LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New School San Francisco
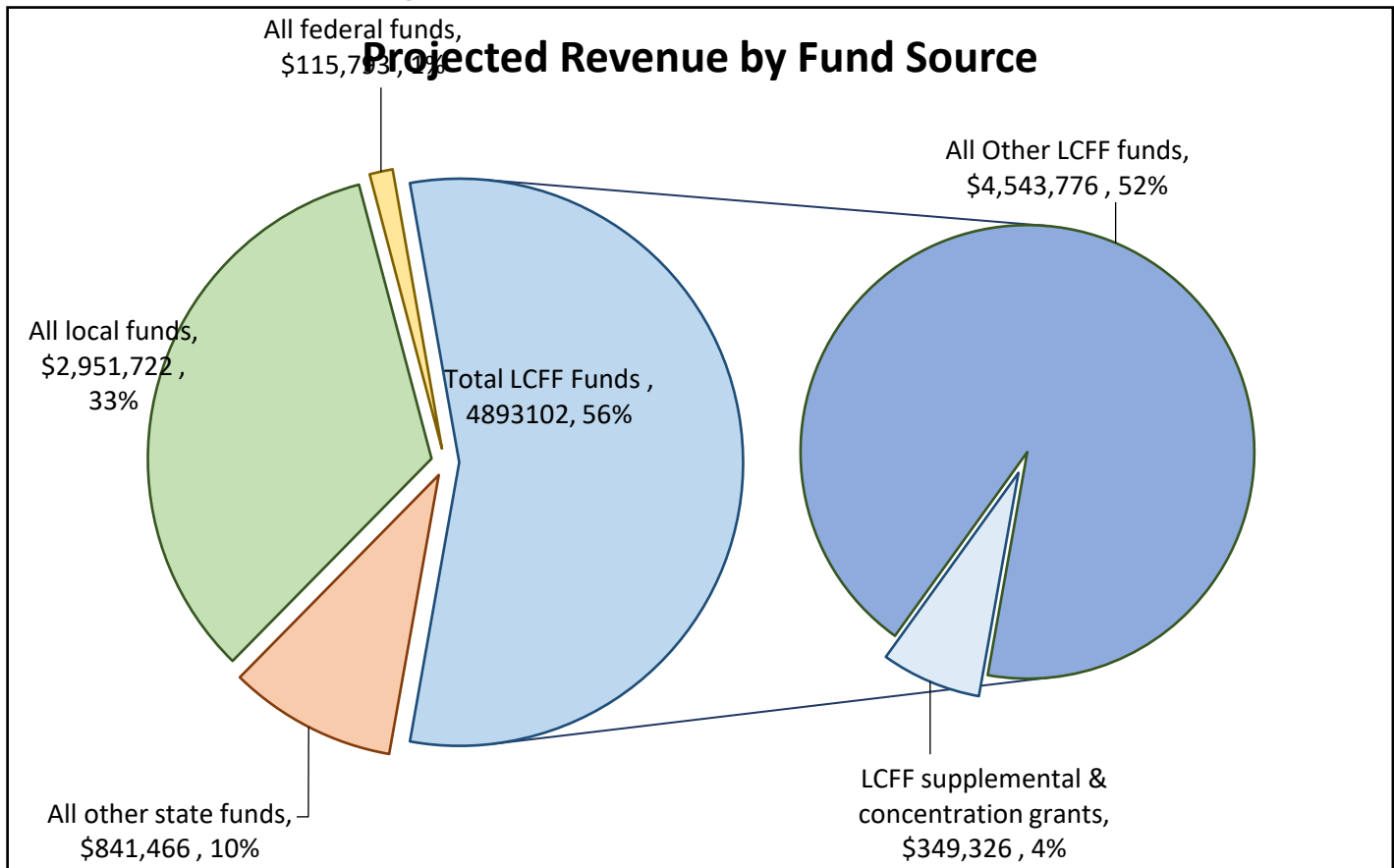
CDS Code: 38 76927 0132183

School Year: 2023-24

LEA contact information: Ryan Chapman, Head of School; ryan@newschoolsf.org; 415.866.8399

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $115,793, 1%
- All Other LCFF funds, $4,543,776 , 52%
- All local funds, $2,951,722 , 33%
- Total LCFF Funds , 4893102, 56%
- All other state funds, $841,466 , 10%
- LCFF supplemental & concentration grants, $349,326 , 4%

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

The text description for the above chart is as follows: The total revenue projected for New School San Francisco is $8,802,083.00, of which $4,893,102.00 is Local Control Funding Formula (LCFF), $841,466.00 is other state funds, $2,951,722.00 is local funds, and $115,793.00 is federal funds. Of the $4,893,102.00 in LCFF Funds, $349,326.00 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.

