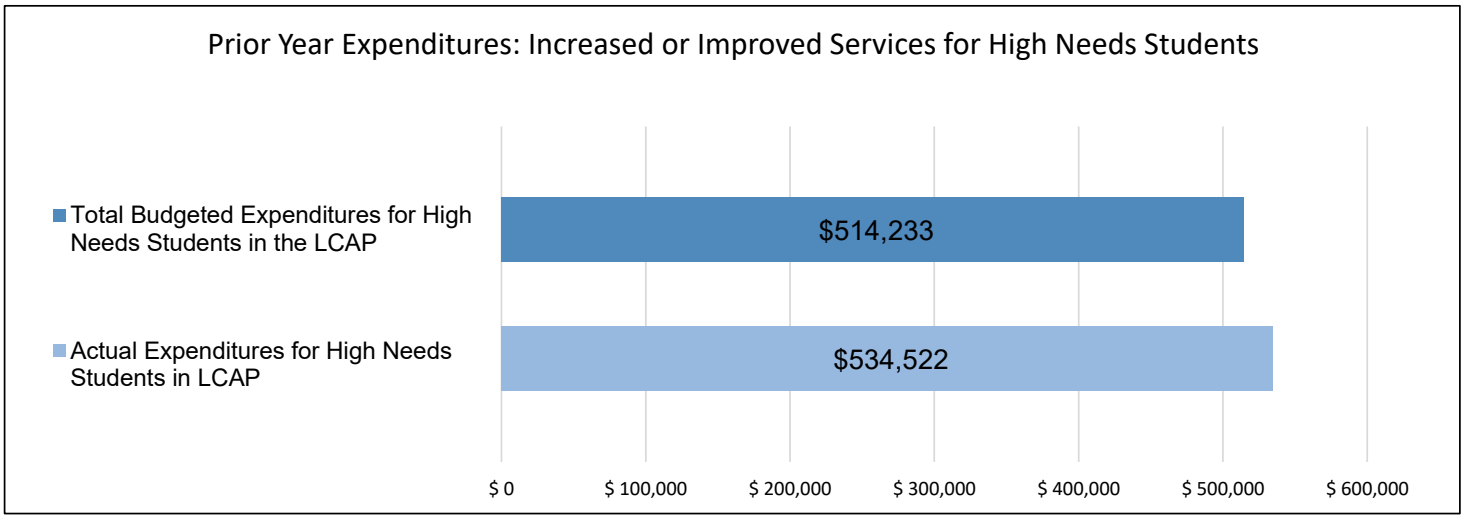
Business Office, food services, depreciation, oversight and legal fees

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, New School San Fransisco is projecting it will receive $442,185.00 based on the enrollment of foster youth, English learner, and low-income students. New School San Fransisco must describe how it intends to increase or improve services for high needs students in the LCAP. New School San Fransisco plans to spend $518,843.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, New School San Fransisco's LCAP budgeted $514,233.00 for planned actions to increase or improve services for high needs students. New School San Fransisco actually spent $534,522.00 for actions to increase or improve services for high needs students in 2025-2026.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The New School of San Francisco	Ryan Chapman, Head of School	ryan@newschoolsf.org 415.866.8399

Plan Summary 2026-2027

General Information

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

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

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

In 2025-26, NSSF served 461 K-8 students with diverse needs and backgrounds: approximately 41% students qualify for Free or Reduced Lunch; 15% students are English Learners; 9.1% students are Reclassified Fluent English Proficient and 0.4% foster youth. In addition, about 16% students qualify for special education services. Approximately 27.5% of NSSF's students identify as being white, 37.7% as Hispanic or Latino, 14.1% as Asian, 2.2% Filipino, 0.4% Pacific Islander, 12.1% as two or more races, 5.6% as African American and 0.0% not reported.

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

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

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

Reflections: Annual Performance

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

NSSF serves a highly diverse student population and continues to outperform state performance levels across all student groups. Reflecting on the school's performance as demonstrated through the California School Dashboard and local measures, The New School of San Francisco is proud of the progress made toward its goals while recognizing opportunities to further strengthen outcomes for all students.

The following highlights summarize key successes and challenges on the 2025 Dashboard:

English Language Arts: ELA remained strong at 46 points above standard, maintaining the Blue performance level and continuing to significantly outperform the State average of 8.1 points below standard. White students increased by 8.8 points and remained in the Blue performance level, while Asian students declined by 5.3 points but continued to perform in the Green level. Hispanic students declined by 12.3 points and remained in the Orange level. English Learners declined by 4.6 points, Socioeconomically Disadvantaged students by 5.1 points, and Students with Disabilities by 28.4 points, with all three groups remaining in the Orange performance level. While overall achievement remains strong, these results highlight the need for continued targeted support to accelerate outcomes for English Learners, Students with Disabilities, and other student groups requiring additional intervention.

Mathematics: Mathematics performance declined by 4.1 points overall while maintaining the Green performance level. White students gained 16.2 points and remained in the Blue performance level. Hispanic students declined by 20.3 points and moved from Green to Orange, while English Learners and Socioeconomically Disadvantaged students declined by 24.3 and 23.8 points, respectively. Students with Disabilities declined by 36.5 points and moved from Orange to Red. These results reinforce the importance of continuing targeted interventions, strengthening specially designed instruction, and ensuring students with the greatest learning needs receive timely and effective support.

English Learner Progress: English Learner progress declined by 7.5%, with 57.9% of English Learners demonstrating progress toward English language proficiency, resulting in a Yellow performance level. While NSSF continues to outperform state performance levels across student groups, these results reinforce the need for targeted language development supports and increased access to rigorous grade-level instruction for multilingual learners.

