

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New West Charter

CDS Code: 19 75663 6120158

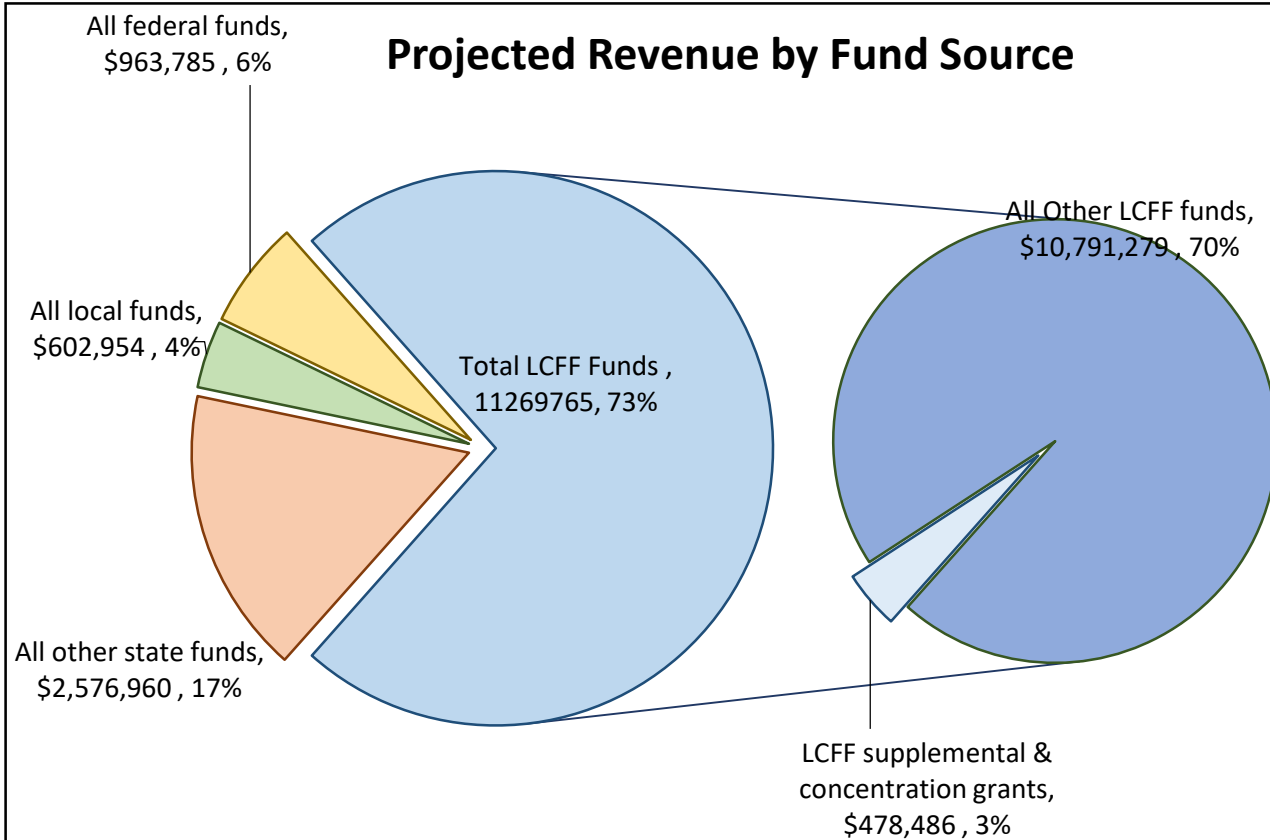
School Year: 2022 – 23

LEA contact information: Dr. Sharon Weir; (310) 943-5444

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

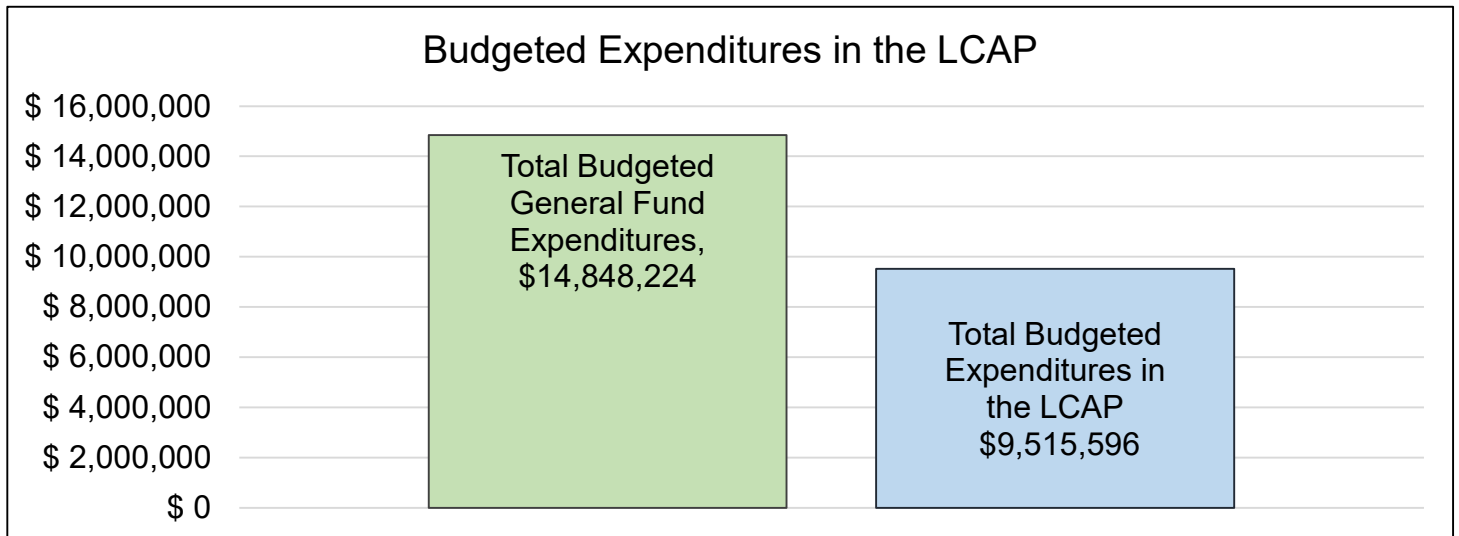


This chart shows the total general purpose revenue New West Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New West Charter is \$15,413,463.78, of which \$11,269,765.00 is Local Control Funding Formula (LCFF), \$2,576,960.28 is other state funds, \$602,953.50 is local funds, and \$963,785.00 is federal funds. Of the \$11,269,765.00 in LCFF Funds, \$478,486.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New West Charter plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New West Charter plans to spend \$14,848,223.88 for the 2022 – 23 school year. Of that amount, \$9,515,596.00 is tied to actions/services in the LCAP and \$5,332,627.88 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

