LCFF Budget Overview for Parents

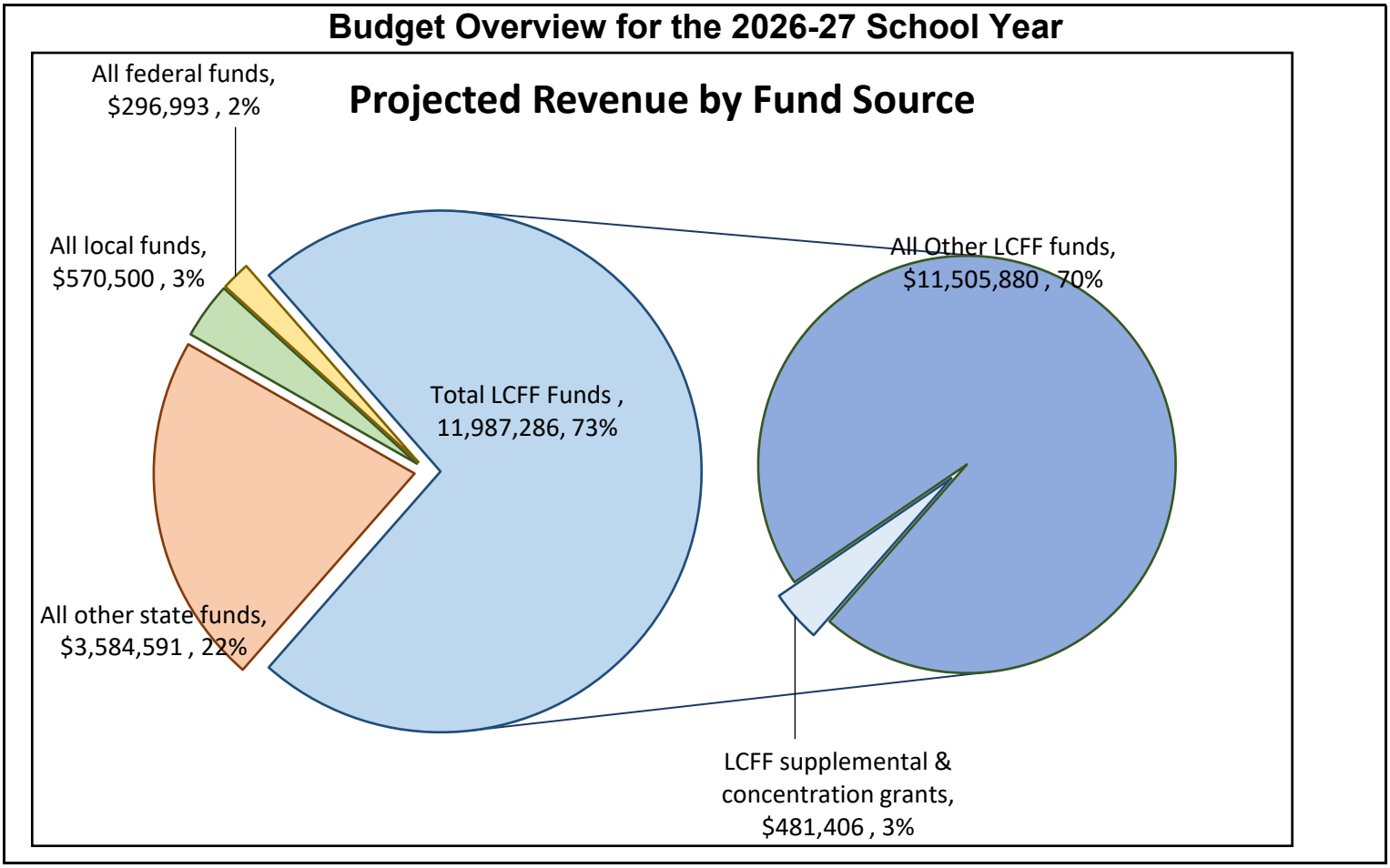
Local Educational Agency (LEA) Name: New West Charter

CDS Code: 19 647336120158

School Year: 2026-27

LEA contact information: Dr. Sharon Weir; sweir@newwestcharter.org; (310) 943-5444

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).

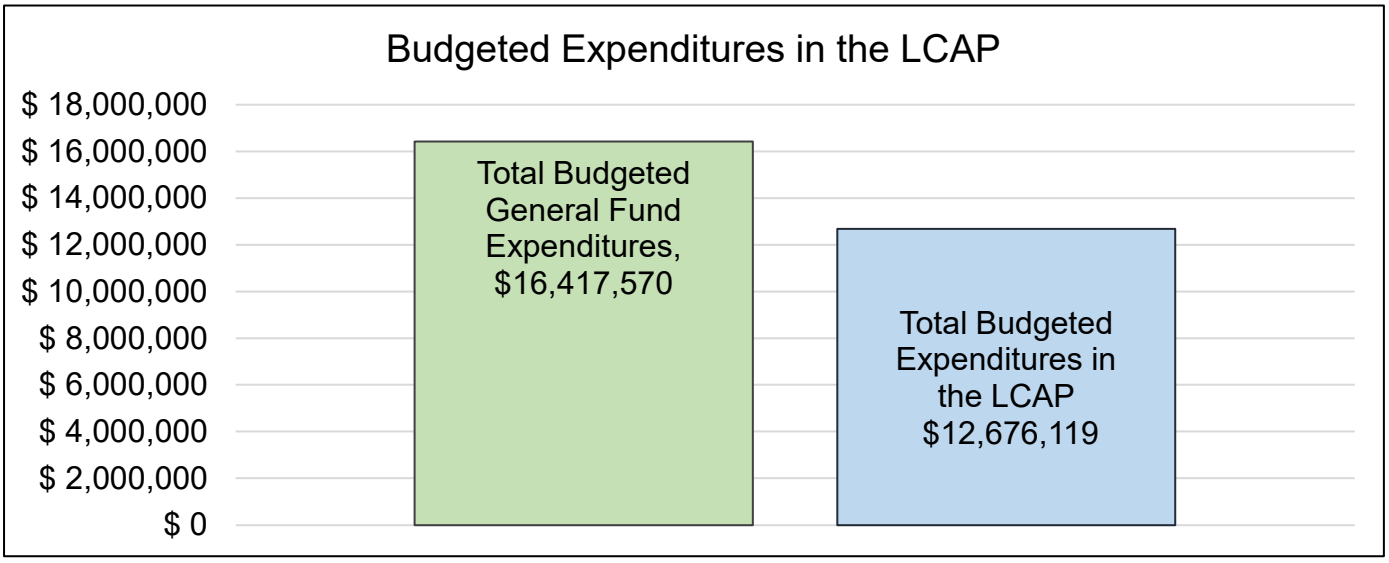


This chart shows the total general purpose revenue New West Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New West Charter is $16,439,370.00, of which $11,987,286.00 is Local Control Funding Formula (LCFF), $3,584,591.00 is other state funds, $570,500.00 is local funds, and $296,993.00 is federal funds. Of the $11,987,286.00 in LCFF Funds, $481,406.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New West Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New West Charter plans to spend $16,417,570.00 for the 2026-27 school year. Of that amount, $12,676,119.00 is tied to actions/services in the LCAP and $3,741,451.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