Chronic Absenteeism: The chronic absenteeism rate increased by 1.7%, moving the schoolwide indicator from the yellow to the red performance level, with 20.3% of students chronically absent. Improvement was seen again by Hispanic students decreasing by -1.1%, as well as English Learners declining by -1.7%. White students declined by -1.3% Socioeconomically Disadvantaged students increased by 0.7%, and. Students with Disabilities showed a 7.1% increase and moved from the orange to red performance level. Asian students increased by 2.2% and students identifying as Two or More Races maintained at 0%. These results align with a schoolwide priority to improve attendance and ensure students remain consistently connected to learning and the school community.

Suspension Rate: The suspension rate increased by 1.9%, rising to 3.0% and placing the school in the orange performance level. While African American students declined by -1.3% and White students maintained at 0%, most groups increased. Asian students by 1.7%, students identifying as Two or More Races at 1.8%, English Learners by 2.6%, Hispanic students by 4.0%, Socioeconomically Disadvantaged by 2.4%, and Students with Disabilities increased by 1.9%. These results highlight the need to continue strengthening restorative practices, proactive behavioral supports, and culturally responsive interventions to ensure a safe, inclusive, and supportive learning environment for all students.

Local Indicators: All local indicators were met, reflecting strong performance across priority areas. Survey results and local measures demonstrate a school culture grounded in belonging, transformative relationships, and family partnership. Students report strong connections to peers and adults, families value the school's inclusive and supportive environment, and staff remain deeply committed to the school's mission and vision. These results reflect NSSF's ongoing commitment to creating a safe, joyful, and equitable learning environment where all students can thrive**.**

Additional Dashboard Data: Informational Purposes

Science:
Science performance remained strong, with students scoring an average of 69.6 points above standard, an increase of 4.6 points from the prior year, resulting in a Blue performance level. Growth was evident across several student groups, including English Learners (+5.8 points), Hispanic students (+2.1 points), White students (+4.0 points), and Socioeconomically Disadvantaged students (+0.3 points). Students with Disabilities also maintained positive performance at 0.8 points above standard. These results reflect continued success in providing high-quality science instruction and hands-on learning opportunities while highlighting the importance of sustaining targeted supports to ensure all student groups continue to make progress.

CA Growth Model ELA: Students in the All Students group demonstrated growth classified as *Accelerated*, with 76.1% of students improving their scores from the previous year. Notably, *all reported student groups* demonstrated *Accelerated* growth, apart from Long-Term English Learners who showed *Average* growth. Also, 84.6% of current English Learners, 72.6% of English Only students and 87.5% of recently Reclassified English Learners improved their scores from the previous year. These results demonstrate strong growth across a diverse student population and reflect the school's ongoing commitment to equity, high-quality instruction, and ensuring all students have access to meaningful academic success.

CA Growth Model Math: Students in the All Students group demonstrated growth classified as *Exceptional*, with 84.7% of students improving their score from the prior year. Almost all reported student groups demonstrated *Exceptional* growth, with African American,

English Learners and Students with Disabilities performing at an *Accelerated* Level. Filipino, Foster Youth and Pacific Islander students were not assigned a performance category due to small student populations. These results demonstrate strong academic growth across student groups and reflect the school's commitment to providing equitable access to high-quality mathematics instruction and learning opportunities for all students.

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

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

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Throughout the year, families participated in the development of the LCAP through Home School Collaboration (HSC) meetings, family surveys, coffee chats, advisory groups, and other school engagement opportunities. Families reviewed school performance data, discussed LCAP goals, actions, and metrics, and provided feedback on school priorities, student supports, family engagement, and school climate.
Teachers, administrators, and other school personnel	Throughout the year, staff participated in the development of the LCAP through professional development meetings, staff surveys, leadership discussions, and ongoing collaboration. Staff reviewed student outcome data, local indicators, and progress toward LCAP goals and provided feedback regarding priorities, actions, and services. Staff members were also invited to participate in family engagement and educational partner feedback opportunities.
Students	Student input was gathered through school climate and engagement surveys, classroom discussions, advisory activities, and staff-facilitated conversations regarding school culture, belonging, academic experiences, and student supports. Student feedback was reviewed alongside survey and performance data and used to inform the development of LCAP goals, actions, and priorities.

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

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

Educational partner feedback continues to shape the school's priorities as it progresses through the current three-year LCAP cycle. Families consistently emphasize the importance of strong academic outcomes, meaningful family partnerships, student belonging, and mental health and

wellness. Families also value authentic engagement opportunities, clear communication, and a welcoming school community where all students and families feel connected and supported.

Staff feedback underscores the importance of maintaining high-quality instruction through professional development, collaboration, co-teaching, and systems that support instructional effectiveness and sustainability. Staff also identified opportunities to strengthen supports for English Learners, Students with Disabilities, and students requiring behavioral and attendance interventions.

Students, families, and staff continue to value the school's inquiry-based learning model, broad course of study, and commitment to equity and inclusion. Educational partners highlighted the importance of fostering a stronger sense of belonging for all students, particularly Black students and families, while continuing to advance the school's anti-racist commitments. Feedback also reinforced the need to strengthen attendance, family engagement, and social-emotional supports to ensure students are academically successful, connected, and thriving.