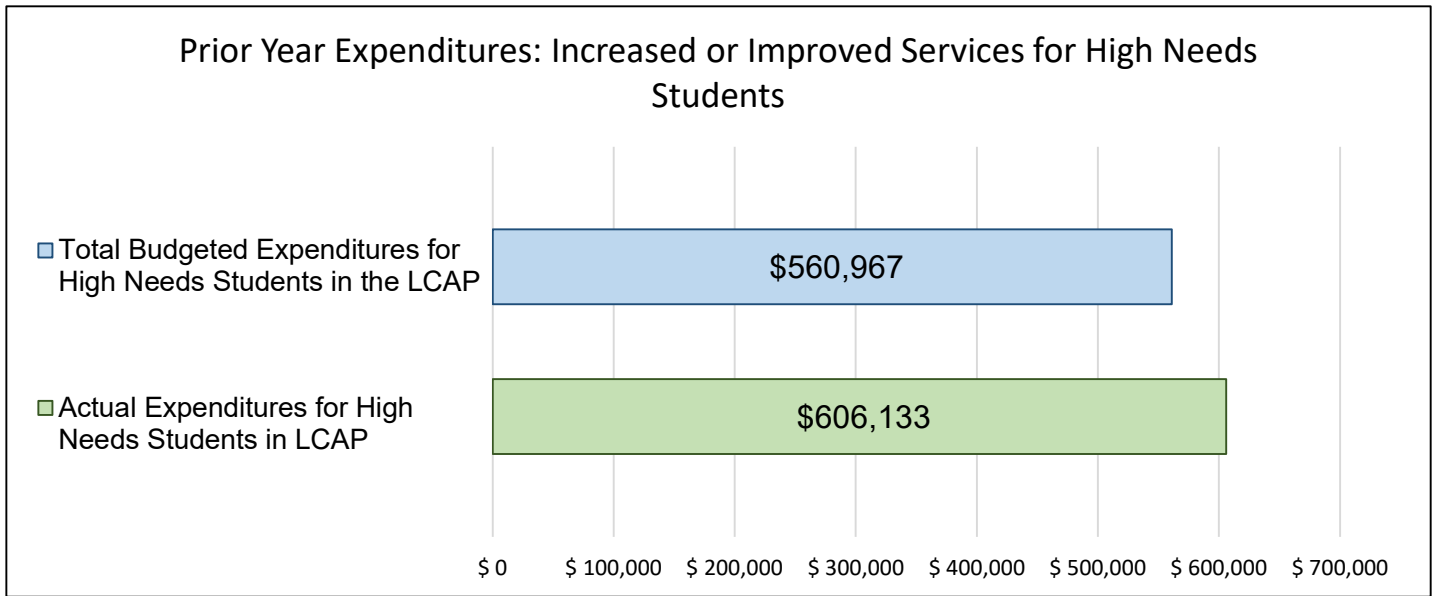
business services, oversight fees, postage, depreciation of capital assets, legal fees, and other operational staffing

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, New West Charter is projecting it will receive \$478,486.00 based on the enrollment of foster youth, English learner, and low-income students. New West Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New West Charter plans to spend \$506,042.00 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 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, New West Charter's LCAP budgeted \$560,967.00 for planned actions to increase or improve services for high needs students. New West Charter actually spent \$606,133.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

New West Charter School is an independent public charter in Los Angeles with the mission to provide an academically rigorous, highly individualized education for 21st Century students in grades 6 – 12. New West Charter School serves students of diverse cultural, ethnic, and socioeconomic backgrounds from throughout greater Los Angeles whose families share the common goal of creating a strong, unified educational milieu for their children. New West’s educational culture will foster academic achievement through high expectations, genuine accountability, and individualized attention both at home and in school. New West Charter School has championed the collaboration between home and school in hopes that this partnership will enable students to become competent, creative, self-motivated, lifelong learners who have a clear sense of their individual worth and their responsibilities to society. Therefore, New West Charter School’s long-established foundational principle of meaningful educational partner (parents, students, teachers, staff, administrators, local community members) engagement has brought the community together to focus on achieving outcomes for students.

These collaborative efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. New West Charter School will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 <https://www.newwestcharter.org/pdf/lcap-2021-24.pdf> (p. 40-41) approved June 15, 2021 by the governing board during an open meeting.

The school also engaged with our educational partners on the use of the additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP during regular staff meetings and the 12/14/21 board meeting. The Educator Effectiveness plan was reviewed by the governing board 11/16/21 and approved 12/14/21.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

New West Charter School did not receive the additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

New West Charter School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as the school sought the input and feedback of its educational partner groups ((parents, students, teachers, staff, administrators, local community members) from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan https://www.newwestcharter.org/pdf/learning_continuity_attendance_plan.pdf (p. 1-6)
- Local Control and Accountability Plan <https://www.newwestcharter.org/pdf/lcap-2021-24.pdf> (p. 40-41) approved June 15, 2021 by the governing board during an open meeting.
- ESSER III Expenditure Plan <https://www.newwestcharter.org/pdf/esser-iii-budget-plan.pdf> (p. 2-4) approved by the governing board September 14, 2021 during an open meeting.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

New West Charter School is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan in 2021-22 by utilizing funds to ensure Strategies for Continuous and Safe In-Person Learning and Addressing Lost Instructional Time. Specifically, New West Charter School has protocols in place and their safety plan has been developed and revised to best fit the needs of the school community. There are protocols in place for COVID management and communication systems in place to communicate with students, families, and educators. Specifically, additional gloves, masks, hand

sanitizing gels, air purifiers, plexiglass, and thermometers have been purchased for the school site to ensure continuous and safe in-person learning. The school is providing supplemental janitorial services, including increased frequency of cleaning shared spaces and cleaning products. Success in this area includes efficient and timely communications with families during this time, as well as the adjustment and refinement of protocols to best meet the needs of the school community. Challenges have included the additional time and energy that staff spend on Covid protocols and safety procedures.

The ESSER III expenditure plan will not be implemented until the 2022-23 school year, and as such there is no implementation or expenditure progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

New West Charter School is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for the highest need students. Based on annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic support. These actions support specific LCAP goals, as follows: Goal #1, Action #1 Instruction, Curriculum, Assessment & Instructional Materials and Goal #1, Action #3 Professional Development.

In addition to implementing these strategies to achieve instructional outcomes, New West Charter School is using funds to effectively implement strategic actions in support of culture and climate in hopes to achieve goals in academic growth and achievement. Specifically, the strategies are aligned to the following actions: Goal #2, Action #2 Diversity, Equity, and Inclusion Program, Goal #2, Action #5 Student Behavior Support, and Goal #2, Action #6 Attendance Support.

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year (Goal #2, Action #5 Student Behavior Support, and Goal #1, Action #1 Parent and Family Engagement). Ensuring student supports are in place, as well as building a strong partnership with families has always been a priority for New West Charter School and has continued during this time in order to meet the evolving needs of students during the pandemic.

Each of these plans build upon one another to create strong systems of support for our students as they have returned to in-person instruction.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

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

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

Plan Summary 2022-23

General Information

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

New West Charter School is an independent public charter school in Los Angeles with a mission to provide an academically rigorous, highly individualized education for 21st Century students in grades 6 through 12. In the decades to come, personal success will require increasingly high levels of competency, independence, and self-reliance in an ever changing, ever more complex society, whether individuals choose to manage their own businesses, work within public or private organizations, or raise families whose children will face the same challenges. New West will produce competent, independent, self-reliant students by creating a learning environment that promotes academic excellence and strong character development as the antecedents for success in college preparatory high school programs.