Budgeted Expenditures in the LCAP
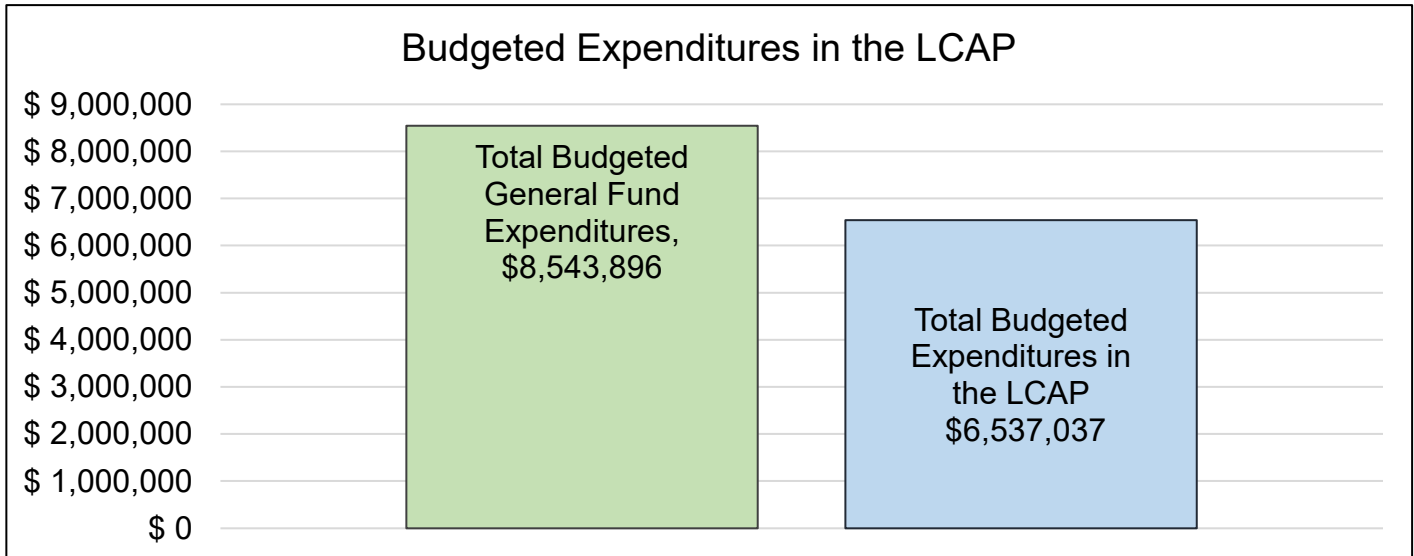
This chart provides a quick summary of how much New School San Francisco plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New School San Francisco plans to spend $8,543,896.00 for the 2023-24 school year. Of that amount, $6,537,037.00 is tied to actions/services in the LCAP and $2,006,859.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
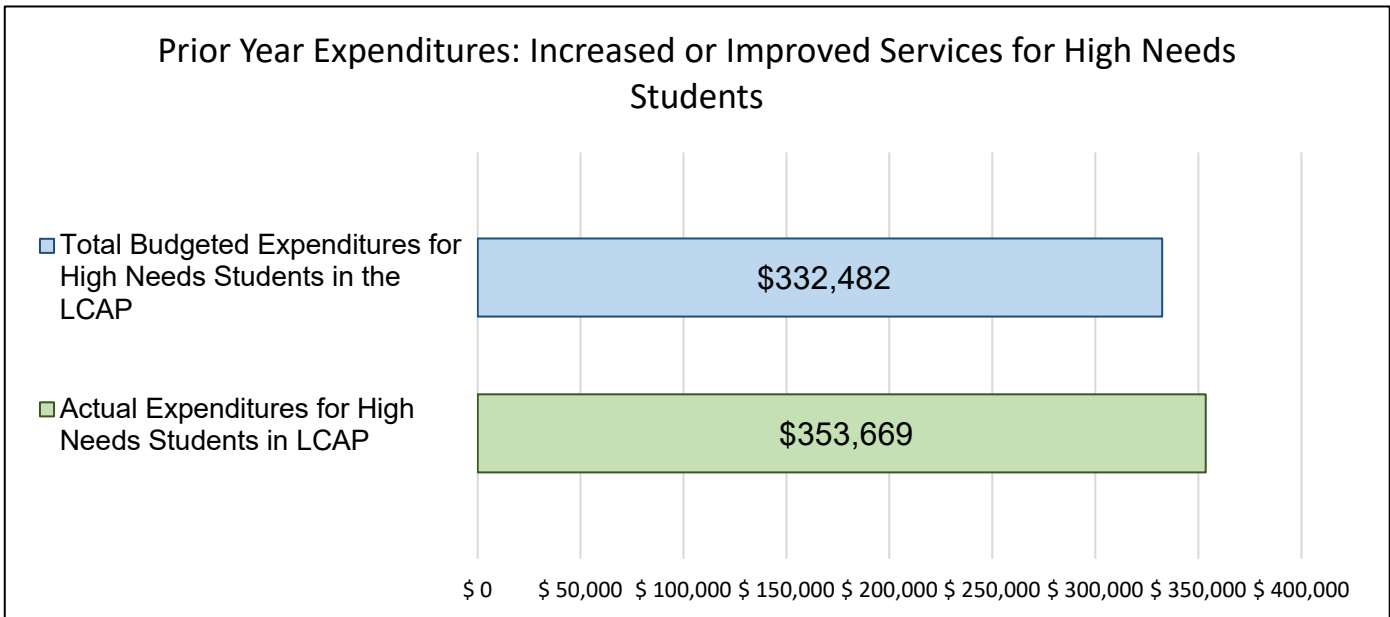
Business Office, food services, depreciation, oversight and legal fees

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, New School San Francisco is projecting it will receive $349,326.00 based on the enrollment of foster youth, English learner, and low-income students. New School San Francisco must describe how it intends to increase or improve services for high needs students in the LCAP. New School San Francisco plans to spend $542,037.00 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$332,482
☐ Actual Expenditures for High Needs Students in LCAP	$353,669

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000

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

The text description of the above chart is as follows: In 2022-23, New School San Francisco's LCAP budgeted $332,482.00 for planned actions to increase or improve services for high needs students. New School San Francisco actually spent $353,669.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary 2023-24

General Information

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

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

NSSF is a city-wide public charter school in its eighth year. In our inaugural year (2015/16), we opened our doors with 2 kindergarten and 2 1st grade classes. We have grown a grade every year and will continue to do so until we are a K-12 school. NSSF is committed to having a student body that reflects and celebrates the rich diversity of San Francisco. We know that a balanced student body across race, ethnicity, language, income, gender identification, and family life (among others) makes for a truly diverse and enriching learning community. We are committed to recruiting with this purpose in mind.