As a result, the adopted LCAP maintains its focus on academic readiness, student belonging, mental health and wellness, and family partnership and engagement while refining implementation to better address the needs identified through educational partner feedback and student outcome data.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

instruction, special education services, and English Language Development outcomes in the metrics below will demonstrate closure of the opportunity gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP % meeting/exceeding ELA standard for all students and all numerically significant subgroups *Source: DataQuest*	All students: 69.1% English Learners 35.1% SED: 47.5% SWD:37.87% Asian: 93.1% Black: 68.8% Hispanic/Latinx: 50% White: 76.6% Two or More Races: 80.8% *Data Year: 2022-23*	All students: 71.88% English Learners 13.2% SED: 47.2% SWD:40.47% Asian: 88.6% Black: 50% Hispanic/Latinx: 52.7% White: 86% Two or More Races: 83.34% *Data Year: 2023-24*	CA 2025 Dashboard: **Blue** All students: 70% English Learners 15% SED: 46% SWD 27.08% Asian: 81% Black: 36% Hispanic/Latinx: 48% White: 89% Two or More Races: 89.4% *Data Year: 2024-25*	All students: 80% English Learners: 50% SED: 68% SWD: 45% Asian: 94% Black: 73% Hispanic/Latinx: 69% Two or More Races:83% White: 80%	All students: 0.9% English Learner: -20.1% SED: -1.5% SWD: -10.79% Asian: -12.1% Black: -32.8% Hispanic/Latinx: -2.0% White: 12.4% Two or More Races: 8.6%
1.2	CAASPP % meeting/exceeding Math standard for all students and all numerically significant subgroups *Source: DataQuest*	All students: 60.7% English Learners 18.9% SED: 37.8% SWD: 37.8% Asian: 93.1% Black: 37.5% Hispanic/Latinx: 37% White: 73.3% Two or More Races: 83.3% *Data Year: 2022-23*	All students: 66.8% English Learners 13.2% SED: 41.1% SWD: 28.6% Asian: 88.6% Black: 25% Hispanic/Latinx: 43.6% White: 83.3% Two or More Races: 90% *Data Year: 2023-24*	CA 2025 Dashboard: Green All students: 62% English Learners 14% SED: 38% SWD: 14.2% Asian: 79% Black: 23% Hispanic/Latinx: 39% White: 85% Two or More Races: 74% *Data Year: 2024-25*	All students: 79% English Learners: 25% SED: 40% SWD: 40% Asian: 95% Black: 45% Hispanic/Latinx: 47% White: 80% Two or More Races: 75%	All students: 1.3% English Learners -4.9% SED: 0.2% SWD: -23.6% Asian: -14.1% Black: -14.5% Hispanic/Latinx: 2.0% White: 11.7% Two or More Races: -9.3%
1.3	% of total and EL teachers credentialed and properly assigned *Data Source: TAMO*	70.83% fully credentialed and effective per ESSA *Data Year: 2022-23*	100% fully credentialed and effective per ESSA (Clear 59.1%, 40.9% Ineffective) *Data Year: 2022-23*	2023-24 Dataquest: Clear: 50% Out of Field: 0% Intern: 4.5% Ineffective: 31.8% Incomplete: 13.6% *Data Year: 2023-24*	100% fully credentialed 0 teachers misassigned	-2.63% fully credentialed and effective per ESSA
1.4	% of students with access to their own copies of standard*s*-	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*	100% *Data Year: 2025-2026*	100%	Maintained

	aligned instructional materials for use at school and at home *Data Source: SARC*					
1.5	% of all adopted state content standards are implemented, including ELD standards. *Data Source: Local Indicator*	100% *Data Year: 2023-25*	100% *Data Year: 2024-25*	100% *Data Year: 2025-26*	100%	Maintained
1.6	EL Reclassification Rates *Data Source: DataQuest Annual Reclassification*	Data Not Available *Data Year: 2022-23*	23% Reclassification Rate *Data Year: 2024-2025*	In Progress Reclassification Rate *Data Year: 2025-2025*	10%	N/A
1.7	English Learner Progress Indicator: % of English Learners improving *Source: CA Dashboard*	25.7% Making Progress Increased 9% *Data Year: 2022-23*	65.4% making progress towards English language proficiency *Data Year: 2023-24*	57.9% making progress towards English language proficiency *Data Year: 2024-25*	45%	32.2%
1.8	CA Science (CAST): % of students met/exceeded standard *Source: Dataquest*	5th Grade: 57.14% Met or Exceeded 8th Grade: 43.75% Met or Exceeded *Data Year: 2022-23*	5th Grade: 57.8% Met or Exceeded 8th Grade: 49.1% Met or Exceeded *Data Year: 2023-24*	5th Grade: 73% Met or Exceeded 8th Grade: 63% Met or Exceeded *Data Year: 2024-25*	60%	5th Grade: 15.86% Met or Exceeded 8th Grade: 19.25% Met or Exceeded
1.9	Professional Development opportunities *Source: SARC*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*	100% *Data Year: 2025-26*	100%	Maintained

Goal Analysis for 2025-26

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

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

Implementation of actions under Goal 1 remained aligned with the school's commitment to equity, personalized learning, and high-quality instruction for all students. The school continued to implement key components of its instructional model, including Individualized Learning Plans (ILPs) for all students, co-teaching structures in many grade levels, low student-to-staff ratios, daily English Language Development (ELD) instruction, and ongoing collaboration between general education and Diverse Learner Team staff. Professional development was provided through a 2.5-week summer institute and ongoing Wednesday learning sessions, while teachers participated in coaching cycles, classroom observations, and collaborative planning to strengthen instructional practice.

Successes: The school successfully maintained ILPs for all students and continued implementation of co-teaching structures across many grade levels. Weekly collaboration between general education and Diverse Learner Team staff supported coordinated student supports, while low student-to-staff ratios allowed for personalized instruction and intervention. Professional development and coaching opportunities were provided throughout the year, and the school continued to administer NWEA MAP assessments and curriculum-based assessments to monitor student progress. Daily 30-minute ELD instruction was implemented as planned to support multilingual learners.

Challenges: While implementation remained strong overall, the school identified opportunities for improvement. Co-teaching models were not implemented consistently across grade levels, and learning specialist support was not always targeted to the highest-need students. The absence of a Director of Curriculum position and limited opportunities for peer coaching impacted instructional leadership and collaboration. In middle school, the use of multiple curricula created challenges for consistent progress monitoring. Additionally, while ELD instruction was implemented as planned, English Learner goals have not yet been fully integrated into Individualized Learning Plans. These challenges will inform refinements to instructional systems and supports in the coming year.