New West Charter School will serve students of diverse cultural, ethnic, and socioeconomic backgrounds from throughout greater Los Angeles whose families share the common goal of creating a strong, unified educational milieu for their children. New West's educational culture will foster academic achievement through high expectations, genuine accountability, and individualized attention, both at home and in school. This home/school collaboration will enable students to become competent, creative, self-motivated, lifelong learners who have a clear sense of their individual worth and their responsibilities to society.

In 2018, New West opened New West Charter Plus (NWC+), a hybrid online/in-class independent study program for high school students looking for a high quality alternative to the traditional classroom based high school.

In 2021-22, New West served 1,041 students with diverse needs and backgrounds: approximately 195 (18.7%) students are Socioeconomically Disadvantaged; 37 (3.6%) students are English Learners; and 119 (11.4%) students are Redesignated Fluent English Proficient. In addition, about 121 (11.6%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 20%. Approximately 53.9% of New West's students identify as being white, 22.4% as Hispanic or Latino, 7.9% as Asian, 9.2% as two or more races, and 4.7% 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.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, and this allowed us to keep our students on track academically as evidenced by our strong progress on NWEA MAP assessments.

We maintained high attendance and low suspensions in alignment with our targets. We plan to build on this success by implementing attendance monitoring, follow-up and intervention (Goal 2, Action 6 Attendance Support). In 2019-20, we increased our graduation rate to 96.6% and the percentage of students considered prepared for college using the CA Dashboard indicator increased by 7.2% (from 59.8% to 67%) . We will build on these successes by implementing comprehensive college guidance (Goal 1, Action 2 College and Career Counseling).

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Based on input from staff, students and parents, New West Charter School identifies the biggest success in the 21-22 school year as welcoming back all students to in person learning and navigating the months afterwards in order to continue a strong program through in person learning. New West staff adapted tremendously to the challenges of reopening to in person learning and teachers worked relentlessly to understand emerging behaviors and needs of students after an extended time period of virtual learning. The entire staff rose to the challenge of providing additional SEL and mental health supports and parents responded exceptionally well to receiving guidance regarding how best to support their children as they navigated this challenge and change of going back to in person learning. Additionally, fundraising was a huge success, as the community wanted to support the process of getting New West students back in school. We plan to continue this success by responding and adapting to the needs of our community as they arise and continuing pursuit of our vision and mission.

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.

The Dashboard was not produced in 2020 and did not show indicators in 2021. The 2019 Dashboard showed an orange level in Chronic Absenteeism, with 7.1% chronically absent. This indicator improved based on 21-22, to 5.05%. The 2019 Dashboard showed an orange level in Graduation Rate, with 88.7% graduated. This indicator improved substantially and is now a strength, with 96.6% in 19-20 and 96.2% in 20-21. On the 2019 Dashboard there was a gap in Mathematics, which was at green level overall and orange level for Hispanic students and students with disabilities. On the 2019 Dashboard there was a gap in English Language Arts, which was at blue level overall and yellow level for English learners and students with disabilities. Based on a review of ELA and Math SBAC results for 20-21 and considering the effects of the pandemic, ELA and Math are identified needs. We plan to address these needs by implementing a rigorous program of grade-level

instruction supported by adaptive technology and teacher support (Goal 1, Action 1– Instruction, Curriculum, Assessment and Instructional Materials).

Based on input from staff, students, and parents, the biggest challenge this year for the New West community was adapting to the emerging and evolving SEL needs of the students as they returned back to school from an extended period of virtual learning. It was crucial to ensure consistent and ample support for students and this took a tremendous amount of time, energy, and resources to execute. We plan to continue addressing these needs by implementing Social Emotional Learning and behavior supports (Goal 2, Action 5 Student Behavior Supports). To maintain ADA was a challenge and New West identified that a more efficient and streamlined enrollment process is needed if and when a space does become available to offer to a prospective student, which we plan to 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 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: New West Charter School will close the achievement gap for our subgroup students and continue to strive to achieve a high level of academic excellence by ensuring all students are on track to graduate college and be career ready. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to monitor the progress of Low Income students and English Learners to provide tutoring, technology, and small group intensive learning supports. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs. High-quality teachers will be hired, retained, and supported through professional development to implement our curriculum and instructional model, including vertical alignment of curriculum and assessments, as well as standardization of grading practices. We provide a comprehensive College and Career Counseling program to support students preparing for post-secondary education.

GOAL 2: Maintain a safe campus learning environment that fosters students' intellectual and emotional maturity and simultaneously inspires and challenges each student to fulfill his/her individual potential as a personal lifelong objective and as contributing members of society. In terms of our work to maintain a positive culture and climate (Goal 2), our Diversity, Equity, and Inclusion program ensures students are valued in every context and ensures equitable access for all students' educational needs. We continue to provide diverse program offerings to meet students' unique needs and implement supportive practices in behavior and attendance, as well as providing a safe, clean campus.. Our Alumni Association maintains connections with our graduates to form a network between our school, current students and those attending college. We incorporate mental health supports into our program as well.

GOAL 3: Increase and strengthen parental support, stakeholder, and community engagement. Families will be supported to participate actively in the life of the school and their child's education through workshops, meetings, and opportunities for input. These opportunities include Back to School Nights, semester events, family meetings, as well as Advisory and College & Career meetings for our high school

students. We will use multiple methods of communication to keep parents informed, including our website, our SIS system, newsletters, blasts, and flyers sent home on a regular basis.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

- The school’s Governance Council has three elected Founders, three elected parents of enrolled students of the middle and high schools, two appointed community members, the Director/Principal, three teachers, one non-instructional staff member, and one representative of the chartering authority. The Governance Council requests the formation of Board Committees composed of mixed stakeholder groups to provide information and advice on specific topics. Our Governance Council participated in a needs analysis process and identified the key successes and challenges for Leadership High, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our board meets seven times each year as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. Meetings were recorded and posted online for later viewing. We provided translation as needed. The public hearing date was May 10,2022. The LCAP was approved by the Board on June 15, 2022.
- Parents provided feedback during regular family meetings and our family survey.
- Teachers/school staff/administrators provided feedback during regular staff meetings every Wednesday and in our annual survey.
- Students were surveyed and teachers held classroom discussions in Advisory groups with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.
- New West evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by New West . Likewise, New West teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents expressed that they felt supported by our efforts to promote a smooth transition back to in person learning. Parents expressed appreciation for the efforts made to continue parent engagement online when required due to the pandemic, but they were eager to return to in-person engagement opportunities.

Teachers/Staff/Administrators expressed the need to provide greater support for student behavior issues that surfaced as a result of the reduced amount of socialization during the pandemic.

Students expressed the need for additional SEL supports and a more manageable workload as they transitioned. Students expressed that they felt supported by our efforts to promote a smooth transition back to in person learning.

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

Parents: To address the feedback of parents, we plan to continue providing additional SEL supports in and out of the classroom for our students. We also look forward to a return to a full program of in-person parent engagement in the coming year. We will also continue to seek and respond to parent feedback.

Teachers/Staff/Administrators: To address the need to provide greater support for student behavior issues that surfaced as a result of the reduced amount of socialization during the pandemic, the staff worked together to create a plan to welcome students back and reacclimate them. We put in place additional SEL supports in and out of the classroom. We plan to continue providing these supports.