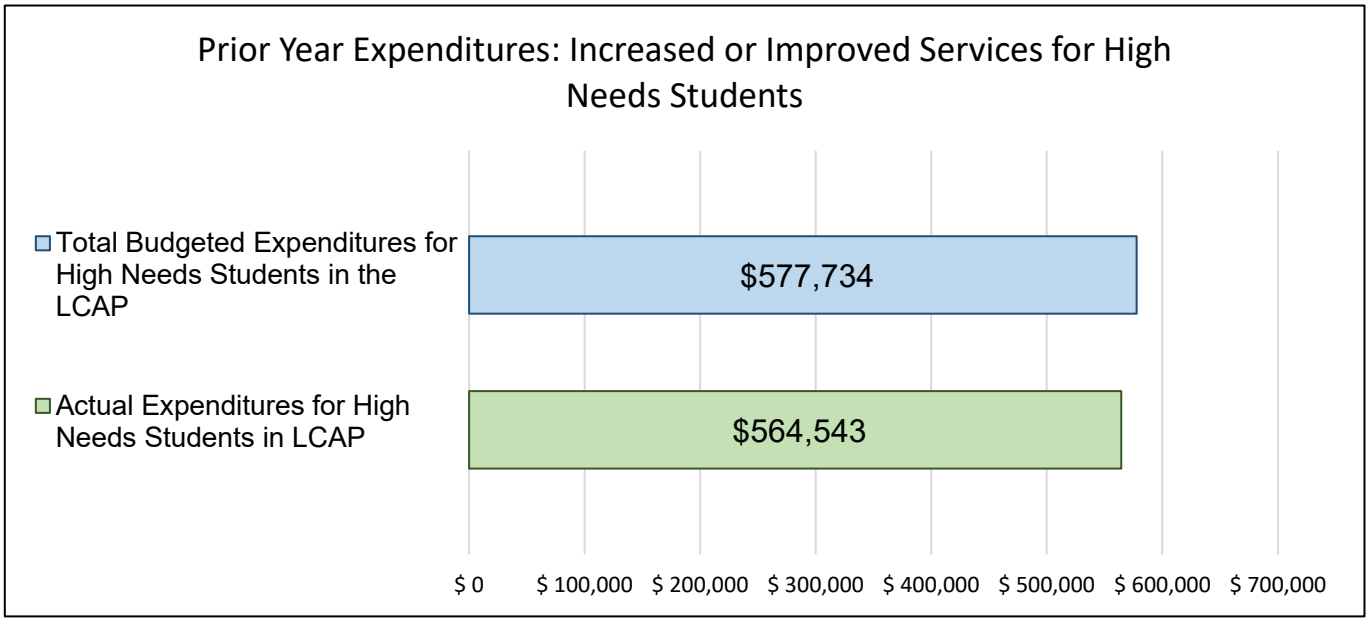
Business services, oversight fees, postage, depreciation of capital assets, legal fees, and other operational staffing

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

In 2026-27, New West Charter is projecting it will receive $481,406.00 based on the enrollment of foster youth, English learner, and low-income students. New West Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New West Charter plans to spend $689,015.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, New West Charter's LCAP budgeted $577,734.00 for planned actions to increase or improve services for high needs students. New West Charter actually spent $564,543.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $13,191.00 had the following impact on New West Charter's ability to increase or improve services for high needs students:

The $13,191 variance did not impact services provided to high need students and can be accounted for by normal variations in staffing costs. All services were provided as planned.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New West Charter School	Sharon Weir, Ed.D. Principal/Executive Director	sweir@newwestcharter.org (310) 943-5444

Plan Summary 2026-27

General Information

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

New West Charter School is a direct-funded public charter school in Los Angeles with a mission to provide an academically rigorous, highly individualized education for 21st Century students in grades 6 through 12. In 2018, New West opened New West Charter Plus (NWC+), a hybrid online/in-class independent study program for high school students looking for a high-quality alternative to the traditional classroom-based high school.

New West provides for the free, nonsectarian, public education of students in grades 6-12 who desire a broad and comprehensive foundation in reading and language arts, mathematics, science, and history and social science, supplemented by a variety of enrichment programs in the visual and performing arts, world languages, health and physical education, and extracurricular and enrichment activities designed to enhance the core curriculum.

New West is open to any student who wishes to attend and enrolls a multi-cultural, multi-ethnic, socioeconomically diverse student body without respect to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation. In 2025-26, New West served approximately 967 students with diverse needs and backgrounds. Significant student groups include approximately 20% Socioeconomically Disadvantaged; 3% English Learners and 15% students qualifying for special education services. Approximately 48% of New West's students identify as White, 24% as Hispanic or Latino, 8% as Asian, 2% as Filipino, 13% as Two or More Races, and 5% as African American.

New West seeks to attract families who have a belief in a strong home/school/community partnership and who share in the mission, vision, and guiding principles of the Charter School. After nearly twenty years of distinguished work, expansion, and outreach, New West continues to search for ways to better serve the community in which it is located.

New West is a single-school LEA that 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.

Overall the educational program is exceeding expectations. We are proud of the progress demonstrated on the 2025 CA Dashboard:

English Language Arts scores increased 14.5 points to 48 points above standard. New West has shown notable gains in ELA achievement and has plans to further improve ELA outcomes through professional development for teachers and coaching/curriculum improvement with the Director of Instruction. The school is implementing the following schoolwide steps to continue to improve ELA Outcomes:

1) Intentional Shift in Instructional Focus: SBAC Alignment & Academic Rigor

- Tighter alignment to SBAC standards and expectations
- Increased use of rigorous questioning strategies
- Shift from surface-level recall to deeper analysis

2) Strengthened Academic Language Development Across Classrooms

- Consistent focus on academic language across content areas
- Improved access for multilingual learners and underserved students

3) Data-Driven Instruction & Differentiated Coaching

- Coaching cycles tailored to teacher needs
- Ongoing feedback loop to adjust instruction
- Use of interim data and student work to identify learning gaps

New West saw a modest decline (-4.7) in **Math** achievement on the SBAC and has set up systems within the Math Department to target the specific skills needed for our students to show what they know on the SBAC exam. The school is implementing the following schoolwide steps to continue to improve Math Outcomes:

1) SBAC Alignment & Culture of Math Rigor

- Shift from task completion to deep conceptual reasoning
- Curriculum alignment with SBAC tasks (Discourse, justification, and analysis over procedures)

2) Targeted Math Professional Development

- Math Professional Development on SBAC resources
- ELD-led PD to address the language demands of the SBAC

3) Departmental Systems and Accountability Structures to ensure all students have 15-30 minutes weekly of SBAC preparation in every math course.