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

There were no material differences between budgeted and estimated actual expenditures for most actions under Goal 1. Expenditures generally aligned with planned implementation throughout the year. The largest variance occurred in Action 1.4 (Curriculum and Instruction), where actual expenditures exceeded the budget due primarily to increased personnel compensation and benefits costs. Overall, expenditures remained closely aligned with the implementation of planned actions and services.

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

The actions implemented under Goal 1 have been effective in advancing academic achievement and supporting equitable outcomes for students. Overall performance improved in both English Language Arts and Mathematics, with students demonstrating significant growth on the California School Dashboard. ELA performance increased by 11.7 points, moving the school into the Blue performance level, while Mathematics increased by 13.2 points, placing the school in the Green performance level.

The school’s instructional model, professional development, assessment systems, and targeted interventions contributed to strong outcomes across multiple student groups. English Learners demonstrated particularly strong progress, with 65.4% making progress toward English language proficiency, resulting in a Blue performance level on the English Learner Progress Indicator. In addition, California Growth Model results showed Above growth in both ELA and Mathematics across all reported student groups.

While these results reflect the effectiveness of the school's instructional and support systems, opportunities for improvement remain. Students with Disabilities continued to perform below schoolwide averages in ELA, Mathematics, and Science, indicating a need to strengthen specially designed instruction, intervention supports, and access to grade-level content. The school will continue refining instructional practices and targeted supports to ensure all students experience academic success.

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

Based on reflection and analysis of implementation, student outcome data, and educational partner feedback, no substantive changes have been made to Goal 1, its metrics, target outcomes, or planned actions for the coming year. Current strategies remain aligned with the school's mission, instructional model, and commitment to equitable outcomes for all students.

While no major revisions were made, the school will continue refining implementation of existing actions by strengthening co-teaching practices, improving progress monitoring systems, and enhancing supports for English Learners and Students with Disabilities. These refinements are intended to strengthen the effectiveness of current actions and support continued academic growth for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Model	NSSF will prioritize innovative teacher collaboration to differentiate student support, including co-teaching where possible. ● Personalized Learning: each student will have an Individualized Learning Plan to track goals, achievements, progress, challenges, and interests. ● Learning Specialists provide targeted instruction and assessment for students with special needs, EL's, and both high and low achieving students ● Low Student to Staff Ratio	$111,201	Yes

1.2	Professional Development	Leadership team and Director of Curriculum facilitates all professional development, curriculum development, and teacher co teaching and management. 3 weeks1 month summer PD ● Curriculum: Cognitively Guided Instruction (CGI), and Eureka Math, and Open Up Resources: MathEngage NY, EL Education Balanced Literacy; NGSS; Standards for College, Career, and Civic Life, Inquiry Approach; History–Social Studies Content Standards, SEL ● Serving Diverse Learners: Universal Design for Learning (UDL), SES, ELD Strategies (ELA/ELD Frameworks); IEP Training; Differentiation, EL Achieve Curriculum ● Commitment to Equity: Positive Behavior Intervention Support (PBIS), Restorative Practices, Understanding our own identities and biases ● Professional Development sessions during the school year: ● Collaborative work ● Teacher-driven inquiry and research ● Targeted professional development Leadership team and Instructional Coach facilitates professional development, conducts classroom observations, and provides coaching to all teachers. Minimum of 115 daily minutes of planning time while students are in Spanish, PE, Art and/or Music for: ● Grade Level Collaboration ● Instructional Rounds and Peer Coaching ● Data reflection and Individualized Learning Plan (ILP) development ● Student Success Team meetings ● Curriculum Development	$342,373	No
1.3	Special Education	Director of Special Education ● Provides teacher professional development for inclusion practices and oversees all tier 3 supports time ● Oversees special education program	$769,647	No

1.4	Curriculum and Instructional Materials	Students will have access to high-quality curriculum and instructional materials to engage in inquiry-based instruction. ● Curriculum aligned to CCSS, NGSS, College, Career, and Civic(C3) Life Framework and CA Social Studies Standards, and ELD standards, utilizing the Inquiry approach. ● Curriculum includes: Eureka Math; Open Up Resources: MathEngage NY, EL Education; InquirEd; Wiley Blevins From Phonics to Reading; History Alive!; Wayfinder; RULER; Kimochis; Pollyanna ● Instructional Materials i. Math Manipulatives ii. Science Materials ● Supplemental curricular and assessment resources i. Online Intervention software ii. Reading A-Z: Classroom libraries iii. Phonics and Word Study resources iv. Bridges Mathematics Intervention curriculum	$2,732,832	No
1.5	Assessment and progress monitoring	● Data and assessment management system ● NWEA MAP administered 3X a year ● Curriculum provided unit assessments administered throughout year ● Edtec Data Services	$129,522	Yes
1.6	English Language Development	● EL's ILP's will include ELPAC results and specific strategies to support student ● 30 minutes daily ELD instructional support through small groups using EL Achieve curriculum and/or individual support with teacher using instructional aides to assist	$307,100	Yes

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate *Source: CALADS P-2 Report*	93.7% *Data year: 2023-24*	95% *Data year: 2024-25*	P-1: 94.70% Data Source: P1 2025-2026	95%	+1.0%
2.2	Suspension rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 0.7% EL: 0% SED: 1.3% SWD: 1.5% Asian: 2.3% African American: 0% Hispanic/Latino: 0% Two or More Races: 0% White: 0.6% *Data year: 2022-23*	All Students: 1.1% EL: 2.6% SED: 2.4% SWD: 4.4% Asian: 0% African American: 4.3% Hispanic/Latino: 1.2% Two or More Races: 0% White: 1.3% *Data year: 2023-24*	**CA Dashboard 2025: Orange** All Students: 3% EL: 5.4% SED: 4.8% SWD: 6.3% Asian: 1.7% African American: 3% Hispanic/Latino: 5.2% Two or More Races: 1.8% White: 1.4% *Data year: 2024-25*	<1%	All Students: 2.3% EL: 5.4% SED: 3.5% SWD: 4.8% Asian: -0.6% African American: 3% Hispanic/Latino: 5.2% Two or More Races: 1.8% White: 0.8%
2.3	Expulsion rate for all students and all numerically significant subgroups *Data Source: DataQuest Expulsion*	0% *Data year: 2022-23*	0% *Data year: 2023-24*	0% *Data year: 2024-25*	0%	Maintained