Students expressed the need for additional SEL supports and a more manageable workload as they transitioned. Students expressed that they felt supported by our efforts to promote a smooth transition back to in person learning, and so we plan to continue providing the additional SEL supports.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately placed (CCTC)	2019-20: 84% of teachers fully credentialed 0 misassignments Data Year: 2019-20 Source: Local	95% of teachers are fully credentialed 5% misassignments (working towards credential) Data Year: 2020-21 Source: Local			100% 0 misassignments Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students have access to their own copies of standards-aligned instructional materials for use at school and at home	Met Data Year: 2020-21 Data Source: Dashboard Fall 2021	Met Data Year: 2021-22 Data Source: Dashboard Fall 2021			Met Data Year: 2023-24 Data Source: Dashboard Fall 2021
Implementation of all adopted standards AND access to broad course of study	Met Data Year: 2020-21 Data Source: CALPADS Fall 2	Met Data Year: 2021-22 Data Source: CALPADS Fall 2			Met Data Year: 2023-24 Data Source: CALPADS Fall 2
% enrollment in courses required by the state for middle and high school	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24 Data Source: Local
% of graduates meeting UC/CSU entrance requirements	2019-20: 100% Data Year: 2019-20 Data Source: Dataquest	100% Data Year: 2020-21 Data Source: Dataquest			100% Data Year: 2023-24 Data Source: Dataquest

<p>% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all subgroups</p>	<p>2018-19 ELA</p> <p>All students: 77.1%</p> <p>English Learners: 26.7%</p> <p>SED: 67.3%</p> <p>SWD: 41.3%</p> <p>Asian: 90.2%</p> <p>African American: 79.2%</p> <p>Hispanic/Latinx: 58%</p> <p>Two or More Races: 74.4%</p> <p>White: 83.6%</p> <p>2018-19 Math</p> <p>All students: 56.6%</p> <p>English Learners: 14.3%</p> <p>SED: 43.9%</p> <p>SWD: 15.6%</p> <p>Asian: 82.9%</p> <p>African American: 25%</p> <p>Hispanic/Latinx: 33.9%</p> <p>Two or More Races: 42.9%</p> <p>White: 66.9%</p>	<p>SBAC Met or Exceeded</p> <p>ELA All: 67.7%</p> <p>EL: 7.7%</p> <p>SED: 45.2%</p> <p>SWD: 28.6%</p> <p>Asian: 82.6%</p> <p>Af Am: 46.2%</p> <p>Hisp: 51.7%</p> <p>Two or More: 73.8%</p> <p>White: 72.1%</p> <p>Math All: 45.0%</p> <p>EL: 11.5%</p> <p>SED: 20.9%</p> <p>SWD: 13.1%</p> <p>Asian: 61.4%</p> <p>Af Am: 16%</p> <p>Hisp: 28.1%</p> <p>Two or More: 61%</p> <p>White: 48.9%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest CAASPP Summative</p>			<p>All students: 85%</p> <p>English Learners: 35%</p> <p>SED: 75%</p> <p>SWD: 49%</p> <p>Asian: 90%</p> <p>African American: 87%</p> <p>Hispanic/Latinx: 66%</p> <p>Two or More Races: 82%</p> <p>White: 90%</p> <p>All students: 65%</p> <p>English Learners: 22%</p> <p>SED: 52%</p> <p>SWD: 24%</p> <p>Asian: 90%</p> <p>African American: 33%</p> <p>Hispanic/Latinx: 42%</p> <p>Two or More Races: 51%</p> <p>White: 75%</p> <p>Data Year: 2022-23</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2018-19 Data Source: CA Dashboard				Data Source: CA Dashboard
NWEA MAP % of students meeting Fall to Winter growth targets	2020-21 Reading: 38% Math: 47% Data Year: 2020-21 Data Source: NWEA MAP	2021-22 Reading: 47.4% Math: 58.2% Data Year: Winter 2021-22 Data Source: NWEA MAP Data			Reading: 50% Math:59% Data Year: 2023-24 Data Source: NWEA MAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students college ready as assessed by EAP/CAASPP	2018-19 ELA: 34.48% Ready 36.35% Conditionally Ready 15.66% Not Yet Ready 6.63% Not Ready Math: 34.48% Ready 22.11% Conditionally Ready 22.92% Not Yet Ready 20.49% Not Ready Data Year: 2018-19 Data Source: CA Dashboard	2020-21 ELA: 40.43% Ready 37.59% Conditionally Ready 12.77% Not Yet Ready 9.22% Not Ready Math: 29.2% Ready 18.98% Conditionally Ready 23.36% Not Yet Ready 28.47% Not Ready Source: Dataquest Data Year: 2020-21 Data Source: CA Dashboard			Data Year: 2022-23 Data Source: CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of AP exam participants scoring a 3 or higher	N/A	2020-21: 0.8% scored 3 or higher on two or more AP tests Data Year: Summer 2020 Data Source: CollegeBoard			N/A Data Year: Summer 2023 Data Source: CollegeBoard
% of EL Students improving at least on level on ELPAC (Dashboard ELPI)	55.6% Data Year: 2019-20 Data Source: CA Dashboard	Level 3 or 4: 51.4% Proficient: 21.6% ELPI not provided for 2021 Data Year: 2020-21 Data Source: ELPAC Summative Score Reporting Site			55% Data Year: 2022-23 Data Source: ELPAC Summative Score Reporting Site
EL Reclassification rate	2019-20: 3.4% Data Year: 2019-20 Data Source: DataQuest	11.4% 2020-21 Reclassification rate Data Year: 2020-21 Data Source: DataQuest			12% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College acceptance rate	97% Data Year: 2020-21 Data Source: Internal Data	99% Data Year: 2021-22 Data Source: Internal Data			>95% Data Year: 23-24 Data Source: Internal Data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction, Curriculum, Assessment and Instructional Materials	<ul style="list-style-type: none"> • Rigorous Instruction • Digital Dragon, Zoom, NewsELA, NoRedInk, APEX, Paper.co • NWEA MAP 	\$3,881,577	N
2	College and Career Counseling	<ul style="list-style-type: none"> • Provide frequent and consistent guidance on the college admissions and application process to students 9-12th grade via three dedicated college counselors • Conduct in-class advisory presentations to students 9-12th grade on a wide range of college and career options for consideration • Provide support and guidance on college fairs, SAT and ACT testing, financial aid • Provide daytime college and career application workshops for students • Provide evening workshops for parents and students on college and career readiness • Maintain the naviance web portal 	\$126,160	Y
3	Professional Development	<ul style="list-style-type: none"> • Establish rigorous standards for each department to ensure vertical articulation via on-going professional development: grade-level peer review of curriculum (syllabi), instruction 	\$131,302	Y