In 2022-23, NSSF served 439 K-8 students with diverse needs and backgrounds: approximately 148 (33.71%) students qualify for Free or Reduced Lunch; 54 (12.3%) students are English Learners; and 21 (4.8%) students are Reclassified Fluent English Proficient. In addition, about 44 (11.3%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 36%, Approximately 35.3% of

NSSF's students identify as being white, 37.6% as Hispanic or Latino, 9.6% as Asian, 9.1% as two or more races, and 5.7% as African American.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We are proud that NSSF was the first and only public school in San Francisco that went back to in-person instruction in the fall of 2020 which allowed us to start addressing academic and socioemotional challenges early. The 2022 CAASPP results show we are on the right track. Our overall math performance rated as Medium (1.7 points below standard) and the performance of White students rated as High. Our overall ELA performance rated as High (43 points above standard) and the performance of Hispanic students rated as Medium.

Our suspension rate remains Low overall (1% of students were suspended at least one day) and many subgroups of students were suspended at low rates. The ratings for our subgroup suspension rates are as follows: Socioeconomically Disadvantaged (Medium), Students with Disabilities (Medium), White (Low), Hispanic (Low), Asian (Very Low), English Learners (Very Low), and Two or More Races (Very Low). We attribute this success to investments we've made the last two years to providing additional counseling support, therapeutic support, and family engagement. We offer Social Emotional Learning (SEL) opportunities for all students including daily Morning Meetings for elementary school students and Advisory meetings for middle school students where we use our SEL curriculum to build skills and community. Additionally, we offer more on-campus activities now than the last few years because we want our students to feel engaged in the school community. Students can participate in a range of activities on campus including volunteering, school-wide events, and a middle school sports program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on review of the 2022 CA Dashboard, the school has identified the following areas of need:

Although our ELA performance overall was 43 points above standard, several subgroups of students performed at a Low level: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. We have already started to take steps to improve this performance. We expect our overall academic results, as well as the results of these specific subgroups of students, to improve because we recently bolstered our academic supports. We adopted a new literacy curriculum that is both anti-racist and aligns to the Science of Reading, we adjusted our professional development (PD) offerings to focus on Tier 1 instructional strategies in our elementary classrooms, and we now offer 30 minutes of daily designated support for EL students.

Like many schools, we have struggled with low student attendance rates since the pandemic, and our chronic absenteeism rate reflects that challenge. Overall, our 17.4% chronic absenteeism rate is High. The chronic absenteeism rating for specific subgroups include: Two or More Races (High), English Learners (Very High), Hispanic (Very High), Socioeconomically Disadvantaged (Very High), and Students with Disabilities (Very High). We recognize the need for our students to attend school more consistently, so we will invest in automatic notices that can be sent to families as soon as absences are recorded and also when truancies develop. We will also invest in our operations team to ensure more of our operations roles are family-facing and that there are multiple staff members whose responsibilities include communicating regularly with families and providing attendance supports to ensure student attendance rates improve and to ward off truancies before they develop.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2023-24 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: ALL members of the New School of San Francisco community know how race has been constructed in the United States, are highly aware of their own racial socialization, and possess the literacy, computation, and analytic skills needed to engage in productive conversations about race and racism. We will prioritize our black/brown students, ELLs, and students with IEPs by working toward closing the existing opportunity gap. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional model utilizing teacher-created curriculum in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction based on student progress, interests, and learning styles. We will provide English Language Development for our English learners in all classes and a comprehensive SPED program for our students with IEPs.   Teachers will be supported through professional development and instructional coaching to uphold our commitment to equity by implementing anti-racist pedagogy within our instructional model, and using data to personalize instruction for all our students.

GOAL 2: Provide all students and staff with a safe, supportive and joyful learning environment that will increase student engagement. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported by our system of supportive practices in behavior and attendance. We provide a clean and safe environment and implement a Positive Behavior Supports and Intervention program using Restorative Practices schoolwide. We incorporate Social Emotional Learning throughout our core curriculum, as well as utilizing specific SEL curriculum during our daily pod time. We create a joyful learning environment by providing access to a broad course of study including Arts, Technology, and Spanish. Each student is supported in completing 4 Inquiry Arcs each year driven by student choice and voice.

GOAL 3:   Develop a welcoming environment to encourage family participation. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, trainings, and opportunities for input. These opportunities include our Beginning of the Year Family Orientation, Parent workshops, Parent Teacher Conferences, and Coffee with the Principal. We will use

multiple methods of communication to keep parents informed, including emails, text messages, Illuminate, social media, and paper correspondence.

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.

NSSF 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.

NSSF 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.

NSSF 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 and how this engagement was considered before finalizing the LCAP.

- Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings. Virtual meetings conducted via video conference had telephone call-in access. A public hearing was held for the LCAP on 6/20/23. The Board approved the LCAP on 6/23/23.
- Parents participated in information and planning sessions on 10/22/22, 12/6/2022, 3/7/23, and 5/3/23, and a family survey was administered in January.
- In addition to the Home & School Council, all staff participate in planning committees, which focus on priority areas, including: Culture and Climate, Compensation, Inquiry, ELD & Literacy, Diversity, Equity, Inclusion. These meetings took place on 9/5/22, 10/3/22, 11/7/22, 12/6/22, 1/9/23, 3/7/23, 3/13/23, 4/10/23, 5/3/23, and 5/22/23. Staff also provided feedback in a survey administered in January 2023.
- Students: Teachers shared student feedback from class discussions with school leadership to inform plans. Students also provided feedback in a survey administered in October and March.

NSSF evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by NSSF . Likewise, NSSF teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Teachers and other staff had very helpful feedback for our team this year in regards to four separate themes. First, in terms of sustainability and effectiveness, they suggested that the school focus on setting competitive compensation, retaining staff, increasing coaching and support, and improving access to resources and tools so that staff are better able to do their jobs. Second, regarding school community and culture, they asked that we prioritize building family-school connections, increasing family understanding of student academic and SEL progress, building capacity for sports, electives, traditions, special events, & celebrations, and improving facilities. Third, in terms of disparities and academic outcomes, staff gave feedback suggesting that we prioritize focal students below grade level and give opportunities to adjust the daily schedule and intervention blocks. Finally, regarding increases in students' academic, emotional and behavioral needs, staff ask that we strengthen class-wide behavior supports and socio-emotional learning and ensure greater training and specialization.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

NSSF will use the feedback to make adjustments to our programs, but these adjustments do not require any modifications to the LCAP.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP % meeting/exceeding ELA and Math standard for all students and all numerically significant subgroups	2018-19 ELA All students: 80.4% English Learners 41.7% SED: 60% Asian: 100% Hispanic/Latinx: 60.9% White: 88%	SB Projected Proficiency ELA All: 75% EL: 46% SED: 50% Asian: 89% Hisp: 63%	2021-22 ELA All students: 73.1% English Learners 36.7% SED: 48.7% Asian: 95.2% Black: 50.0% Hispanic/Latinx: 59.3%		ELA All students: 80% English Learners: 50% SED: 68% Asian: 85% Hispanic/Latinx: 69% White: 80%

	2018-19 Math All students: 70.7% English Learners 16.7% SED: 26.7% Asian: 90.9% Hispanic/Latinx: 39.1% White: 84%	White: 86% Math All: 50% EL: 8% SED: 14% Asian: 95% Hisp: 25% White: 58% Data Source: MAP Spring 2021 Administration	White: 80.2% Two or More Races: 88.2% 2021-22 Math All students: 52.8% English Learners 6.5% SED: 15.6% Asian: 85.7% Black: 41.7% Hispanic/Latinx: 28.7% White: 66.0% Two or More Races: 64.7%		Math All students: 79% English Learners: 25% SED: 35% Asian: 85% Hispanic/Latinx: 47% White: 80% Data Year: 2022-23 Data Source: Dataquest
% of total and EL teachers credentialed and properly assigned Data Source: SARC	97% fully credentialed 0 teachers misassigned	2021-22 CDE delayed in reporting this data.	81% fully credentialed and effective per ESSA Data Year: 2020-21 Data Source: SARC (reporting now must match data reported on the SARC)		100% fully credentialed 0 teachers misassigned
% of students with access to their own copies of standards-aligned instructional	100%	2021-22 100%	100% Data Year: 2022-23 Data Source: SARC		100% Data Year: 2023-24

materials for use at school and at home Data Source: SARC					
% of all adopted state content standards are implemented, including ELD standards. Data Source: Local Indicator	100%	2021-22 100%	100% Data Year: 2022-23 Data Source: Local Indicator		100% Data Year: 2023-24
EL Reclassification Rates Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates	0%	2020-21 4%	Data Release Delayed by CDE Data Year: 2021-22 Data Source: DataQuest		10% Data Year: 2022-23
English Learner Progress Indicator: % of English Learners improving	No CA Dashboard Data provided	No CA Dashboard Data provided	50% Data Year: 2021-22 Data Source: CA Dashboard		Medium Progress 45%-55% Data Year: 2022-23

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Model	NSSF will continue to implement a co-teaching model with two teachers in each classroom. • Personalized Learning: each student will have an Individualized Learning plan to track goals, achievements, progress, challenges, and interests.	$303,090	N

		• Learning Specialists provide targeted instruction and assessment for students with special needs, EL's, and both high and low achieving students • Small class sizes		

2	Professional Development	• Director of Curriculum facilitates all professional development, curriculum development, and teacher co teaching and management.
		   i. 1 month summer PD
		      1) Curriculum: Cognitively Guided Instruction (CGI) and Engage NY, Balanced Literacy; NGSS; Standards for College, Career, and Civic Life, Inquiry Approach, SEL
		      2) Serving Diverse Learners: Universal Design for Learning (UDL), SES, ELD Strategies (ELA/ELD Frameworks); IEP Training; Differentiation
		      3) Commitment to Equity: Positive Behavior Intervention Support (PBIS), Restorative Practices, Understanding our own identities and biases
		   ii. Professional Development sessions during the school year:
		      1) Collaborative work
		      2) teacher-driven inquiry and research
		      3) Targeted professional development
		• Instructional Coach facilitates professional development, conducts classroom observations, and provides coaching to all teachers.
		• 150 minutes daily planning time while students are in Spanish, PE, and/or Exploratories
		   i. Grade Level Collaboration
		   ii. Instructional Rounds and Peer Coaching
		   iii. Data reflection and Individualized Learning Plan (ILP) development
		   iv. Student Success Team meetings
		   v. Curriculum Development
			$264,513	N