4) Enhanced Support for Students with Disabilities

- Increased collaboration between Resource Specialist and math teachers
- Explicit modeling of multi-step problem solving and justification

Graduation rate increased 3.1 percentage points to 97.9%. (Although not reflected on the Dashboard, 100% of these graduates completed the A-G requirements for CSU/UC Admissions.)

College and Career Readiness declined slightly (-4.8) with 69% of graduates demonstrating preparedness for college/career. We have expanded access to Dual Enrollment opportunities through three active cohorts serving approximately 90 students. Over 30% of our graduating seniors are earning college credit prior to graduation, demonstrating meaningful progress toward early college access and postsecondary readiness. By embedding college coursework into the high school experience, students develop academic confidence, reduce future college costs, and increase persistence toward postsecondary success.

Chronic Absenteeism declined slightly (-1.2) to 14% in 2024-25. However, the Chronic Absence rate for Socioeconomically Disadvantaged students increased 4.2 percentage points in 2024-25. By implementing the attendance action as planned this year, New West has maintained an average daily attendance rate of 95.4% in 2025-26. Internal data from 2025-26 indicates the current chronic absent rate is approximately 10% indicating that our Attendance action is effective.

The **Suspension** rate increased 1 percentage point in 2024-25 to 1.3%.The school implemented a structured, tiered discipline system to promote consistency and clarity. The discipline system prioritizes restoration, reteaching expectations, and maintaining a safe learning environment. The goal is to help students learn from mistakes, repair harm, and remain engaged in instruction whenever possible. Discipline responses are progressive and escalate only when behaviors persist or become more severe. Additionally, we implemented comprehensive 9th–12th Grade Orientation sessions at the start of the school year to clearly communicate behavioral expectations, academic standards, and policy updates to both students and families. This proactive approach reduced ambiguity and increased compliance throughout the year.

State data demonstrating Subgroup progress

The Hispanic, Socioeconomically Disadvantaged, and White subgroups increased English Language Arts performance by over 20 points each. All students and the Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White subgroups outperformed the state in English Language Arts and Mathematics achievement.

The Socioeconomically Disadvantaged and White subgroups (the only numerically significant groups of the graduating cohort) outperformed the state in Graduation rate and College and Career Readiness.

Local Indicators

All state-mandated local indicator requirements were met.

Learning Recovery and Emergency Block Grant (LREBG)

New West expected to have $313,709 in unexpended LREBG funds when the 2025-26 LCAP was planned. The school did not plan to spend it in 2025-26. Based on cost overruns for Special Education in 2024-25 that used LCFF funding, the school spent more of the LREBG funds than originally planned, so there was actually $28,692 remaining at the start of the 2025-26 school year that was spent to provide support for students with disabilities. The school does not plan to spend any LREBG funds in 2026-27.

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 West Charter School 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.

New West Charter School is a single-school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

New West Charter School is a single-school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners 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	New West parents are part of the New West Charter Governance Council and provide feedback through annual surveys. New West keeps a dedicated page for Parents on its website to inform them of school news, upcoming events, ways to volunteer, important forms to complete, and more. New West's Office of Diversity, Equity, and Inclusion hosts parent engagement workshops throughout the year to build strong relationships across the school community. Each workshop focuses on a specific student population in order to understand their personal experiences and provide individualized support. A workshop was provided specifically for families of Students with Disabilities and another provided for Spanish-speaking families. Families have opportunities to provide feedback at these workshops. The LCAP was presented to the parent group and their feedback was solicited at the parent meeting on May 16, 2026.
Teachers, administrators, & other school personnel	Teachers provide feedback during regular staff meetings every Wednesday and in our annual (multiple times grade level and department) surveys. School administration meets weekly and the team provides input on accountability topics, including the determination of need. Further, administrative staff completes the annual staff survey to elicit input used to determine any need for the coming year. Additional school staff attend school wide meetings at the beginning of each semester and can provide input on the school year during these events. All school staff completed the annual survey to determine needs for the upcoming year.
Students	Students were surveyed in Spring of 2026. Teachers hold classroom discussions in Advisory groups with students regarding their experiences, perspectives, and needs. Teachers share student feedback from these discussions with school leadership to inform plans.
Governing Board	The school's Governance Council has three elected Founders, three elected parents of enrolled students of the middle and high schools, two appointed community members, the Director/Principal, three teachers, one non-instructional staff member, and one representative of the chartering authority. The Governance Council requests the formation of Board Committees composed of mixed stakeholder groups to provide information and advice on specific topics. Our Governance Council participates in a needs analysis process and identifies the key successes and challenges for Leadership High, based on the CA School Dashboard and locally disaggregated data. Our board meets openly seven times each year and provides the opportunity for public comment. New West promotes parent participation in public meetings and public hearings with website and agenda postings. Translation services are provided, as requested. The LCAP public hearing and board approval occurred on June 23, 2026.

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

Due to positive feedback from our educational partners, we are continuing with LCAP implementation as previously planned. We will address the feedback around specific needs through refinement of our current program, but these changes do not require any changes to the LCAP.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	New West Charter School will close the achievement gap for our subgroup students and continue to strive to achieve a high level of academic excellence by ensuring all students are on track to graduate college and be career ready.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #1 Basic Conditions of Learning (Teacher credentials, standards aligned materials). #2 State Standards (Implementation of appropriate standards). #4 Pupil Outcomes (EL Reclassification and standardized tests). #7 Course Access (Broad Course of Study), #8 Other Outcomes (NWEA MAP, College Acceptance Rates).

An explanation of why the LEA has developed this goal.

New West Charter is proud of the progress of all of our students and champions closing the achievement gap in order to ensure all students have what they need to be successful. The school's efforts towards closing these gaps are showing success, and NWC is committed to continuing this work to achieve equitable educational outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers fully credentialed and appropriately placed (CCTC) *Data Source: SARC*	78.18% of teachers fully credentialed and appropriately assigned Data Year: 2021-22	78.18% of teachers fully credentialed and appropriately assigned Data Year: 2022-23	87% of teachers fully credentialed and appropriately assigned Data Year: 2023-24	100%	+9

1.2	All students have access to their own copies of standards-aligned instructional materials for use at school and at home *Data Source: Local Indicators*	Met Data Year: 2023-24	Met Data Year: 2024-25	Met Data Year: 2025-26	Met	Maintained
1.3	Implementation of all adopted standards AND access to broad course of study *Data Source: Local Indicators*	Met Data Year: 2023-24	Met Data Year: 2024-25	Met Data Year: 2025-26	Met	Maintained
1.4	% enrollment in courses required by the state for middle and high school *Data Source: Local Indicators*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
1.5	% of graduates meeting UC/CSU entrance requirements *Data Source: DataQuest*	100% Data Year: 2022-23	95% Data Year: 2023-24	100% Data Year: 2024-25	100%	Maintained