2.4	Chronic Absenteeism Rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 25% EL: 42.2% SED: 40% SWD: 34.8% Asian: 16.3% Black/Af Am: 42.9% Hispanic/Latino: 37.3% Two or More Races: 15.6% White: 14.1% *Data Year: 2022-23*	All Students: 18.6% EL: 32.5% SED: 33.3% SWD: 24.5% Asian: 8.2% Black/Af Am: 26.1% Hispanic/Latino: 30.2% Two or More Races: 9.1% White: 11.4% *Data Year: 2023-24*	**CA Dashboard 2025: Red** All Students: 20.3% EL: 30.8% SED: 34.1% SWD: 32.5% Asian: 10.3% Black/Af Am: 26.1% Hispanic/Latino: 29.2% Two or More Races: 9.1% White: 10.1% *Data Year: 2024-25*	<2%	All Students: -4.7% EL: -11.4% SED: -5.9% SWD: -2.3% Asian: -6.0% Black/Af Am: -16.8% Hispanic/Latino: -8.1% Two or More Races: -6.5% White: -4.0%
2.5	Family survey: % who feel safe and connected at school *Source: Local*	<u>Safe</u>: I feel like a valued and welcomed member of the New School SF community: 81.8% My concerns and comments are heard by educators and staff at New School SF: 75.4% <u>Connected:</u> New School SF reflects my culture and beliefs: 78.2% The school provides opportunities for my family to engage with the school community: 78.6% *Data Year: 2023-24*	<u>Safe</u>: I feel like a valued and welcomed member of the New School SF community: 83.8% My concerns and comments are heard by educators and staff at New School SF: 81.2% <u>Connected:</u> New School SF reflects my culture and beliefs: 82.2% The school provides opportunities for my family to engage with the school community: 86.1% *Data Year: 2024-25*	<u>Safe</u>: I feel like a valued and welcomed member of the New School SF community: 89% My concerns and comments are heard by educators and staff at New School SF: 84% <u>Connected:</u> New School SF reflects my culture and beliefs: 81.9% The school provides opportunities for my family to engage with the school community: 89% *Data Year: 2025-26*	80% on all questions	<u>Safe</u>: I feel like a valued and welcomed member of the New School SF community: +7.2% My concerns and comments are heard by educators and staff at New School SF: +8.6% <u>Connected:</u> New School SF reflects my culture and beliefs: +3.7% The school provides opportunities for my family to engage with the school community: +10.4%
2.6		<u>Safe:</u> My supervisor, or someone at work, seems to care about me as a person: 4.48 out of 5	<u>Safe:</u> My supervisor, or someone at work, seems to care about me as a person: 4.63 out of 5	<u>Safe:</u> My supervisor, or someone at work, seems to care about me as a person: 4.43 out of 5	3.5 out of 5 on all questions	<u>Safe:</u> My supervisor, or someone at work, seems to care about me as a person: .05 At work, my opinions seem to count: .03

	Staff survey: % who feel safe and connected at school *Source: Local*	At work, my opinions seem to count: 3.77 out of 5 <u>Connected:</u> The mission or purpose of my organization makes me feel my job is important: 3.99 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 3.58 out of 5 *Data Year: 2023-24*	At work, my opinions seem to count: 3.91 out of 5 <u>Connected:</u> The mission or purpose of my organization makes me feel my job is important: 4.20 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 4.23 out of 5 *Data Year: 2024-25*	At work, my opinions seem to count: 3.80 out of 5 <u>Connected:</u> The mission or purpose of my organization makes me feel my job is important: 4.18 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 3.60 out of 5 *Data Year: 2025-26*		<u>Connected:</u> The mission or purpose of my organization makes me feel my job is important: 0.19 On a scale of 1 to 5, please rate your sense of belonging at New School: .02
2.7	Student survey: % who feel safe and connected at school *Source: Local*	Safe and Connected: 71% *Data Year: 2023-24*	Safe and Connected: 79.8% *Data Year: 2024-25*	Safe and Connected: 87% *Data Year: 2025-26*	3.5 out of 5 on all questions	+16%
2.8	% of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health *Source: Local*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*	100% *Data Year: 2025-26*	100%	Maintained
2.9	Facilities in “good repair” *Source: SARC*	Fair *Data Year: 2022-23*	Good *Data Year: 2024-25*	Good *Data Year: 2025-26*	Good	Maintained
2.10	Middle School Dropout Rate *Source: Dataquest*	0% *Data Year: 2022-23*	0% *Data Year: 2023-24*	0% *Data Year: 2024-25*	0%	Maintained

Goal Analysis for 2025-26

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

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

Implementation of actions under Goal 2 remained aligned with the school's commitment to providing a safe, supportive, and joyful learning environment for all students. The school continued to implement Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, inquiry-based learning experiences, attendance initiatives, and a broad course of study designed to support student engagement, well-being, and belonging.

Successes: The school continued implementation of PBIS, including Tier I and Tier II supports, positive behavior incentives, and targeted social groups. Elementary school staff reported a reduction in major behavioral incidents. Social-emotional learning curricula remained in use across the school, while students participated in inquiry-based learning experiences and schoolwide exhibitions. Students also maintained access to arts, Spanish, dance, physical education, health education, and middle school athletics. Attendance monitoring, family outreach, and attendance incentives remained in place throughout the year. Increased custodial capacity and improved responsiveness to maintenance needs supported a safe and welcoming learning environment.