3	Special Education	Director of Special Education i. Provides teacher professional development for inclusion practices and oversees all tier 3 supports.	$1,117,577	N

		ii. Oversees special education program		

4	Curriculum and Instructional Materials	Students will have access to high-quality curriculum and instructional materials to engage in inquiry-based instruction.
		● Teacher-created curriculum aligned to CCSS, NGSS, College, Career, and Civic(C3) Life Framework and CA Social Studies Standards, and ELD standards, utilizing the Inquiry approach.
		● Instructional Materials
		  i. Math Manipulatives
		  ii. Science Materials
		● Supplemental curricular and assessment resources:
		  ● Fountas and Pinnell leveled assessment system materials
		  ● Online intervention software
		  ● Reading A-Z: Classroom libraries
		  ● Phonics and Word Study resources
		  ● Bridges Mathematics Intervention curriculum
			$2,558,803	N

5	Assessment and progress monitoring	● Otus as data and assessment management system ● Collaboratively created benchmark assessments ● Benchmark assessments administered 3x year ● Edtec Data Services	$81,633	Y
6	English Language Development	● EL's ILP's will include ELPAC results and specific strategies to support student ● 30 minutes daily ELD instructional support through small groups and/or individual support with teacher using instructional aides to assist	$460,404	Y

Goal Analysis for 2022-23

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

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

Many of the core actions were executed as planned and others were modified based on personnel and shifting responsibilities between leaders on the campus. One modification to the plan was how professional development facilitation was split between three leaders. The planned Director of Curriculum role was split into two roles: Director of Elementary School and Director of Middle School. Those two leaders

act as the Principal of their grade bands and ensure PD is tailored to the needs of the teachers under their supervision. The Director of Inclusion is another campus leader who facilitates PD.

Our curricular offerings shifted slightly. We used Cognitively Guided Instruction and Engage NY, as planned, for math instruction in the elementary school, but we used Illustrative Math in the middle school. Our middle school program used Amplify for science instruction, so those curricular shifts for the middle school were different than noted in the planned actions. Additionally, to support our EL students we used products from EL Education rather than ELD Strategies.

Finally, we no longer use the Otus data and assessment management system, as planned, because we hired a part-time data analyst who makes data visualizations and disaggregates our data to help us make data-informed decisions.

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 Actuals.

An explanation of how effective the specific actions were in making progress toward the goal.

The Instructional Model, Professional Development, Special Education, Assessment and Progress Monitoring actions were effective as evidenced by 100% of all adopted state content standards being implemented, including ELD standards, as well as CAASPP results showing 52.8% of students meeting or exceeding math standards and 73.1% of students meeting or exceeding ELA standards on the 2021-22 assessment. We have better aligned our PD time to priorities and departmentalized the offerings to allow teachers to get targeted support.

The Curriculum and Instructional Materials action was effective as evidenced by 100% of students having access to their own copies of standards-aligned instructional materials for use at school and at home. We also now provide a 1:1 device:student ratio at the middle school for Chromebooks that our students use to engage in instruction at school.

The English Language Development action has been effective at providing ELD instruction to students. In 2021-22, the English Learner Progress Indicator showed 50% of our English Learners improving. We offer 30 daily minutes of instruction that specifically provides ELD support and that is not embedded in the ELA literacy block, so those designated supports are a major success that will drive our ELD achievement for years to come.

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

There are no changes being made to this goal, expected outcomes, or metrics to achieve this goal as a result of this analysis.

In Action 2, Professional Development, we split the Director of Curriculum role into two roles: the Director of Elementary School and the Director of Middle School who act as Principal of their grade bands. We made this change to provide more targeted PD offerings to our team and to ensure our teachers received more support from leaders.

In Action 5 Assessment and Progress Monitoring, our part-time data analyst will now be used for data management and analysis instead of Otus.

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.

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retention rate (student and staff) Source: Local	20-21: 90% Staff 98.6% Students	2021-22 77% Staff 97% Students	Students: 90.0% Data Year: 2022-23 Data Source: Calpads 8.1 Staff: 60% Data Year: 2022-23 Data Source: SIS		85% Staff 97% Students Data Year: 2023-24
Attendance rate Source: CALADS P-2 Report	96.6%	2021-22 93.45%	92.2% Data Year: 2022-23 Data Source: P2		95% Data Year: 2023-24
Suspension rate for all students and all numerically significant subgroups Source: Data Quest	19-20 0%	2020-21 0% for all students and all numerically significant subgroups	All Students: 1.0% EL: 0% SED: 1.6% SWD: 1.9% Asian: 0% Black/Af Am: 0%		<1% Data Year: 2022-23

			Hispanic/Latino: 0.7% Two or More Races: 0% White: 1.2% Data Year: 2021-22 Data Source: CA Dashboard		
Expulsion rate for all students and all numerically significant subgroups Source: Data Quest	19-20 0%	2020-21 0% for all students and all numerically significant subgroups	0% Data Year: 2021-22 Data Source: DataQuest Expulsion		0% Data Year: 2022-23
Family survey: % who feel safe and connected at school Source: Local	20-21: Safe: I feel like a valued and welcomed member of the New School SF community: 88% My concerns and comments are heard by educators and staff at New School SF: 83.5% Connected: New School SF reflects my culture and beliefs: 90.3%	Safe: I feel like a valued and welcomed member of the New School SF community: 81% My concerns and comments are heard by educators and staff at New School SF: 76.8% Connected: New School SF reflects my culture and beliefs: 79.1% The school provides opportunities for my	Safe: I feel like a valued and welcomed member of the New School SF community: 79.11% My concerns and comments are heard by educators and staff at New School SF: 74.8% Connected: New School SF reflects my culture and beliefs: 78.2% The school provides		80% on all questions Data Year: 2023-24