Action #	Title	Description	Total Funds	Contributing
		<p>(best practices), and assessments (reading, writing, speaking, performance tasks).</p> <ul style="list-style-type: none"> Teachers will be provided on-going professional development and release time to develop more accurate assessment of all students in evident in core and elective classes <ul style="list-style-type: none"> Standardization of grades will be evident in MS and HS Benchmark assessments will be aligned in all core and elective classes SBAC interim assessments Gather “best practices” externally from conferences and training for teachers Dissemination of best practices at New West <ul style="list-style-type: none"> Teacher-led PD (Annual PD conference) Peer Observations and Mentorships 		
4	EL Student Supports	<ul style="list-style-type: none"> EL Coordinator <ul style="list-style-type: none"> Progress Monitoring Small group instruction Teachers progress monitor both EL’s and RFEP’s EL and RFEP Intensive supports <ul style="list-style-type: none"> small group language support Grade slam- a customized and individual tutoring program Improve access for Spanish speaking families to information about the school, student grades, and academic expectations: Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), translate messages and at meetings Professional Development ELD 	\$52,870	Y
5	SED Student Support	<ul style="list-style-type: none"> Teachers progress monitor based on SED status to ensure equity Tutoring, technology and small group intensive support groups during the school day 	\$527,129	N

Action #	Title	Description	Total Funds	Contributing
6	Special Education Program	<ul style="list-style-type: none"> • Ensure high quality special education teachers and specialized support (Educational Psychologist) are available. • Add additional support staff and paraprofessional staff to provide more small group and one to one instruction. • General education and RSP teachers will collaborate during PD sessions to identify specific achievable goals for students within the framework of SBAC 	\$1,046,797	N
7	Teacher Hiring and Retention	<ul style="list-style-type: none"> • Recruitment • Teacher Compensation <ul style="list-style-type: none"> i. Longevity Pay ii. Stipends • Community Building events 	\$176,800	N

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned. There was a noted increase in the expected amount of hours a counselor would be utilized on campus to support student mental health and SEL needs.

Successes with the action implementation process include the careful planning for the return of students to the campus for in person learning on behalf of the entire staff. This proactive planning helped promote a smooth transition back to in person learning and students and families felt supported through this transition. Students exhibited signs that additional SEL supports would need to be provided and so the staff adjusted the academic pacing of course scope and sequences in order to adapt the pacing to student needs. Additionally, the staff adjusted the amount of homework given to provide a more manageable workload to students as they transitioned back to in person learning.

Some challenges with implementation this year occurred due to the need to understand the extent of learning loss and respond to the behavior issues that surfaced from the challenge and change of the past few years. Because some students had not socialized with peers in person for over two years, there was a great need to respond and support. The New West staff worked together to create a plan to welcome students back to school and to reacclimate them to in person learning. The staff put extra SEL supports in place both inside and outside the classroom. There was an increased need for counseling and counseling groups, which helped reestablish normalcy and build teacher and peer relationships. There were many staff absences due to Covid-19 and there was not a large substitute pool. Teachers were asked to cover classes more than ever before, especially in Semester 1. All of these elements created additional layers of challenge this year.

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

We spent more than budgeted for actions 1, 2, 5, and 7. In each of those, personnel benefits were not included in the budgeted amounts, but we were able to include them in the estimated actuals, which resulted in material differences. Also, in action 1, we were able to purchase additional technology to support student learning. In Action 7, we were able to hire additional staff to support credentialing and hiring teachers and that position was not included in the LCAP budget last year.

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

The Teacher Hiring and Retention action is effective as indicated by 95% of teachers being fully credentialed with only 5% misassignments. The 5% of teachers are currently working towards attaining their credential.

The actions of Instruction, Curriculum, Assessment and Instructional Materials, Professional Development, and Special Education Program were somewhat effective in regards to achieving the goals of NWEA Map (Math 58.2%, ELA 47.4%) and CAASPP in that student achievement overall experienced a slight drop, which could be attributed to the challenges of the pandemic over the past two school years.

In regards to CAASPP, 67.7% of students received proficient or advanced on the ELA portion of the CAASPP and 45% of students received proficient or advanced on the Math portion of the CAASPP. These actions were also effective in achieving goals aligned to EAP (in ELA, 40.43% of students are college ready and 37.59% of students are conditionally ready, while in Math, 29.3% are college reay and 18.98% are conditionally ready) and in regards to AP exam pass rate, .8% of students scored a 3 or above on their AP tests.

The actions of Instruction, Curriculum, Assessment and Instructional Materials and Professional Development were effective in ensuring the implementation of all adopted standards and access to broad course of study (Met), ensuring that all students have access to their own copies of standards-aligned instructional materials for use at school and at home (100%).

The action of College and Career Counseling was effective in achieving 100% enrollment in courses required by the state for middle and high school, as well as 100% of graduates meeting UC/CSU entrance requirements and 99% college acceptance.

The actions of EL Student Supports were effective in supporting EL Students to improve at least on level on ELPAC (though current Dashboard ELPI data is not available), as well as achieving an 11.4% EL Reclassification rate.

The actions of and SED Student Support were effective in achieving .8% of AP exam participants scoring a 3 or higher and a College acceptance rate that is undetermined at this time.

The compounded effects of these actions were instrumental in achieving the goals specified in Goal #1.

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 not any changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from the reflections on prior practice.

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

An explanation of why the LEA has developed this goal.

Our students must feel safe and valued in order to learn at the highest levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	98%	93%			95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absence rate for all students and all numerically significant subgroups	2018-19 All students: 7.1% SED: 8.3% SWD: 5.6% Hispanic/Latinx: 8.1% Two or More Races: 5.9% White: 6.9% Data Year: 2020-21 Data Source: P-2	5.05% Data Year: 2021-22 Data Source: P-2			All students: 5% SED: 6% SWD: 3.5% Hispanic/Latinx: 6% Two or More Races: 4% White: 5% Data Year: 2023-24 Data Source: P-2
Suspension rate for all students and all numerically significant subgroups	2019-20: 0% Data Year: 2019-20 Data Source: DataQuest	<1% Data Year: 2020-21 Data Source: DataQuest			<2% Data Year: 2023-34 Data Source: DataQuest
Expulsion rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest			0% Data Year: 2023-34 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey: % believe school is safe and feel included	Safe: 95% Feel Included: 90% Data Year: 2020-21 Data Source: Local Survey	Safe: 95% Feel Included: 90% Data Year: 2021-22 Data Source: Local Survey			Safe: 95% Feel Included: 95% Data Year: 2023-24 Data Source: Local Survey
Student survey: % believe school is safe and feel included	Safe: 95% Feel Included: 95% Data Year: 2020-21 Data Source: Local Survey	Safe: 95% Feel Included: 90% Data Year: 2021-22 Data Source: Local Survey			Safe: 95% Feel Included: 95% Data Year: 2023-24 Data Source: Local Survey
Teacher survey: % believe school is safe and feel connected	Safe: 100% Feel Included: 95% Data Year: 2020-21 Data Source: Local Survey	Safe: 95% Feel Included: 90% Data Year: 2021-22 Data Source: Local Survey			Safe: 95% Feel Included: 95% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4-Year Cohort HS graduation rate	2019-20: 96.6% (Dataquest) Data Year: 2019-20 Data Source: Additional Reports	All: 96.2% Hispanic: 100% White: 92.8% SWD: 95.7% SED: 98.6% Data Year: 2020-21 Data Source: Additional Reports			95% Data Year: 2023-24 Data Source: Additional Reports
HS Dropout Rate	2019-20: 0% Data Year: 2019-20 Data Source: DataQuest	All: 3.8% Hispanic: 0.0% White: 7.2% SWD: 4.3% SED: 1.4% Data Year: 2020-21 Data Source: DataQuest			0% Data Year: 2023-24 Data Source: DataQuest
School Facilities are in “good” repair	Met Data Year: 2020-21 Data Source: Dashboard Fall 2021	Met Data Year: 2021-22 Data Source: Dashboard Fall 2022			Met Data Year: 2023-24 Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Activities	Student Activities <ul style="list-style-type: none"> • Clubs • Sports • Departmental awards that recognize students for academic achievement and experiential learning on and off campus (Santa Monica College or online, and internships & jobs) • Field Trips 	\$536,084	N
2	Diversity, Equity, and Inclusion program	<ul style="list-style-type: none"> • Provide an on-going commitment to culturally responsive choices and pedagogical practices, student policies and academic pathways to ensure students are valued in every context • Commit to continued equitable access for all students educational needs • Commit to continued diverse faculty recruitment in all aspect of the school organization • Provide, frequent and regular DEI professional development for all school staff • Improve gender based outcomes <ul style="list-style-type: none"> i. Break sex/gender student stereotypes related to college majors and career fields. <ul style="list-style-type: none"> 1) Girls Who Code 2) Career Day Guests 3) Advisory Lessons 	\$155,500	Y
3	Diverse Program Options	Provide programs to diversify New West's offerings to students with different needs: independent study, on-line options and partnership programs	\$130,279	N
4	Alumni Association	<ul style="list-style-type: none"> • Register all graduates • Administrators and counselors will <ul style="list-style-type: none"> i. measure their college and career readiness through their successes and shortcomings through periodic surveys ii. motivate students to follow their lead by inviting them to come back to campus as guest speakers 	\$0	N