1.6	% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all subgroups *Data Source: DataQuest*	**2022-23 ELA** All Students: 70% SED: 49% SWD: 34% EL: 25% Asian: 87% African American: 43% Hispanic: 57% Two or More Races 77% White: 74% **2022-23 Math** All Students: 48% SED: 26% SWD: 16% EL 5% Asian: 72% African American: 19% Hispanic: 31% Two or More Races 61% White: 51%	**2023-24 ELA** All Students 66% SED 48% SWD 30% EL 15% Asian 86% African American 50% Hispanic: 54% Two or More Races 70% White 67% **2023-24 Math** All Students 49% SED 36% SWD 21% EL 0% Asian 63% African American 29% Hispanic 31% Two or More Races 63% White 52%	**2024-25 ELA** All Students 74% SED 60% SWD 36% EL 17% Asian 77% African American 67% Hispanic: 61% Two or More Races 77% White 79% **2024-25 Math** All Students 44% SED 27% SWD 17% EL 0% Asian 56% African American 24% Hispanic 32% Two or More Races 54% White 49%	**ELA** All students 85% SED 75% SWD 49% Asian 90% African American 87% Hispanic 66% Two or More Races 82% White 90% **Math** All students 65% SED 52% SWD 24% Asian 90% African American: 33% Hispanic 42% Two or More Races 51% White 75%	**ELA (change in percentage points)** All Students +4 SED +11 SWD +2 EL -8 Asian -10 African American +24 Hispanic +4 Two or More Races 0 White +5 **Math (change in percentage points)** All Students -4 SED +1 SWD +1 EL -5 Asian -16 African American +5 Hispanic +1 Two or More Races -7 White -2
1.7	NWEA MAP % of students meeting Fall to Winter growth targets *Data Source: MAP data file*	Reading: 55% Math: 65% Data Year: 2023-24	Reading: 57% Math: 52% Data Year: 2024-25	Reading 54% Math 56% Data Year: 2025-26	Reading 50% Math 56%	Reading: -1 Math: -9

1.8	% of students college ready as assessed by EAP/CAASPP *Data Source: DataQuest*	2022-23 ELA: 54.89% Ready 29.32% Conditionally Ready 11.28% Not Yet Ready 4.51% Not Ready Math 22.56% Ready 29.32% Conditionally Ready 21.80% Not Yet Ready 26.32% Not Ready Data Year: 2022-23	2023-24 ELA 49% Ready 34% Conditionally Ready 10% Not Yet Ready 7% Not Ready Math 18% Ready 31% Conditionally Ready 26% Not Yet Ready 26% Not Ready	2024-25 ELA 49% Ready 35% Conditionally Ready 12% Not Yet Ready 3% Not Ready Math 23% Ready 25% Conditionally Ready 20% Not Yet Ready 32% Not Ready	ELA: 50% Ready Math: 35% Ready	**ELA (change in percentage points)** Ready -6 Conditionally Ready +6 **Math (change in percentage points)** Ready: Maintained Conditionally Ready -4
1.9	% of graduates demonstrating preparedness for college and career *Data Source: CA Dashboard*	56.1% (High Level) Data Year: 2022-23	72.8% Data Year: 2023-24	69.4% Data Year: 2024-25	60%	+13.3

1.10	% of EL Students improving at least on level on ELPAC *Data Source: CA Dashboard*	44% students making progress Data Year: 2022-2023	46.4% Data Year: 2023-24	43.5% Data Year: 2024-25	55%	-0.5
1.11	EL Reclassification rate *Data Source: CALPADS*	0% Data Year: 2023	0% Data Year: 2024	0% Data Year: 2025	12%	–
1.12	College acceptance rate *Data Source: Internal Data*	100% Data Year: 2023-24	98% Data Year: 2024-25	Data not available at the time of LCAP publication	>95%	N/A
1.13	CA Science Test (CAST) % met/exceeded standards for all students and all numerically significant subgroups *Data Source: DataQuest*	2022-23 All Students 45.49% SED: 26% SWD: 18% EL: 0% Asian: 68% African American: 9% Hispanic: 33% White: 52% Two or More Races: 44%	2023-24 All Students 45.58% SED: 30% SWD: 24% EL: * Asian: 59% African American: 29% Hispanic: 28% White: 46% Two or More Races: 64%	2024-25 All Students 54% SED: 30% SWD: 34% EL: * Asian: 81% African American: * Hispanic: 38% White: 58% Two or More Races: 53%	All Students: 53% SED: 28% SWD: 27% Asian: 73% African American: 49% Hispanic: 38% White: 58% Two or More Races: 55%	**Change in percentage points** All Students +8 SED +4 SWD +16 EL * Asian +14 African American * Hispanic +5 White +6 Two or More Races +9

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.

Overall, the actions designed to support achievement of the goal were implemented as planned.

Action 1.1 Instruction, Curriculum, Assessment and Instructional Materials and 1.2 Professional Development

The addition of a Dean of Academics has strengthened our academic systems and compliance structures. This proactive alignment ensures that students graduate with both college- and career-readiness skills while remaining compliant with state mandates. This role oversees the expansion of Career Technical Education (CTE) pathways and preparation and implementation of new legislative requirements, including Ethnic Studies and Personal Finance graduation requirements. The school has taken a number of steps this year to improve mathematics achievement:

1) SBAC Alignment & Culture of Math Rigor

- Shift from task completion to deep conceptual reasoning
- Curriculum alignment with SBAC tasks (Discourse, justification, and analysis over procedures)

2) Targeted Math Professional Development

- Math Professional Development on SBAC resources
- ELD-led PD to address the language demands of the SBAC

3) Departmental Systems and Accountability Structures to ensure all students have 15-30 minutes weekly of SBAC preparation in every math course.

4) Enhanced Support for Students with Disabilities

- Increased collaboration between Resource Specialist and math teachers
- Explicit modeling of multi-step problem solving and justification

Action 1.4 College and Career Counseling

8th Grade Admission into Dual Enrollment: In Middle School (10), 8th-grade students were admitted into cohort 3 of dual enrollment. They make-up 35% of the cohort. They are successfully completing their first year of college courses.

Introduction to Career and Technical Education (CTE) for Media and Entertainment for all 8th Graders

Action 1.6 Special Education Program

Our Resource Department has enhanced coordination and service delivery. Each grade level is assigned a dedicated Resource Specialist to ensure continuity of support. Currently, we serve 148 students with IEPs (approximately 15–20% of the student population). The department:

- Participates in grade-level collaboration meetings
- Coordinates with general education teachers to ensure accommodations and modifications
- Leads Academic Success classes to build executive functioning and academic skills

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.

The difference in estimated actuals and budgeted expenditures for the Special Education Program (Action 1.6) were due to less contracted special education services were needed to meet student needs.