	The school provides opportunities for my family to engage with the school community: 81.4%	family to engage with the school community: 66.8% Data Year: 2021-22	opportunities for my family to engage with the school community: 75.6% Data Year: 2022-23 Data Source: Family Survey		
Staff survey: % who feel safe and connected at school Source: Local	20-21: Safe: My supervisor, or someone at work, seems to care about me as a person: 4.57 out of 5 3.93 out of 5 At work, my opinions seem to count: 3.93 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.35 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 3.69 out of 5	Safe: My supervisor, or someone at work, seems to care about me as a person: 4.66 out of 5 At work, my opinions seem to count: 3.87 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.4 out of 5 I feel like the organization cares about my health and safety: 3.81 out of 5	Safe: My supervisor, or someone at work, seems to care about me as a person: 4.55 out of 5 At work, my opinions seem to count: 3.937 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.38 out of 5 On a scale of 1 to 5,		3.5 out of 5 on all questions Data Year: 2023-24

		Data Year: 2021-22	please rate your sense of belonging at New School: 3.58 out of 5 Data Year: 2022-23 Data Source: Staff Survey		
Student survey: % who feel safe and connected at school Source: Local	18-19: Safe & Connected The 3rd dimension of the survey focused on 'Student Interactions' and provides data from staff regarding our students' sense of safety and connectedness: 3.93 The 5th dimension of the survey focused on 'Discipline,' and staff indicated that NSSF students are building a strong sense of classroom community: 4.27 The 7th dimension of the survey focused on 'Attitude and Culture' and indicated that NSSF students feel	School safety: 70% Sense of belonging: 68% Student-teacher relationships: 74% Rigorous expectations: 78% Fairness: 77% Diversity and inclusion: 87% Cultural awareness and action: 70% Data Year: 2021-22	Safe and Connected: 66% Data Year: 2022-23		3.5 out of 5 on all questions Data Year: 2023-24

	supported at their school: 3.93				
Chronic Absenteeism Rate for all students and all numerically significant subgroups Data Source: Dataquest	19-20 0.7%	2020-21 All Students: 18.9% SED: 32.1% EL: 23.1% SWD: 43.3% Hispanic/Latinx: 30.1%	All Students: 17.4% EL: 44.7% SED: 36.5% SWD: 21.6% Asian: 8.1% Black/Af Am: 42.9% Hispanic/Latino: 29.2% Two or More Races: 12.1% White: 7.5% Data Year: 2021-22 Data Source: CA Dashboard Chronic Absenteeism		<2% Data Year: 2022-23
% of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health Data source: local source	100%	2020-21 100%	100% Data Year: 2022-23 Data Source: Local Indicator		100% Data Year: 2023-24
Facilities in "good repair"	2019-20 SARC: Fair	2020-21: Fair	Fair Data Year: 2021-22 Data Source: SARC		Met Data Year: 2023-24

Middle School Dropout Rate (added in 2022)	N/A 2021-22 is the first year with 7th graders	2021-22 is the first year with 7th graders	0% Data Year: 2021-22		0% Data Year: 2022-23

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive School Culture	• Director of Student Access oversees implementation of our Positive Behavioral Intervention and Support system including Tier 1 and 2 supports for students. • Restorative Practices	$69,978	N

2	Social Emotional Learning	• SEL Curriculum: Kimochi and RULER
		• Pod Time Program
		   i. Daily beginning and end of the day
		   ii. SEL, community building, and student readiness
			$69,978	N

3	Inquiry Arcs	Each child will engage in 4 Inquiry Arcs (discrete units of learning to drive curiosity lasting between 6 and 12 weeks that follow the following progression: Exploratory, Expression, Exposition) • Cultivate 21st Century Learners • Driven by student choice and voice and strongly supports educators to implement student ideas, questions and solutions into the learning progression. • Presentation of Learning "Expositions" 3 times/year	$67,038	N

4	Broad Course of Study	We will provide a broad Course of Study with instruction in Arts, Spanish, Technology, Physical Education and Health, as well as integration of each into the Inquiry Arcs as appropriate.
		• Technology
		  ○ Infrastructure upgrades to allow adequate bandwidth for use of technology
		  ○ Purchase new devices
		• More than Sex Ed curriculum for Health and Wellness
		• Enrichment activities (sports, Spanish, student clubs and affinity groups)
			$416,870	N

5	Attendance Initiatives	- Operations Manager oversees daily attendance tracking. - Internal attendance committee reviews attendance data regularly to monitor absences, tardies, and truancies and engages with families to determine how to ensure the child attends school regularly.	$350,640	N
6	Safe and Clean Facilities	We will ensure our campus is safe and clean to ensure the safety of our students and staff. - Maintenance - Health Protocols to prevent the spread of COVID-19	$388,190	N

Goal Analysis for 2022-23

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

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

All actions were implemented as planned with the exception of our Attendance Initiatives action. The school struggled with student attendance throughout the year, and the waves of illnesses challenged our ability to be as "high touch" as we hoped to. Our planned system required constant family communication when students were sick, so the high volume of absences made it difficult for us to follow up with families with the consistency we planned. We know attendance will be an even larger priority for us next year and look forward to implementing our plan with more fidelity.