Action #	Title	Description	Total Funds	Contributing
		iii. maintain connections for a wide range of opportunities from internships and jobs to fundraising opportunities.		
5	Student Behavior Support	<ul style="list-style-type: none"> School wide revised discipline plan designed by school administration <ul style="list-style-type: none"> i. Monitor at-risk groups with behavior referrals ii. Behavior incentives Professional Development to support effective classroom management Advisory Curriculum 	\$107,662	N
6	Attendance Support	<ul style="list-style-type: none"> Data Coordinator and Grade level advisors Monitor student attendance Attendance incentives Meet with parents of chronic absentees 	\$131,943	Y
7	Campus Health and Safety	<ul style="list-style-type: none"> Maintain efficient custodial and maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner. Ensure campus follows protocols to prevent the spread of Covid-19 	\$2,386,694	N

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for the actions connected to Alumni Association, as this element was challenging to implement in regards to visitors being limited due to the temporary no visitor policy during a stretch of months during the pandemic. The program was limited to virtual speakers during that time.

Successes with the action implementation process include a revamped and revised discipline plan that moved from a more punitive approach to a more supportive approach grounded in restorative justice. This shift helped New West students talk out issues and problem solve with each other in a safe and inclusive setting. This approach provided more time for students to reflect, learn, and grow, instead of simply being handed a consequence. In connection to this shift, a peer mentorship group became a huge success in terms of supporting students to talk out their feelings with each other and to build relationships across peer groups. Also, staff trained a Peer Mentor Group and the peer mentors were able to start meeting with their buddies both in Middle School and High School. This structure provided additional ways for students to support each other and serve as a resource for each other. Additionally, despite obstacles this year, ADA stayed at 97% consistently throughout the year. New West parents supported their children to show up to school and transition back to in person learning.

Finally, fundraising was a huge success this year for the New West community, as both families and community members showed up to support New West students and their transition back to in person learning. The resources and funds provided by families and community members allowed the New West team to provide field trips, activities during the school day, and new experiences and resources in the after school program. These funds directly supported New West students' transition back to being in school and students enjoyed these new learning opportunities.

Challenges in regards to this goal were mainly due to ADA dipping a bit (4%), which is a drop from previous years. However, over time, ADA rose again to pre-pandemic levels. In regards to the Alumni Association, events needed to be held virtually due to the no visitor policy.

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

We spent more than budgeted for actions 1, 3, and 7. In action 1 and 3, personnel benefits were not included in the budgeted amounts, but we were able to include them in the estimated actuals, which resulted in material differences. In action 1, we did not originally budget for experiential learning expenditures because we were not sure if we would be able to provide those activities due to the pandemic. Since we had available funding and were able to implement them, there are material differences in that action. In Action 7, there were additional expenses related to ensuring our campus was safe for in-person instruction this year due to the pandemic.

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

The actions of Student Activities, Diversity, Equity, and Inclusion program, and Diverse Program Options were effective in achieving results on the Parent Survey, in that 95% of parents reported that they believe school is safe and 90% of parents responded that they feel included. These actions were also effective in achieving results on the Student Survey, in that 95% of students believe school is safe and 90% of students feel included.

The actions aligned to Student Behavior Support were effective in achieving results in Suspension in that 0% of students were suspended (0% of students suspended in numerically significant subgroups) and a 0% student expulsion rate.

The actions aligned to that of the Alumni Association were effective in achieving the results of the 4-Year Cohort HS graduation rate, as the rate was 96.2%.

The actions aligned to Attendance Support were effective in achieving the results for Attendance rate (93% ADA), and for achieving the Chronic absence rate (5.5%) for numerically significant subgroups this year. Additionally, Attendance Support actions were effective in supporting students to maintain good attendance, which achieved a lower HS Dropout Rate of 3.8% this year, as well as a higher 4-Year Cohort HS graduation rate of 96.2%.

The actions aligned to Campus Health and Safety were effective in achieving results for School Facilities, in that facilities were rated in "good" repair. These actions were also effective in achieving the results on the Teacher survey, as 95% believe school to be safe and 90% of teachers reported feeling connected.

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 not any changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from the reflections on prior practice.

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	Increase and strengthen parental support, stakeholder, and community engagement.

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of participation in parental events in person and online	70% Data Year: 2020-21 Data Source: Local Dashboard	>90% Data Year: 2021-22 Data Source: Local Dashboard			85% Data Year: 2023-24 Data Source: Local Dashboard
% response rate to all parent surveys distributed	70% Data Year: 2020-21 Data Source:	70% Data Year: 2021-22			85% Data Year: 2023-24 Data Source:

throughout the school year	Local Dashboard	Data Source: Local Dashboard			Local Dashboard
Frequency of input of parent representation in all key decisions made the the New West Charter Governance Council	100% Data Year: 2020-21 Data Source: Local Dashboard	100% Data Year: 2021-22 Data Source: Local Dashboard			100% Data Year: 2023-24 Data Source: Local Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and Community Engagement	<ul style="list-style-type: none"> • Increase parental access to NWC Governance Council parent representation: a middle, high school and NWC + parent representative • Family events <ul style="list-style-type: none"> i. semester events with administration ii. individual family meetings with school administration team iii. individual grade level back to school nights iv. high-school specific advisory and college and career meetings with the school counselor and administration • Identify individual parent liaison with Brockton Elementary • Hire part-time fundraising/grant coordinator to increase fundraising outreach opportunities. <ul style="list-style-type: none"> i. Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals • Provide funds for athletics transportation 	\$62,400	N
2	Middle and High School Communication	<ul style="list-style-type: none"> • Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator • Improved school website providing easy access to increased information 	\$62,400	N

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|--|--|---|--|--|
| | | <ul style="list-style-type: none"> • Ensure online parental portal in SIS so that parents can access and monitor their child's progress 24-7 • Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes and clubs • Providing parent classes for students in the NWCHS and transitioning into the 9th grade, • Summer bridge and Spring into NWC and NWC +events planned for families joining NW for the first time | | |
|--|--|---|--|--|

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for the act of identifying an individual parent liaison with Brockton Elementary. Additionally, while there was a plan to hire a part-time fundraising/grant coordinator to increase fundraising outreach, this person has not yet been found and hired, though the team hopes to hire this part-time staff person for the 22-23 school year.