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

The Instruction, Curriculum, Assessment and Instructional Materials and Professional Development actions were effective in ensuring the implementation of all adopted standards, access to a broad course of study, and ensuring that all students have access to their own copies of standards-aligned instructional materials for use at school and at home.

The action of College and Career Counseling was highly effective in achieving 100% enrollment in courses required by the state for middle and high school, as well as 100% of graduates meeting UC/CSU entrance requirements.

The actions of Instruction, Curriculum, Assessment and Instructional Materials, Professional Development, English Language Development, and Special Education Program have been effective for most students. The compounded effects of these actions were instrumental in achieving the outcomes specified in Goal #1 around English Language Arts with continued increases in the percentages of students meeting/exceeding the standards for English Language Arts in 2024-25 and 54% of students meeting growth goals for Reading this year on the NWEA MAP.

These same actions have shown less effectiveness with regard to mathematics achievement with a slight decline in CAASPP Mathematics scores in 2024-25. As indicated in the implementation section above, the school has taken a number of steps this year to address this need and will continue next year. These practices are showing promise with 56% of students meeting their NWEA MAP math growth goals this year.

English Language Development is showing some effectiveness by itself in supporting English language acquisition with 44% of English Learners progressing a level or maintained at the highest level on the ELPAC in 2024-25.

The Teacher Hiring and Retention action has been successful with a maintenance of 87% of New West teachers fully credentialed in 2023-24, which is a success due to the difficult teacher hiring landscape in Los Angeles.

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.

There were no changes made to the planned goal, metrics, or desired outcomes for the coming year.

Action 1.3 Professional Development has been updated to include details about the newly implemented math professional development.

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	Instruction, Curriculum, Assessment and Instructional Materials	The school provides rigorous, standards-based instruction to all students using standards-aligned instructional materials. The school also uses high-quality assessments to provide diagnostic, formative, and summative assessment data on student growth and achievement in order to inform instruction. ● Zoom, Newsela, NoRedInk, APEX, Paper, IXL for Math and ELA ● Magic School for lesson planning and accommodated instructional materials for all level of learners	$5,875,576	N
1.2	College and Career Counseling	New West provides three dedicated college counselors to provide frequent and consistent guidance to 9th-12th grade students on the college application and admissions process. ● Conduct in-class advisory presentations to students 9-12th grade on a wide range of college and career options for consideration ● Provide support and guidance on college fairs, SAT and ACT testing, financial aid ● Provide daytime college and career application workshops for students ● Provide evening workshops for parents and students on college and career readiness ● Maintain the Naviance web portal ● CTE Pathway Development and Dual Enrollment	$ 239,130	N

1.3	Professional Development	● Establish rigorous standards for each department to ensure vertical articulation via on-going professional development: grade-level peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking,performance tasks). ● Teachers will be provided on-going professional development and release time to develop more accurate assessment of all students in evident in core and elective classes ○ Standardization of grades will be evident in MS and HS ○ Benchmark assessments will be aligned in all core and elective classes ● Targeted Math Professional Development ○ Curriculum alignment with SBAC tasks (Discourse, justification, and analysis over procedures) focused on conceptual understanding versus task completion. ○ ELD-led PD to address academic vocabulary development in math ● Gather “best practices” externally from conferences and training for teachers ● Dissemination of best practices at New West ○ Teacher-led PD (Annual PD conference) ○ Peer Observations and Mentorships	$ 141,052	N
1.4	EL Student Supports	The school provides a structured English immersion program to ensure English language acquisition for all English learners enrolled at the school. ● EL Coordinator monitors progress of ELs and provides ELD professional development to all teachers ● EL Teacher EL and RFEP Intensive supports through small group instruction and Paper ● Teachers progress monitor both ELs and RFEPs ● Improve access for Spanish speaking families to information about the school, student grades, and academic expectations: Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), translate messages and at meetings	$ 191,484	Y
1.5	SED Student Support	The school provides additional support to ensure Socioeconomically Disadvantaged students are making academic progress. Teachers progress monitor based on SED status to ensure equity. Tutoring, technology and small group intensive support groups are provided during the school day	$ 612,285	N

1.6	Special Education Program	The school provides special education services to students with IEPs and 504 plans. ● Ensure high quality special education teachers and specialized support ● (Educational Psychologist and school based counselors) are available. ● Add additional support staff and paraprofessional staff to provide more small group and one to one instruction. ● General education and RSP teachers will collaborate during PD sessions to identify specific achievable goals for students within the framework of SBAC	$1,486,731	N
1.7	Teacher Hiring and Retention	The school works to recruit and retain highly qualified teachers and staff through recruitment events and initiatives, a competitive teacher compensation package that includes longevity pay and stipends for additional duties. The school hosts community building events to ensure teachers and staff develop a sense of connectedness to the school community.	$ 342,848	N

Goal 2

Goal #	Description	Type of Goal
2	Maintain a safe campus learning environment that fosters students' intellectual and emotional maturity and simultaneously inspires and challenges each student to fulfill his/her individual potential as a personal lifelong objective and as contributing members of society.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #1 - Basic Conditions (facilities). #5 Pupil Engagement (ADA, Chronic Absenteeism). #6 School Climate (suspension, expulsion, surveys).

An explanation of why the LEA has developed this goal.

Our students must feel safe and valued in order to learn at the highest levels. One of the NWC WASC focus groups found, "New West focuses on preparing students for admission to universities, but could do a better job of promoting careers (ex: the CTE tracks available at local community colleges, vocational schools, and technical programs) in professions that do not require a four-year degree."

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 *Data Source: CALPADS P2*	94.66% Data Year: 2023-24 (corrected to most recent data)	94.74% Data Year: 2024-25	95.4% Data Year: 2025-26	95%	+0.74
2.2	Chronic absence rate for all students and all numerically significant subgroups *Data Source: DataQuest*	All Students: 6.1% EL: 0% SED: 7.8% SWD: 5.8% Asian: 0% Black/African American: 0% Hispanic/Latinx: 5.2% Two or More: 7.5% White: 8% Data Year: 2022-23	All Students: 14.3% EL: 14% SED: 19% SWD: 20% Asian: 1% Black/African American: 21% Hispanic/Latinx: 20% Two or More: 10% White: 14% Data Year: 2023-24	All Students: 12.7% EL: 9% SED: 20% SWD: 19% Asian: 8% Black/African American: 21% Hispanic/Latinx: 14% Two or More: 9% White: 14% Data Year: 2024-25	All students: 5% SED: 6% SWD: 3.5% Hispanic/Latinx: 6% Two or More Races: 4% White: 5%	All Students: +6.6 EL: +9 SED: +12 SWD: +13 Asian: +8 Black/African American: +21 Hispanic/Latinx: +9 Two or More: +1 White: +6
2.3	Suspension rate for all students and all numerically significant subgroups *Data Source: CA Dashboard*	All Students: .6% EL: 0% SED: 1.6% SWD: 1.4% Asian: 0% Black/African American: 0% Hispanic/Latinx: .4% Two or More Races: 0% White: .9% Data Year: 2022-2023	All Students: 0.3% EL: 0% SED: 0.5% SWD: 1.3% Asian: 0% Black/African American: 2.3% Hispanic/Latinx: 0.5% Two or More Races: 0.9% White: 0% Data Year: 2023-24	All Students: 1.3% EL: 0% SED: 1.4% SWD: 0.6% Asian: 0% Black/African American: 0% Hispanic/Latinx: 0.5% Two or More Races: 0% White: 2.3% Data Year: 2024-25	<2%	+0.7
2.4	Expulsion rate *Data Source: DataQuest*	0% for All Students and All Student Subgroups Data Year: 2022-23	0% for All Students and All Student Subgroups Data Year: 2023-24	0% for All Students and All Student Subgroups Data Year: 2024-25	0%	Maintained