Challenges: The school identified opportunities to strengthen supports for students with disabilities and students of color who were disproportionately represented in behavioral referrals. Staff also noted the need for greater consistency in social-emotional learning implementation and continued efforts to address chronic absenteeism. Additional challenges included balancing curriculum requirements with student voice and choice, developing a more comprehensive approach to technology, and addressing deferred maintenance needs associated with an aging facility.

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

Material differences between budgeted and estimated actual expenditures occurred in a limited number of actions under Goal 2. For Action 2.5 (Attendance Initiatives), actual expenditures were lower than budgeted due primarily to reduced transportation costs. For Action 2.6 (Safe and Clean Facilities), actual expenditures exceeded the budget due to increased janitorial and facility-related costs incurred during the year. Overall, expenditures remained aligned with the implementation of planned actions and services designed to support student engagement, well-being, and school safety.

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

The actions implemented under Goal 2 have been largely effective in supporting a safe, supportive, and engaging learning environment for students. Attendance initiatives, social-emotional learning programs, restorative practices, and positive behavioral supports contributed to improvements across several key school climate indicators.

Attendance improved from 93.7% to 95.0%, while chronic absenteeism declined from 25.0% to 18.6%. Significant reductions in chronic absenteeism were observed among English Learners, Students with Disabilities, Hispanic students, and Black/African American students, reflecting the effectiveness of attendance monitoring, family outreach, and targeted intervention efforts. The school also maintained a 0% expulsion rate.

Local survey data further demonstrate positive outcomes. Family, student, and staff survey results indicate strong perceptions of safety, belonging, and connection across the school community. Students reported increased feelings of safety and connectedness, while families and staff continued to report high levels of engagement and positive relationships with the school.

While these results reflect meaningful progress toward the goal, suspension rates increased slightly during the year, particularly among certain student groups. These findings indicate a continued need to strengthen restorative practices, proactive behavioral supports, and culturally responsive approaches to ensure equitable outcomes for all students. Overall, the actions implemented under Goal 2 have contributed positively to school climate, student engagement, and overall well-being.

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

Based on reflection and analysis of implementation, local climate data, and educational partner feedback, no substantive changes have been made to Goal 2, its metrics, target outcomes, or planned actions for the coming year. Current strategies remain aligned with the school's commitment to providing a safe, supportive, and joyful learning environment that promotes student engagement, belonging, and well-being.

While no major revisions were made, the school will continue refining implementation of existing actions by strengthening supports for students with disabilities and other students requiring behavioral interventions, improving attendance systems and early interventions for chronically absent students, and increasing consistency in social-emotional learning practices across the school. These refinements are intended to strengthen the effectiveness of current actions while maintaining the overall direction of the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive School Culture	• Leadership Team oversees implementation of our Positive Behavioral Intervention and Support system including Tier 1 and 2 supports for students. • Restorative Practices	$73,052	No
2.2	Social Emotional Learning	• SEL Curriculum: Wayfinder, Kimochi and RULER • Pod Time Program/Morning Meeting/Advisory Program i. Daily beginning and end of the day ii. SEL, community building, and student readiness	$73,052	No

2.3	Inquiry Arcs	Each child will engage in 4 Inquiry Arcs (discrete units of learning to drive curiosity lasting between 6 and 12 weeks that follow the following progression: Exploratory, Expression, Exposition) ● Cultivate 21st Century Learners ● Driven by student choice and voice and strongly supports educators to implement student ideas, questions and solutions into the learning progression. ● Presentation of Learning “Expositions” 2 or more times/year	$111,338	No
2.4	Broad Course of Study	We will provide a broad Course of Study with instruction in Arts, Spanish, Technology, Physical Education and Health, as well as integration of each into the Inquiry Arcs as appropriate. ● Technology ○ Infrastructure upgrades to allow adequate bandwidth for use of technology ○ Purchase new devices ● Curriculum for Health and Wellness ● Enrichment activities (sports, Spanish, student clubs and affinity groups)	$432,623	No
2.5	Attendance Initiatives	To address the red indicator on the 2023 CA Dashboard in Chronic Absenteeism, this action will support the regular attendance of all students but is specifically designed to support the needs of our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White students. ● Operations Team oversees daily attendance tracking. ● Internal attendance committee reviews attendance data regularly to monitor absences, tardies, and truancies and engages with families to determine how to ensure the child attends school regularly.	$519,045	No
2.6	Safe and Clean Facilities	We will ensure our campus is safe and clean to ensure the safety of our students and staff. ● Maintenance ● Health Protocols to prevent the spread of COVID-19	$457,613	No

Goal 3

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

State Priorities addressed by this goal.

State Priority #4 Parent Involvement & Family Engagement

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents involved in schoolwide programs/events *Data Source: Parent conference confirmations, school calendar*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*	100% *Data Year: 2025-26*	100%	0%
3.2	# of opportunities for decision-making input in the school's programs *Data Source: Local school calendar*	29 Opportunities for decision-making input in the school's programs *Data Year: 2023-24*	29 Opportunities for decision-making input in the school's programs *Data Year: 2024-25*	29 Opportunities for decision-making input in the school's programs *Data Year: 2025-26*	7	0%
3.3	% of families responding to family surveys *Source: Family Survey*	57% *Data Year: 2023-2024*	90% *Data Year: 2024-2025*	70% *Data Year: 2025-2026*	75%	13%

Goal Analysis for 2025-26

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

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

Implementation of actions under Goal 3 remained aligned with the school's commitment to creating a welcoming environment that encourages meaningful family participation and engagement. The school continued to provide families with multiple opportunities to participate in school programs, events, educational partner groups, and community-building activities while maintaining consistent communication and outreach efforts throughout the year.