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 Actuals.

An explanation of how effective the specific actions were in making progress toward the goal.

The Positive School Culture and Social Emotional Learning actions were only partially effective as evidenced by only 90% of students and only 60% of staff returning this year. Although we hoped our school would be one that supported students and staff effectively, our culture was not one that inspired all students and staff to return to NSSF. Staff survey data reveals that on a scale from 1 to 5 our staff's average score is 3.58 when asked to rate their sense of belonging at NSSF are additional indicators that our culture is not as positive and welcoming as we would like it to be. Likewise, 66% of students report that they feel safe and connected at NSSF, and we hope to prioritize school culture actions in order to bring that number up. On the bright side, the school's 1% suspension rate and 0% expulsion rate demonstrate that our commitment to restorative practices and providing Tier 1 and Tier 2 behavioral supports for students is working. In addition, our middle school dropout rate is 0%, and we will continue our efforts to retain those students.

The Inquiry Arcs action was effective as evidenced by 75.6% of families agreeing the school provides opportunities for them to engage with the school community. The Inquiry Arcs are driven by student choice and culminate in presentations three times per year where students showcase their learning for their families. Even though we had a lot of staff turnover the previous year and many of the new staff were unfamiliar with Inquiry Arcs, our focus on them this year provided opportunities for families to support the academic pursuits of their students and for the school to establish positive relationships with all stakeholders.

The Broad Course of Study action was effective as evidenced by 100% of students having access to and being enrolled in a broad course of study, and the Safe and Clean Facilities action was effective as evidenced by the school's Fair rating for facilities being in good repair.

The Attendance Initiatives action was partially effective as evidenced by our 17.4% chronic absenteeism rate for students which is very high for us but still well below the state's 30% chronic absenteeism rate. Our student attendance rate of 92.2% was also lower than usual for our school, and we are still feeling the effects of two factors affecting our attendance: location and pandemic-era challenges. During the first year of the pandemic we moved to the northern part of the city, much further from most of the families who enrolled with us when we were located in the east/central part of the city. We were able to retain about 100% of families after the move, but our further distance from their homes complicates attendance issues. Also, families learned during the pandemic to keep their students home when they were sick, so during this school year as waves of illnesses ranging from the common cold to COVID to RSV spread, parents tended to keep their students home with more frequency than pre-pandemic. We track daily attendance as planned, but the high volume of student absences made it difficult for us to execute other parts of the plan such as engaging consistently with families to ensure their students regularly attended school.

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

There are no changes being made to this goal, expected outcomes, or metrics to achieve this goal as a result of this analysis.

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.

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents involved in schoolwide programs/events Data Source: Parent conference confirmations, school calendar	20-21 100%	2021-22 100%	100% Data Year: 2022-23		100% Data Year: 2023-24
# of opportunities for decision-making input in the school's programs Data Source: Local school calendar	20-21: 15	2021-22: 20	2 back to school nights 2 middle school family conferences 3 K-5 family conferences 4 ELAC meetings 2 AAPAC meetings 5 Family Communications meetings 5 Family Fundraising meetings 5 Home and School		7 Data Year: 2023-24

| | | | Council Meetings
7- coffee chats with themes e.g.- SPED, Teaching and learning, culture and climate, program specific.
Total- 35

Data Year: 2022-23 | | |
| % of families responding to family surveys

Source: Family Survey | 20-21: 85% | 2021-22: 80% | 226/350 Families - 65%
Data Year: 2022-23 | | 75%
Data Year: 2023-24 |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Activities	We will facilitate family participation in school activities ● Beginning of the school year family student orientation ● Coffee Chats with Head of School ● 3 Family Workshops: SEL, Curriculum and Pedagogy, Equity & Diversity. ● NSSF family group hosts informal gatherings ● Community Room for family use ● Family/Teacher conferences 2-3 times a year	$125,894	N
2	Director of Community	Our Director of Community is responsible for ensuring New School San Francisco is a diverse welcoming learning environment with strong community relationships. ● student recruitment ● enrollment and retention ● out of school time ● family engagement	$99,834	N

		● community relationships		
3	Family Communication	We will continue to provide regular communication with all families using Email, text message, social media, and paper correspondence providing the necessary translation services.	$162,595	N

Goal Analysis for 2022-23

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

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

All actions were implemented, but some of them were adjusted based on the needs of our families. For instance, we held all the events we intended to host, but the focus of some events differed from how they were initially planned. For example, we planned to focus our Family Workshops on three topics: SEL, Curriculum and Pedagogy, and Equity & Diversity, but we chose instead to address current needs of our families in those workshops.

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 Actuals.

An explanation of how effective the specific actions were in making progress toward the goal.

Our Family Activities, Director of Community, and Family Communication actions were effective as evidenced by 100% of parents involved in schoolwide programs/events; there were a total of 35 opportunities for families to participate and provide decision-making input in the school's programs through events as varied as Back to School Nights, Family Conferences, and Coffee Chats. We also enjoyed a 65% response rate from families on our family survey, and the results from that survey show that 79% of families feel like a valued and welcomed member of the NSSF community, 78% believe NSSF reflects their culture and beliefs, and 76% believe the school provides opportunities for their family to engage with the school community.

We are very proud of our success engaging with families this year and providing opportunities for families to participate in the school community. We note that our school has fully resumed on-campus activities. Our students can participate regularly in volunteering, school-wide events, a full range of all-school meetings and separate lower elementary / upper elementary / and middle school meetings weekly. Our middle school sports program opened up and we now offer volleyball and basketball at the site. Important school traditions such as Field Day and Maker's Halloween are back and our students and families once again look forward to planning and participating in those events.