2.5	Parent survey: % believe school is safe and feel included *Data Source: Local Survey*	Safe: 93% Feel Included: 85% Data Year: 2023-24	Safe: 95% Feel Included: 95% Data Year: 2024-25	Safe: 90% Feel Included: 99% Data Year: 2025-26	Safe: 95% Feel Included: 95%	Safe: -3 Feel Included: +14
2.6	Student survey: % believe school is safe and feel included *Data Source: Local Survey*	Safe: 77% Feel Included: 65% Data Year: 2022-23	Safe: 90% Feel Included: 90% Data Year: 2024-25	Safe: 90% Feel Included:91% Data Year: 2025-26	Safe: 95% Feel Included: 95%	Safe: +13 Feel Included: +26
2.7	Teacher survey: % believe school is safe and feel connected *Data Source: Local Survey*	Safe: 96% Feel Included: 85% Data Year: 2023-24	Safe: 95% Feel Included: 95% Data Year: 2024-25	Safe: 95% Feel Included: 95% Data Year: 2025-26	Safe: 95% Feel Included: 95%	Safe: -1 Feel Included: +10
2.8	HS graduation rate *Data Source: CA Dashboard*	83.1% Data Year: 2022-23 *(corrected to only include CA Dashboard rate)*	94.9% Data Year: 2023-24	97.9% Data Year: 2024-25	95%	+14.8
2.9	HS Dropout Rate *Data Source: DataQuest*	All: 8.8% Asian: 0% Hispanic: 8.7% White: 8.6% Two or More Races: 10% SWD: 4.8% SED: 9.1% Data Year: 2022-23	All: 0% Data Year: 2023-24	All: 1.4% Data Year: 2024-25	0%	-7.4

2.10	School Facilities are in “good” repair *Data Source: SARC*	Met Data Source: Dashboard Fall 2024	Met	Met	Met	Maintained
2.11	Middle School Dropout rate *Data Source: CALPADS 8.1c*	0% Data Year: 2022-23	1.33% 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.

Overall, all actions were implemented as planned.

Student Activities: Field trips to locations such as the Museum of Contemporary Art, Olvera Street, Downtown Los Angeles, and the Getty Museum provided meaningful opportunities for students to connect classroom learning to real-world experiences. These trips also encouraged student engagement, included communication with families, and included follow-up learning activities.

Diversity, Equity, and Inclusion (DEI): This year, the school strengthened its culture and climate systems through intentional alignment of student recognition practices, restorative discipline structures, social-emotional learning (SEL), family engagement, and targeted supports for English Learners. Our approach reflects a commitment to belonging, accountability, equity, and student voice. To ensure student recognition reflects the diversity of our community, the school revised the Student Awards selection process. One student from each racial group is recognized during award cycles to ensure equitable representation. Additionally, we expanded the number of award ceremonies and diversified the award categories to recognize a wider range of excellence. This shift reinforces inclusive recognition and communicates that multiple pathways to success are valued.

Student voice has been elevated through a greater student-led presence on social media. Students curate and highlight school events, athletics, and academic milestones, strengthening school pride and positive identity. Our DEI Leadership Team continues to facilitate peer mediations to address student conflicts. These structured mediations promote restorative practices, accountability, and conflict resolution skills while empowering students to lead culture-building efforts.

Student Behavior Support: The school implemented a structured, tiered discipline system to promote consistency and clarity. The discipline system prioritizes restoration, reteaching expectations, and maintaining a safe learning environment. The goal is to help students learn from mistakes, repair harm, and remain engaged in instruction whenever possible. Discipline responses are progressive and escalate only when behaviors persist or become more severe. Additionally, we implemented comprehensive 9th–12th Grade Orientation sessions at

the start of the school year to clearly communicate behavioral expectations, academic standards, and policy updates to both students and families. This proactive approach reduced ambiguity and increased compliance throughout the year.

The school also implemented a Brief Intervention process to support students exhibiting early signs of substance use. This proactive model focuses on education, reflection, and early support rather than a punitive response.

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.

The difference in estimated actuals and budgeted expenditures for the Student Activities (Action 2.2) were due to intentionally reducing the number of field trips for students this year to reduce costs.

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

The actions of Student Activities, Diversity, Equity, and Inclusion program, and Diverse Program Options were effective in achieving overwhelmingly positive responses on the parent, teacher, and student surveys.

These actions combined with the Alumni Association action were highly effective in achieving a graduation rate of 98% and a 4-year high school dropout rate of 1%.

The Student Behavior Support action was effective in achieving results in suspension in that 1.3% of students were suspended and a 0% were expelled in 2024-25. This reflects the effectiveness of the school's tiered discipline system and restorative practices framework. New West prioritizes restorative conversations, mediation, and reteaching behavioral expectations before implementing exclusionary discipline. The system includes classroom redirection, administrative restoration discussions, peer mediation, and behavior intervention strategies designed to address the root causes of behavior while maintaining instructional integrity.

The Attendance Support action was effective at maintaining almost 95.4% average daily attendance in 2025-26, and the chronic absence rate decreased to 12.7%. Internal data from 2025-26 indicates the current chronic absent rate is approximately 10% indicating that this action is effective.

The Campus Health and Safety action has been effective at ensuring that facilities were rated in "good" repair on recent facility inspections.

Teacher retention is an important area of focus for New West and our efforts at creating a strong school culture for teachers and staff is evident with 100% of teachers who are proud of the work they do and the impact they have on the community.

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

There were no changes made to the planned goal, or desired outcomes for the coming year. Action 2.5 Student Behavior Support has been updated with additional information about how the school supports positive student behavior.