Successes: The school hosted a variety of family engagement opportunities, including beginning-of-year orientations, coffee chats, family conferences, workshops, advisory groups, and transition meetings for students with higher support needs. Family survey results remained strong, with families reporting a 4.45 out of 5 rating for feeling welcomed and valued by the school community, representing growth over the past two years. Re-enrollment remained strong at 97%, enrollment exceeded targets, and application rates increased compared to prior years. The school also expanded opportunities for Black family engagement, maintained consistent communication through ParentSquare and weekly family updates, and continued to build community through schoolwide celebrations, events, athletics, and the Exploremos after-school program.

Challenges: The school identified opportunities to strengthen school culture and belonging for Black students, families, and staff and continues to prioritize this work through an evolving focus on building a more intentionally pro-Black community. Limited facility space remains a challenge, particularly in expanding Transitional Kindergarten enrollment opportunities and creating dedicated gathering space for families. The shift toward Transitional Kindergarten as the primary entry point for families has also created enrollment challenges at the Kindergarten level.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 3. Overall expenditures remained aligned with the implementation of planned actions and services.

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

The actions implemented under Goal 3 have been effective in promoting family engagement and fostering a welcoming school community. The school continued to provide multiple opportunities for families to participate in school events, decision-making processes, and provide feedback regarding school programs and priorities.

Family participation remained strong through conferences, coffee chats, workshops, affinity groups, community celebrations, and other school activities. The school also maintained 29 opportunities for educational partner input throughout the year, while family survey participation increased from the baseline.

Family climate survey results further demonstrate the effectiveness of these actions. Families reported a 4.45 out of 5 rating for feeling welcomed and valued by the school community, representing growth over the past two years. Strong family engagement is also reflected in the school's 97% re-enrollment rate and enrollment exceeding projected targets.

Overall, the actions implemented under Goal 3 strengthened school-home partnerships, increased opportunities for educational partner voice, and contributed to a positive and inclusive school culture.

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

Based on reflection and analysis of implementation, educational partner feedback, and family engagement data, no substantive changes have been made to Goal 3, its metrics, target outcomes, or planned actions for the coming year. Current strategies remain aligned with the school's commitment to fostering strong family partnerships and creating a welcoming environment that encourages meaningful participation.

While no major revisions were made, the school will continue refining implementation by expanding opportunities for family engagement, strengthening communication, and deepening efforts to foster belonging for all families, particularly Black students, families, and staff. The school will also continue exploring ways to address facility space limitations that impact family gathering opportunities and enrollment growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Activities	We will facilitate family participation in school activities ● Beginning of the school year family student orientation ● Coffee Chats with Head of School ● 3 Family Workshops: SEL, Curriculum and Pedagogy, Equity & Diversity. ● NSSF family group hosts informal gatherings ● Community Room for family use ● Family/Teacher conferences 2-3 times a year	$238,854	No

3.2	Director of Community Engagement	Our Director of Community Engagement is responsible for ensuring New School San Francisco is a diverse welcoming learning environment with strong community relationships. ● Student recruitment ● Enrollment and retention ● Out of school time ● Family engagement ● Community relationships	$41,815	No
3.3	Family Communication	We will continue to provide regular communication with all families using Email, text message, social media, and paper correspondence providing the necessary translation services.	$259,134	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$442,185	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.83%	0%	$0	9.18%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	Based on 2025 CA Dashboard, 40.6% of students are socioeconomically disadvantaged (SED), 15% are English Learners (EL), and 16.1% are Students with Disabilities (SWD). These student groups benefit from increased access to personalized, differentiated instruction and targeted academic supports aligned to their unique needs and learning profiles.	This action supports a schoolwide instructional model that emphasizes individualized learning, low student-to-staff ratios, and strategic teacher collaboration. Each student receives an Individualized Learning Plan (ILP) to monitor progress and goals. Learning Specialists work alongside classroom teachers to provide co-teaching, targeted interventions, and differentiated instruction for ELs, SWDs, and students performing above or below grade level. The model is implemented schoolwide to ensure equitable access to high-quality instruction for all students, with particular benefit to identified student groups.	1.1: CAASPP % meeting/exceeding ELA standard for all students and all numerically significant subgroups 1.2: CAASPP % meeting/exceeding Math standard for all students and all numerically significant subgroups

Goal1 Action 5	NSSF is a diverse community with 40.6% Socioeconomically Disadvantaged students and 15% students are English Learners.	NSSF Assessment and progress monitoring action will support our unduplicated students with regular monitoring of data and assessments in ELA and Math using our curriculum unit assessments and the NWEA MAP assessments to ensure our SED and EL students are making academic growth throughout the school year. This action is specifically designed to support our unduplicated students but is provided on a schoolwide basis because all students will benefit.	1.1: CAASPP % meeting/exceeding ELA standard for all students and all numerically significant subgroups 1.2: CAASPP % meeting/exceeding Math standard for all students and all numerically significant subgroups
Goal 1 Action 6	2025 CA Dashboard, 57.9% of English Learners made progress toward English language proficiency, representing a 7.5 percentage point decline from 2024. While the school continues to provide targeted English Language Development supports, this decrease indicates a need for continued focus on accelerating language acquisition and ensuring English Learners build the skills necessary to meet grade-level academic expectations.	Increased staffing supports the implementation of NSFF ELD program, which includes personalized and differentiated learning with regular benchmark assessments aligned to the ELD standards. This program features an ELD course that provides designated support through targeted small group instruction for English Learners. ELs' ILPs will incorporate ELPAC results and specific strategies to support each student. Additionally, students will receive 30 minutes of daily ELD instructional support through small groups using the EL Achieve curriculum, and/or individual support with the assistance of instructional aides.	1.7: English Learner Progress Indicator: % of English Learners improving