Successes with the action implementation process include the success around how the team consistently managed clear and consistent communication between home and school throughout the year by employing various online strategies to communicate to staff, teachers, students, families, and community members. The New West team continued strong communication throughout the year despite needing to shift to virtual and online communications. The New West team celebrated higher attendance from community members at board meetings, as board meetings were held via Zoom. This made it easier for parents to attend the meetings. There was a great excitement building for New West to open its school doors again to in person learning.

Some challenges with implementation this year occurred due to the visitation policy changes, as these changes kept the school limited from inviting families and guests into the learning community. This greatly affected programming, and while the team navigated hosting events online, the same energy was not there and the visitation policy enacted during the pandemic limited learning experiences in this way.

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

We spent more than budgeted for actions 1 and 2. In both of those, personnel benefits were not included in the budgeted amounts, but we were able to include them in the estimated actuals, which resulted in material differences.

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

The actions aligned to the area of Parent and Community Engagement were effective in achieving the amount of parents who participated in events both in person and online, increasing it to 90% overall this school year. These actions were also effective in achieving an increased frequency of input for parent representation in all key decisions made by the New West Charter Governance Council.

The actions aligned to Middle and High School Communication were effective in increasing the percentage of parents attending events both in person and online, as the percentage rose to 90%. Additionally, these actions were effective in maintaining a 70% response rate to all parent surveys distributed through the school year.

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 not any changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from the reflections on prior practice.

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 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$478,486	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.43%	0.00%	\$0	4.43%

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 reviewing the 2019 ELA and Math performance of our Socioeconomically Disadvantaged students, we find them at the Blue level for ELA and the Green level in Math. Our English Learners performed at the Yellow Level in ELA and Math. In 2019, 55.6% of our English Learners progressed. Our 2019-20 EL Reclassification rate was 3.4%.

In regards to 2021 data for ELA and Math performance of our Socioeconomically Disadvantaged students, 43.9% of students in this group were proficient or advanced in ELA, and 20.2% of students were proficient or advanced in Math. In regards to ELs, 7.7% of students in this group were proficient or advanced in ELA, and 11.5% of students in this group were proficient or advanced in Math. Our 2020-21 EL Reclassification rate was 11.4%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We provide comprehensive college counseling to ensure students are prepared for and supported in applying to college and ultimately successful careers. We have designed a comprehensive English Learner Support program to ensure that our English Learners become proficient and are able to reclassify at high rates. We provide an English Learner coordinator, intensive supports, family engagement, and ELD professional development for our teachers. We also provide an extensive program of professional development where we engage in continual professional learning in strategies for supporting our low income students, English learners, and foster youth.

College and Career Counseling

EL Student Supports

Professional 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 also aim to achieve a high college acceptance rate for our students. Current targets aim for at least approximately 8 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1), and the English Learner Progress Indicator showing 55% of our English Learners making progress and a slight improvement each year (2-3 points) in our reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Engagement, Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students were at the Green level for Suspensions. Our Chronic Absence rate in 2019 was Orange for our Socioeconomically disadvantaged students.

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. A key component of these additional efforts is the creation of our Diversity, Equity, and Inclusion office to ensure students and families from underrepresented groups have their concerns addressed and receive the resources they need to be successful students. We also provide Attendance supports including a Data Coordinator and grade level advisors who monitor student attendance, incentives to celebrate regular student attendance, and meetings with families of students in danger of becoming chronically absent.

Actions

Diversity, Equity & Inclusion

Attendance

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the New West Charter School community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

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

By providing the following Schoolwide actions, New West Charter is increasing services for unduplicated pupils by the following percentages:

Goal 1, Action 2 College and Career Counseling \$126,160 (1.17%)

Goal 1, Action 3 EL Student Supports \$52,870 (.49%)

- Goal 1, Action 4 Professional Development \$39,569 (.37%)
- Goal 2, Action 2 Diversity, Equity & Inclusion \$155,500 (1.44%)
- Goal 1, Action 6 Attendance Support \$131,943 (1.22%)

Through these actions, New West is increasing services for unduplicated students 4.69%.

By providing dedicated college counseling staff we are able to increase the amount of and the quality of guidance and support our students receive in preparing for college and career. By providing a program of English Learner Support with dedicated staff, we are able to increase the amount of progress monitoring and support our English Learners receive to ensure rapid progress toward reclassification. By providing smaller class sizes and dedicated tutoring services, we are able to increase the amount of support for our low income and foster youth.

Diversity, Equity, and Inclusion increases the services available to our Unduplicated students by providing Diversity, Equity, and Inclusion coordinators that ensure students and families from underrepresented groups are receiving adequate communication, information about available resources, and support. Attendance Initiatives increase the services available to our Unduplicated students by increasing staffing devoted to monitoring and outreach to ensure high attendance.

We will monitor progress for our low income students, foster youth, and English learners--reviewing attendance and suspension data quarterly and official data annually to ensure our students make steady progress toward the measurable outcomes as a result of these actions.

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	New West Charter School Ratio 1:30	N/A

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 certificated staff providing direct services to students	New West Charter School Ratio 1:30	N/A

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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:
 - 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]).
 - 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).
 - **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.
 - 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).

California Department of Education
January 2022

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 8,052,758.00	\$ 10,019,687.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contribute d to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Instruction, Curriculum & Assessment	No	\$ 2,887,426	\$ 3,917,170
1	1	Instruction, Curriculum & Assessment	No	\$ 103,297	\$ 90,692
1	1	Instruction, Curriculum & Assessment	No	\$ 26,314	\$ 39,711
1	1	Instruction, Curriculum & Assessment	No	\$ 38,388	\$ 106,973
1	1	Instruction, Curriculum & Assessment	No	\$ 60,471	\$ 72,167
1	1	Instruction, Curriculum & Assessment	No	\$ 6,047	\$ 6,047
1	2	College and Career Counseling	Yes	\$ 88,320	\$ 82,193
1	2	College and Career Counseling	Yes	\$ 45,000	\$ 70,000
1	3	Professional Development	Yes	\$ 70,735	\$ 89,425
1	3	Professional Development	No	\$ 52,708	\$ 32,234
1	4	English Learner Support	Yes	\$ 60,491	\$ 60,089
1	5	SED Student Support	No	\$ 325,000	\$ 435,241
1	5	SED Student Support	No	\$ 97,114	\$ 97,114
1	5	SED Student Support	No	\$ 108,000	\$ 108,000