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	Student Activities	The school creates a positive school culture and fosters a sense of belonging to the school community with student activities, such as Clubs and Athletics, Departmental awards that recognize students for academic achievement and experiential learning on and off campus (Santa Monica College or online, and internships & jobs). The school also provides Field Trips to ensure students can experience real world examples of their academic learning.	$232,301	N
2.2	Diversity, Equity, and Inclusion program	The school provides an on-going commitment to culturally responsive choices and pedagogical practices, student policies and academic pathways to ensure students are valued in every context with a commitment to continued equitable access for all students educational needs The school commits to continued diverse faculty recruitment in all aspects of the school organization and provides frequent and regular DEI professional development for all school staff. Improve gender based outcomes by breaking sex/gender student stereotypes related to college majors and career fields with activities such as Girls Who Code, Career Day Guests, Advisory Lessons.	$243,660	Y
2.3	Diverse Program Options	Provide programs to diversify New West's offerings to students with different needs: independent study, hybrid programs, partnership programs with local colleges to promote dual enrollment opportunities, and Career Technical Education (CTE) pathways.	$ 66,717	N

2.4	Alumni Association	All graduates will be registered as part of the Alumni Association. Administrators and counselors willi measure alumni college and career readiness through alumni successes and shortcomings through periodic surveys, motivate students to follow their lead by inviting alumni to come back to campus as guest speakers, maintain connections for a wide range of opportunities from internships and jobs to fundraising opportunities.	$ 14,328	N
2.5	Student Behavior Support	The school implements a structured, tiered discipline system to promote consistency and clarity. The discipline system prioritizes restoration, reteaching expectations, and maintaining a safe learning environment. The goal is to help students learn from mistakes, repair harm, and remain engaged in instruction whenever possible. Discipline responses are progressive and escalate only when behaviors persist or become more severe. Professional Development is provided to teachers to support effective classroom management SEL is embedded within our Advisory program, with structured lessons across grade levels. These lessons normalize conversations around wellness and equip students with practical coping strategies.	$ 90,976	Y
2.6	Attendance Support	The school provides a Data Coordinator and Grade level advisors to monitor student attendance. Attendance incentives are provided to students with regular attendance. For students who are struggling to come to school regularly, the school has a bilingual staff member who contacts English or Spanish speaking families and work with them in small groups or individually to explain how absences impact academic progress and participation in the athletics program and determine how the school and the family can work together to ensure the student attends school regularly. This will allow the school to determine the root causes of each child's attendance issues and customize supports for individual families. A contracted behavior support organization will conduct home visits for students who refuse to attend school and work with the family to determine the necessary supports to get the child to school.	$2,667,007	Y
2.7	Campus Health and Safety	The school provides custodial and maintenance staff to ensure school facilities are clean and well-maintained. All necessary repairs are addressed in a timely manner.	$ 162,895	N

Goal 3

Goal #	Description	Type of Goal
3	Increase and strengthen parental support, stakeholder, and community engagement.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #3 - Parent involvement.

An explanation of why the LEA has developed this goal.

The actions aligned to the area of Parent and Community Engagement will be effective in increasing the amount of parents who participated in events both in person and online. These actions will also be effective in achieving an increased frequency of input for parent representation in all key decisions made by the New West Charter Governance Council.

The actions aligned to Middle and High School Communication will be effective in increasing the percentage of parents attending events both in person and online. Additionally, these actions will be effective in achieving an 85% response rate to all parent surveys distributed through the school year.

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 participation in parental events in person and online *Data Source: Sign-In sheets & Participant logs*	75% Data Year: 2023-24	85% Data Year: 2024-25	Online participation is no longer tracked. Data Year: 2025-26	85%	N/A
3.2	% response rate to all parent surveys distributed throughout the school year *Data Source: Surveys*	60% Data Year: 2023-24	65% Data Year: 2024-25	20% Data Year: 2025-26	85%	-40
3.3	Frequency of input of parent representation in all key decisions made the New West Charter Governance Council *Data Source: Local data*	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.

Overall, the actions designed to support achievement of the goal were implemented as planned.

Parent and Community Engagement: Culture Day is a cornerstone community event that promotes belonging and inclusivity by celebrating the diverse cultures within the school community. Students share traditions, cultural values, and historical context, while families contribute food that represents their cultural backgrounds. Through an interactive “passport” experience, students rotate through classrooms representing different countries, fostering cultural pride, cross-cultural understanding, and strong family participation.

Our expanded “It Takes a Village” workshop series provided meaningful opportunities for parent education and collaboration throughout the year. Sessions included a Parent Mixer focused on community building, workshops on College Admissions and Financial Aid, Mental Health awareness and student wellness strategies, and SBAC strategies to support assessment literacy. These workshops equipped families with practical tools to support students both academically and socially while strengthening trust and partnership between home and school.

We hosted Dual Enrollment informational meetings for students and families to expand access to college readiness opportunities. During these sessions, participants learned about eligibility requirements, concurrent enrollment pathways, and how college credit and transcripts are impacted. These meetings have helped increase participation in Dual Enrollment and broaden early college access for students.

Middle and High School Communication: To strengthen home-school partnerships, we expanded communication systems by establishing two separate Band App groups for high school families and senior families and iIncreasing two-way communication to ensure families can ask questions, receive updates, and stay informed about key events.

We hosted a comprehensive High School Orientation for incoming 8th-grade families, introducing academic pathways, graduation requirements, and key support systems, including FLEX, counseling, and academic interventions. The session also clarified school expectations and policies. This proactive transition support helps reduce anxiety and encourages early engagement for students and families.

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 Expenditures and Estimated Actual Expenditures.

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

The Parent and Community Engagement and Middle and High School Communication actions were effective in supporting parent engagement with school activities and decision-making as evidenced by a large number of parents participating in school events either online or in-person this year. The school is also seeing success with parent engagement around decision making with 100% of decisions made by the New West Charter Governance board requiring input from parents due to the composition of the board. However, we have seen a decreased level of engagement with decision-making with only 20% of families participating in family surveys this year.

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.

There were no changes made to the planned goal, metrics, or desired outcomes for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement	The school will provide multiple opportunities for families to engage with the school ● Increase parental access to NWC Governance Council parent representation: a middle, high school and NWC+ parent representative ● Family events such as semester events with administration, individual family meetings with school administration team, individual grade level back to school nights, and high-school specific advisory and college and career meetings with the school counselor and administration ● Identify individual parent liaison with Brockton Elementary ● Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals ● Fundraising for athletics transportation ● Targeted events hosted for families of unduplicated students and students with disabilities	$124,333	N
3.2	Middle and High School Communication	The school provides communication to middle and high school families using a variety of modalities. ● Improve online communications with newsletters, blasts, flyers sent home on a regular basis with the use of a professional communications coordinator ● Improved school website providing easy access to increased information ● Ensure online parental portal in SIS so that parents can access and monitor their child's progress 24-7 ● Increased home-school meeting opportunities providing more after- school drop in activities for parents with students in both core and elective classes and clubs ● Providing parent classes for students in the NWCHS and transitioning into the 9th grade ● Summer bridge and Spring into NWC and NWC +events planned for families joining NW for the first time	$184,796	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 481,406	$ 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
4.18%	0%	$0	4.18%