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,726,933.00	$ 5,966,663.18

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	Instructional Model	Yes	$ 133,119	$ 134,102
1	2	Professional Development	No	$ 318,130	$ 302,202
1	3	Special Education	No	$ 661,322	$ 677,963
1	4	Curriculum and Instruction	No	$ 2,317,682	$ 2,454,469
1	5	Assessment and Progress Monitoring	Yes	$ 106,119	$ 103,777
1	6	English Language Development	Yes	$ 274,995	$ 296,643
2	1	Positive School Culture	No	$ 63,583	$ 63,583
2	2	Social Emotional Learning	No	$ 63,583	$ 63,583
2	3	Inquiry Arcs	No	$ 106,119	$ 105,993
2	4	Broad Course of Study	No	$ 366,146	$ 368,224
2	5	Attendance Initatives	No	$ 453,971	$ 424,552
2	6	Safe and Clean Facilities	No	$ 321,744	$ 419,582
3	1	Family Participation in School Activities	No	$ 246,771	$ 253,095
3	2	Director of Community	No	$ 24,378	$ 24,378
3	3	Family Communication	No	$ 269,271	$ 274,520

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 387,692	$ 514,233	$ 534,522	$ (20,289)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Instructional Model	Yes	$ 133,119	$ 134,102	0.000%	0.000%
1	5	Assessment and Progress Monitoring	Yes	$ 106,119	$ 103,777	0.000%	0.000%
1	6	English Language Development	Yes	$ 274,995	$ 296,643	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,726,304	$ 387,692	0.000%	8.203%	$ 534,522	0.000%	11.31%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 5,649,590	$ 442,185	7.83%	0.000%	7.83%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,280,709	$ 720,167	$ 1,492,500	$ 105,825	$ 6,599,201	$ 5,379,970	$ 1,219,231

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Instructional Model	All	Yes	LEA-wide	English Learners and Low-Income	NSSF	Ongoing	$ 99,522	$ 11,679	$ 111,201	$ -	$ -	$ -	$ 111,201	0.000%
1	2	Professional Development	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 282,373	$ 60,000	$ 282,373	$ 50,000	$ -	$ 10,000	$ 342,373	0.000%
1	3	Special Education	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 696,097	$ 73,550	$ 98,194	$ 604,608	$ -	$ 66,845	$ 769,647	0.000%
1	4	Curriculum and Instruction	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 2,658,787	$ 74,045	$ 1,267,232	$ -	$ 1,465,600	$ -	$ 2,732,832	0.000%
1	5	Assessment and Progress Monitoring	All	Yes	LEA-wide	English Learners and Low-Income	NSSF	Ongoing	$ 99,522	$ 30,000	$ 129,522	$ -	$ -	$ -	$ 129,522	0.000%
1	6	English Language Development	All	Yes	LEA-wide	English Learners and Low-Income	NSSF	Ongoing	$ 295,421	$ 11,679	$ 278,120	$ -	$ -	$ 28,980	$ 307,100	0.000%
2	1	Positive School Culture	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 73,052	$ -	$ 73,052	$ -	$ -	$ -	$ 73,052	0.000%
2	2	Social Emotional Learning	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 73,052	$ -	$ 73,052	$ -	$ -	$ -	$ 73,052	0.000%
2	3	Inquiry Arcs	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 111,338	$ -	$ 111,338	$ -	$ -	$ -	$ 111,338	0.000%
2	4	Broad Course of Study	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 432,623	$ -	$ 367,064	$ 65,559	$ -	$ -	$ 432,623	0.000%
2	5	Attendance Initatives	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 90,475	$ 428,570	$ 519,045	$ -	$ -	$ -	$ 519,045	0.000%
2	6	Safe and Clean Facilities	All	No	LEA-wide	N/A	NSSF	Ongoing	$ -	$ 457,613	$ 457,613	$ -	$ -	$ -	$ 457,613	0.000%
3	1	Family Participation in School Activities	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 233,854	$ 5,000	$ 238,854	$ -	$ -	$ -	$ 238,854	0.000%
3	2	Director of Community	All	No	LEA-wide	N/A	NSSF	Ongoing	$ -	$ 41,815	$ 14,915	$ -	$ 26,900	$ -	$ 41,815	0.000%
3	3	Family Communication	All	No	LEA-wide	N/A	NSSF	Ongoing	$ 233,854	$ 25,280	$ 259,134	$ -	$ -	$ -	$ 259,134	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,649,590	$ 442,185	7.83%	0.000%	7.83%	$ 518,843	0.000%	9.18%	**Total:**	$ 518,843
								LEA-wide Total:	$ 518,843
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Instructional Model	Yes	LEA-wide	English Learners and Low-Income	NSSF	$ 111,201	0.000%
1	2	Professional Development	No	LEA-wide		NSSF	$ -	0.000%
1	3	Special Education	No	LEA-wide		NSSF	$ -	0.000%
1	4	Curriculum and Instruction	No	LEA-wide		NSSF	$ -	0.000%
1	5	Assessment and Progress Monitoring	Yes	LEA-wide	English Learners and Low-Income	NSSF	$ 129,522	0.000%
1	6	English Language Development	Yes	LEA-wide	English Learners and Low-Income	NSSF	$ 278,120	0.000%
2	1	Positive School Culture	No	LEA-wide		NSSF	$ -	0.000%
2	2	Social Emotional Learning	No	LEA-wide		NSSF	$ -	0.000%
2	3	Inquiry Arcs	No	LEA-wide		NSSF	$ -	0.000%
2	4	Broad Course of Study	No	LEA-wide		NSSF	$ -	0.000%
2	5	Attendance Initatives	No	LEA-wide		NSSF	$ -	0.000%
2	6	Safe and Clean Facilities	No	LEA-wide		NSSF	$ -	0.000%
3	1	Family Participation in School Activities	No	LEA-wide		NSSF	$ -	0.000%
3	2	Director of Community	No	LEA-wide		NSSF	$ -	0.000%
3	3	Family Communication	No	LEA-wide		NSSF	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

    - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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