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

There are no changes being made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$349,326	$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
8%	0%	$0	8%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In 2022, our English Learner students' English Language Arts and Mathematics performance was Low (ELA: 40.6 points below standard, Math: 93.9 points below standard). Our Socioeconomically Disadvantaged students' performances were also Low (ELA: 24 points below standard, Math: 78.5 points below standard). Our Foster Youth did not earn a performance level for either ELA nor Math because there were fewer than 11 students in that subgroup.

Actions

Based on a review of data, we have designed the LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. NSSF will continue to implement a co-teaching model with two teachers in each classroom ensuring a low student to staff ratio. Each student will have an Individualized Learning plan to track goals, achievements, progress, challenges, and interests. Our Learning Specialists provide targeted instruction and assessments. We have a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates. By providing ELD-specific staffing and materials, we are increasing the quantity of support and materials available to our English Learners.

Assessment & Progress Monitoring

English Language Development

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. We plan to use internal assessment data to gauge progress throughout the year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

NSSF plans to increase services 11.93% through the following LEA-wide actions:

Goal 1, Action 5 Assessment & Progress Monitoring $81,633 = 1.8%

Goal 1, Action 6 English Language Development $460,404 = 10.13%

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

NSSF is a single school LEA with an unduplicated pupil percentage less than 55%.

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,013,921	$ 407,322	$ -	$ 115,794	6,537,037	$ 5,207,303	$ 1,329,734

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Instructional Model	All	$ 303,090	$ -	$ -	$ -	$ 303,090
1	2	Professional Development	All	$ 231,891	$ 24,061	$ -	$ 8,561	$ 264,513
1	3	Special Education	SPED	$ 679,441	$ 383,261	$ -	$ 54,875	$ 1,117,577
1	4	Curriculum and Instruction	All	$ 2,506,445	$ -	$ -	$ 52,358	$ 2,558,803
1	5	Assessment & Progress Monitoring	All	$ 81,633	$ -	$ -	$ -	$ 81,633
1	6	English Language Development	All	$ 460,404	$ -	$ -	$ -	$ 460,404
2	1	Positive School Culture	All	$ 69,978	$ -	$ -	$ -	$ 69,978
2	2	Social Emotional Learning	All	$ 69,978	$ -	$ -	$ -	$ 69,978
2	3	Inquiry Arcs	All	$ 67,038	$ -	$ -	$ -	$ 67,038
2	4	Broad Course of Study	All	$ 416,870	$ -	$ -	$ -	$ 416,870
2	5	Attendance Initiatives	All	$ 350,640	$ -	$ -	$ -	$ 350,640
2	6	Safe and Clean Facilities	All	$ 388,190	$ -	$ -	$ -	$ 388,190
3	1	Family Participation in School Activities	All	$ 125,894	$ -	$ -	$ -	$ 125,894
3	2	Director of Community	All	$ 99,834	$ -	$ -	$ -	$ 99,834
3	3	Family Communication	All	$ 162,595	$ -	$ -	$ -	$ 162,595

2023-24 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
$ 4,543,776	$ 349,326	7.69%	0.00%	7.69%	$ 542,037	0.00%	11.93%	**Total:**	$ 542,037
								LEA-wide Total:	$ 542,037
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	5	Assessment & Progress Monitoring	Yes	LEA-wide	All	All Schools	$ 81,633	0.00%
1	6	English Language Development	Yes	LEA-wide	English Learners	All Schools	$ 460,404	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,909,327	$ 6,102,408

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Instructional Model	Yes	$ 146,634	$ 155,272
1	2	Professional Development	No	$ 238,785	$ 228,549
1	3	Special Education	No	$ 1,157,252	$ 1,221,548
1	4	Curriculum and Instruction	No	$ 2,679,918	$ 2,794,898
1	5	Assessment & Progress Monitoring	Yes	$ 39,214	$ 43,125
1	6	English Language Development	Yes	$ 146,634	$ 155,272
2	1	Positive School Culture	No	$ 60,532	$ 61,455
2	2	Social Emotional Learning	No	$ 60,532	$ 61,455
2	3	Inquiry Arcs	No	$ 39,214	$ 43,125
2	4	Broad Course of Study	No	$ 368,227	$ 380,396
2	5	Attendance Initiatives	No	$ 184,237	$ 186,071
2	6	Safe and Clean Facilities	No	$ 373,254	$ 353,091
3	1	Family Participation in School Activities	No	$ 117,313	$ 120,220
3	2	Director of Community	No	$ 138,504	$ 143,891
3	3	Family Communication	No	$ 159,077	$ 154,040

2022-23 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)
$ 258,553	$ 332,482	$ 353,669	$ (21,187)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Instructional Model	Yes	$ 146,634	$ 155,272	0.00%	0.00%
1	5	Assessment & Progress Monitoring	Yes	$ 39,214	$ 43,125	0.00%	0.00%
1	6	English Language Development	Yes	$ 146,634	$ 155,272	0.00%	0.00%

2022-23 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)
$ 3,891,519	$ 258,553	0.00%	6.64%	$ 353,669	0.00%	9.09%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, 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]).

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

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

  o **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.

- **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.

  o 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 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 Service 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 the LEA estimates it will actually receive based on of 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%).

  o 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o 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

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

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

    o 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)

    o 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 + Carryover %)

- o 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)

  - o 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)

  - o 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)

  - o 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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