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 schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal & Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	77% of students believe school is safe and 65% of students feel included.	New West provides additional staffing to support our on-going commitment to culturally responsive choices and pedagogical practices, student policies and academic pathways to ensure students are valued in every context. We are committed to continued equitable access for all students' educational needs and diverse faculty recruitment. This service is principally directed towards Socioeconomically Disadvantaged students and English learners, but is provided on a schoolwide basis because all students will benefit.	2.6 Student survey: % believe school is safe and feel included
2.5 & 2.6	The Chronic Absence rate for our SED students is 19% and the rate for English Learners is 14%.	The school provides additional staffing to monitor student behavior and attendance at New West. We provide students with behavior and attendance incentives and meet with parents of students who are having difficulty with behavior and/or attendance. These services are principally directed towards Socioeconomically Disadvantaged students and English learners, but it is provided on a schoolwide basis because all students will benefit.	2.2 Chronic Absence Rate for SED students and ELs

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 & Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	46% of EL Students improving at least one level on ELPAC	The school provides a structured English immersion program to ensure English language acquisition for all ELs enrolled at the school. An EL Coordinator monitors progress of ELs and provides ELD professional development to all teachers. An EL Teacher provides EL and RFEP intensive supports through small group instruction.	1.10 % of EL Students improving at least one level on ELPAC (2023-24: +3)

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.

New West is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

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

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	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-27	$ 11,505,880	$ 481,406	4.18%	0.00%	4.18%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 9,858,461	$ 2,598,279	$ -	$ 219,379	$ 12,676,119	$ 8,530,223	$ 4,145,896

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	Instruction, Curriculum, Assessment and Instructional Materials	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 5,510,568	$ 365,008	$ 5,794,767	$ 1,500	$-	$ 79,309	$ 5,875,576	0.000%
1	2	College and Career Counseling	All	No	Schoolwide	All	All Schools	Ongoing	$ 93,000	$ 146,130	$ 140,630	$ 98,500	$-	$-	$ 239,130	0.000%
1	3	Professional Development	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 128,998	$ 12,054	$ 141,052	$-	$-	$-	$ 141,052	0.000%
1	4	EL Student Supports	All	Yes	Limited	English Learners	All Schools	Ongoing	$ 191,484	$-	$ 191,484	$-	$-	$-	$ 191,484	0.000%
1	5	SED Student Support	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 612,285	$-	$ 612,285	$-	$-	$-	$ 612,285	0.000%
1	6	Special Education Program	Students with Disabilities	No	Schoolwide	N/A	All Schools	Ongoing	$ 717,906	$ 768,825	$ 13,588	$ 1,333,073	$-	$ 140,070	$ 1,486,731	0.000%
1	7	Teacher Hiring and Retention	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 342,848	$-	$ 342,848	$-	$-	$-	$ 342,848	0.000%
2	1	Student Activities	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 90,976	$ 141,325	$ 232,301	$-	$-	$-	$ 232,301	0.000%
2	2	Diversity, Equity and Inclusion Program	All	Yes	Schoolwide	All	All Schools	Ongoing	$ 243,660	$-	$ 243,660	$-	$-	$-	$ 243,660	0.000%
2	3	Diverse Program Options	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 66,717	$-	$ 66,717	$-	$-	$-	$ 66,717	0.000%
2	4	Alumni Association	All	No	Schoolwide	N/A	All Schools	Ongoing	$-	$ 14,328	$ 14,328	$-	$-	$-	$ 14,328	0.000%
2	5	Student Behavior Support	All	Yes	Schoolwide	All	All Schools	Ongoing	$ 90,976	$-	$ 90,976	$-	$-	$-	$ 90,976	0.000%
2	7	Campus Health and Safety	All	No	Schoolwide	N/A	All Schools	Ongoing	$-	$ 2,667,007	$ 1,501,801	$ 1,165,206	$-	$-	$ 2,667,007	0.000%
2	6	Attendance Support	All	Yes	Schoolwide	All	All Schools	Ongoing	$ 160,332	$ 2,563	$ 162,895	$-	$-	$-	$ 162,895	0.000%
3	1	Parent and Community Engagement	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 124,333	$-	$ 124,333	$-	$-	$-	$ 124,333	0.000%
3	2	Middle and High School Communication	All	No	Schoolwide	N/A	All Schools	Ongoing	$ 156,140	$ 28,656	$ 184,796	$-	$-	$-	$ 184,796	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
$ 11,505,880	$ 481,406	4.18%	0.000%	4.18%	$ 689,015	0.000%	5.99%	**Total:**	$ 689,015
								LEA-wide Total:	$ -
								Limited Total:	$ 191,484
								Schoolwide Total:	$ 497,531

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	4	EL Student Supports	Yes	Limited	English Learners	All Schools	$ 191,484	0.000%
2	2	Diversity, Equity and Inclusion Program	Yes	Schoolwide	All	All Schools	$ 243,660	0.000%
2	5	Student Behavior Support	Yes	Schoolwide	All	All Schools	$ 90,976	0.000%
2	6	Attendance Support	Yes	Schoolwide	All	All Schools	$ 162,895	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 11,685,688	$ 11,370,462

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	Instruction, Curriculum, Assessment and Instructional Materials	No	$ 4,538,282	$ 4,994,938
1	2	College and Career Counseling	No	$ 272,895	$ 258,156
1	3	Professional Development	No	$ 187,325	$ 194,847
1	4	EL Student Supports	Yes	$ 106,849	$ 108,840
1	5	SED Student Support	No	$ 489,688	$ 518,578
1	6	Special Education Program	No	$ 2,155,819	$ 1,625,429
1	7	Teacher Hiring and Retention	No	$ 330,386	$ 314,074
2	1	Student Activities	No	$ 339,042	$ 152,934
2	2	Diversity, Equity and Inclusion Program	Yes	$ 233,706	$ 254,301
2	3	Diverse Program Options	No	$ -	$-
2	4	Alumni Association	No	$ 13,979	$ 12,711
2	5	Student Behavior Support	Yes	$ 87,548	$ 80,795
2	6	Attendance Support	Yes	$ 167,131	$ 176,191
2	7	Campus Health and Safety	No	$ 2,529,290	$ 2,438,392
3	1	Parent and Community Engagement	No	$ 87,546	$ 84,093
3	2	Middle and High School Communication	No	$ 146,202	$ 156,183

2025-26 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)
$ 448,596	$ 577,734	$ 564,543	$ 13,191	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	4	EL Student Supports	Yes	$ 106,849	$ 53,256	0.000%	0.000%
2	2	Diversity, Equity and Inclusion Program	Yes	$ 216,206	$ 254,301	0.000%	0.000%
2	5	Student Behavior Support	Yes	$ 87,548	$ 80,795	0.000%	0.000%
2	6	Attendance Support	Yes	$ 167,131	$ 176,191	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 10,809,557	$ 448,596	0.000%	4.150%	$ 564,543	0.000%	5.223%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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