1	6	Special Education Program	No	\$ 252,092	\$ 394,695
1	6	Special Education Program	No	\$ 110,210	\$ 132,252
1	6	Special Education Program	No	\$ 548,943	\$ 402,059
1	7	Teacher Hiring and Retention	No	\$ 102,816	\$ 144,000
1	7	Teacher Hiring and Retention	No	\$ -	\$ 220,299
2	1	Student Activities	No	\$ 70,735	\$ 89,425
2	1	Student Activities	No	\$ 29,601	\$ 29,601
2	1	Student Activities	No	\$ 265,225	\$ 445,225
2	2	Diversity, Equity & Inclusion	Yes	\$ 114,756	\$ 120,000
2	2	Diversity, Equity & Inclusion	Yes	\$ 50,000	\$ 50,000
2	3	Diverse Program Options	No	\$ 113,300	\$ 150,322
2	5	Student Behavior Supports	No	\$ 70,735	\$ 89,425
2	6	Attendance Supports	No	\$ 13,905	\$ 16,290
2	6	Attendance Supports	Yes	\$ 70,735	\$ 89,425
2	6	Attendance Supports	Yes	\$ 60,930	\$ 45,001
2	7	Campus Health & Safety	No	\$ 1,876,039	\$ 2,065,612
2	7	Campus Health & Safety	No	\$ 230,609	\$ 185,000
3	1	Parent & Community Engagement	No	\$ 51,408	\$ 72,000
3	2	Middle & High School Communication	No	\$ 51,408	\$ 72,000
				\$ -	\$ -
				\$ -	\$ -

2021-22 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)
\$ 469,232	\$ 560,967	\$ 606,133	\$ (45,166)	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	Instruction, Curriculum & Assessment	No	\$ -	\$ -	0.00%	0.00%
1	1	Instruction, Curriculum & Assessment	No	\$ -	\$ -	0.00%	0.00%
1	1	Instruction, Curriculum & Assessment	No	\$ -	\$ -	0.00%	0.00%
1	1	Instruction, Curriculum & Assessment	No	\$ -	\$ -	0.00%	0.00%
1	1	Instruction, Curriculum & Assessment	No	\$ -	\$ -	0.00%	0.00%
1	1	Instruction, Curriculum & Assessment	No	\$ -	\$ -	0.00%	0.00%
1	2	College and Career Counseling	Yes	\$ 88,320	\$ 82,193.00	0.00%	0.00%
1	2	College and Career Counseling	Yes	\$ 45,000	\$ 70,000.00	0.00%	0.00%
1	3	Professional Development	Yes	\$ 70,735	\$ 89,425.00	0.00%	0.00%
1	3	Professional Development	No	\$ -	\$ -	0.00%	0.00%
1	4	English Learner Support	Yes	\$ 60,491	\$ 60,089.00	0.00%	0.00%
1	5	SED Student Support	No	\$ -	\$ -	0.00%	0.00%
1	5	SED Student Support	No	\$ -	\$ -	0.00%	0.00%
1	5	SED Student Support	No	\$ -	\$ -	0.00%	0.00%
1	6	Special Education Program	No	\$ -	\$ -	0.00%	0.00%
1	6	Special Education Program	No	\$ -	\$ -	0.00%	0.00%
1	6	Special Education Program	No	\$ -	\$ -	0.00%	0.00%

1	7	Teacher Hiring and Retention	No	\$ -	\$ -	0.00%	0.00%
1	7	Teacher Hiring and Retention	No	\$ -	\$ -	0.00%	0.00%
1	7	Teacher Hiring and Retention	No	\$ -	\$ -	0.00%	0.00%
2	1	Student Activities	No	\$ -	\$ -	0.00%	0.00%
2	1	Student Activities	No	\$ -	\$ -	0.00%	0.00%
2	1	Student Activities	No	\$ -	\$ -	0.00%	0.00%
2	2	Diversity, Equity & Inclusion	Yes	\$ 114,756	\$ 120,000.00	0.00%	0.00%
2	2	Diversity, Equity & Inclusion	No	\$ -	\$ -	0.00%	0.00%
2	2	Diversity, Equity & Inclusion	Yes	\$ 50,000	\$ 50,000.00	0.00%	0.00%
2	3	Diverse Program Options	No	\$ -	\$ -	0.00%	0.00%
2	4	Alumni Association	No	\$ -	\$ -	0.00%	0.00%
2	5	Student Behavior Supports	No	\$ -	\$ -	0.00%	0.00%
2	6	Attendance Supports	No	\$ -	\$ -	0.00%	0.00%
2	6	Attendance Supports	Yes	\$ 70,735	\$ 89,425.00	0.00%	0.00%
2	6	Attendance Supports	Yes	\$ 60,930	\$ 45,001.00	0.00%	0.00%
2	7	Campus Health & Safety	No	\$ -	\$ -	0.00%	0.00%
2	7	Campus Health & Safety	No	\$ -	\$ -	0.00%	0.00%
3	1	Parent & Community Engagement	No	\$ -	\$ -	0.00%	0.00%
3	2	Middle & High School Communication	No	\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2021-22 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)
\$ 9,255,082	\$ 469,232	0.00%	5.07%	\$ 606,133	0.00%	6.55%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 7,570,473	\$ 929,978	\$ 273,182	\$ 741,963	9,515,596	\$ 5,372,301	\$ 4,143,295

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Instruction, Curriculum, Assessment and Instructional Materials	All	\$ 3,380,727	\$ -	\$ -	\$ 500,850	\$ 3,881,577
1	2	College and Career Counseling		\$ 126,160	\$ -	\$ -	\$ -	\$ 126,160
1	3	Professional Development		\$ 39,569	\$ 73,078	\$ -	\$ 18,655	\$ 131,302
1	4	EL Student Supports		\$ 52,870	\$ -	\$ -	\$ -	\$ 52,870
1	5	SED Student Support		\$ 433,671	\$ -	\$ -	\$ 93,458	\$ 527,129
1	6	Special Education Program	Students with Disabilities	\$ 60,897	\$ 856,900	\$ -	\$ 129,000	\$ 1,046,797
1	7	Teacher Hiring and Retention	All	\$ 176,800	\$ -	\$ -	\$ -	\$ 176,800
2	1	Student Activities	All	\$ 262,902	\$ -	\$ 273,182	\$ -	\$ 536,084
2	2	Diversity, Equity and Inclusion Program		\$ 155,500	\$ -		\$ -	\$ 155,500
2	3	Diverse Program Options	All	\$ 130,279	\$ -	\$ -	\$ -	\$ 130,279
2	4	Alumni Association	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	5	Student Behavior Support	All	\$ 107,662	\$ -	\$ -	\$ -	\$ 107,662
2	6	Attendance Support		\$ 131,943	\$ -	\$ -	\$ -	\$ 131,943
2	7	Campus Health and Safety	All	\$ 2,386,694	\$ -	\$ -	\$ -	\$ 2,386,694
3	1	Parent and Community Engagement	All	\$ 62,400	\$ -	\$ -	\$ -	\$ 62,400
3	2	Middle and High School Communication	All	\$ 62,400	\$ -	\$ -	\$ -	\$ 62,400
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 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
\$ 10,791,279	\$ 478,486	4.43%	0.00%	4.43%	\$ 506,042	0.00%	4.69%	Total:	\$ 506,042
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide	\$ 506,042

[illegible]