

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New West Charter

CDS Code: 19 75663 6120158

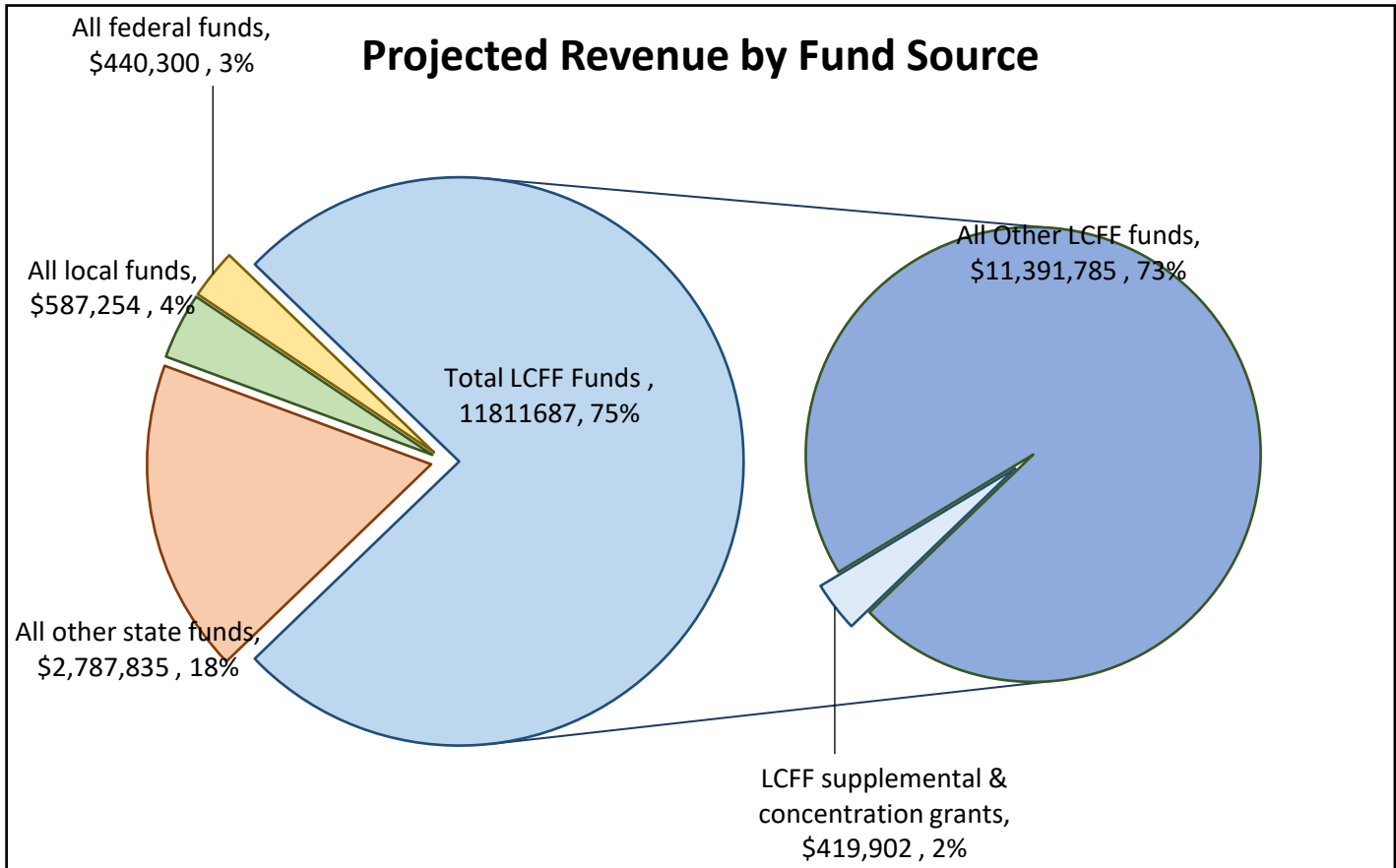
School Year: 2023-24

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 2023-24 School Year

### Projected Revenue by Fund Source

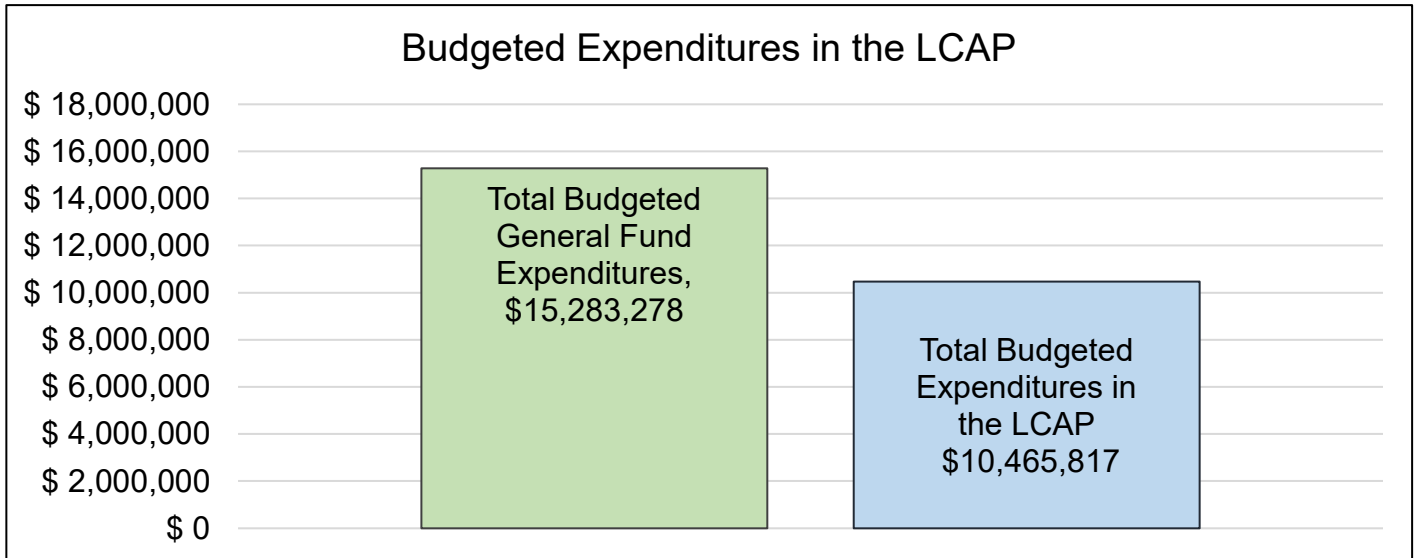


This chart shows the total general purpose revenue New West Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New West Charter is \$15,627,076.00, of which \$11,811,687.00 is Local Control Funding Formula (LCFF), \$2,787,835.00 is other state funds, \$587,254.00 is local funds, and \$440,300.00 is federal funds. Of the \$11,811,687.00 in LCFF Funds, \$419,902.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New West Charter plans to spend \$15,283,278.00 for the 2023-24 school year. Of that amount, \$10,465,817.00 is tied to actions/services in the LCAP and \$4,817,461.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

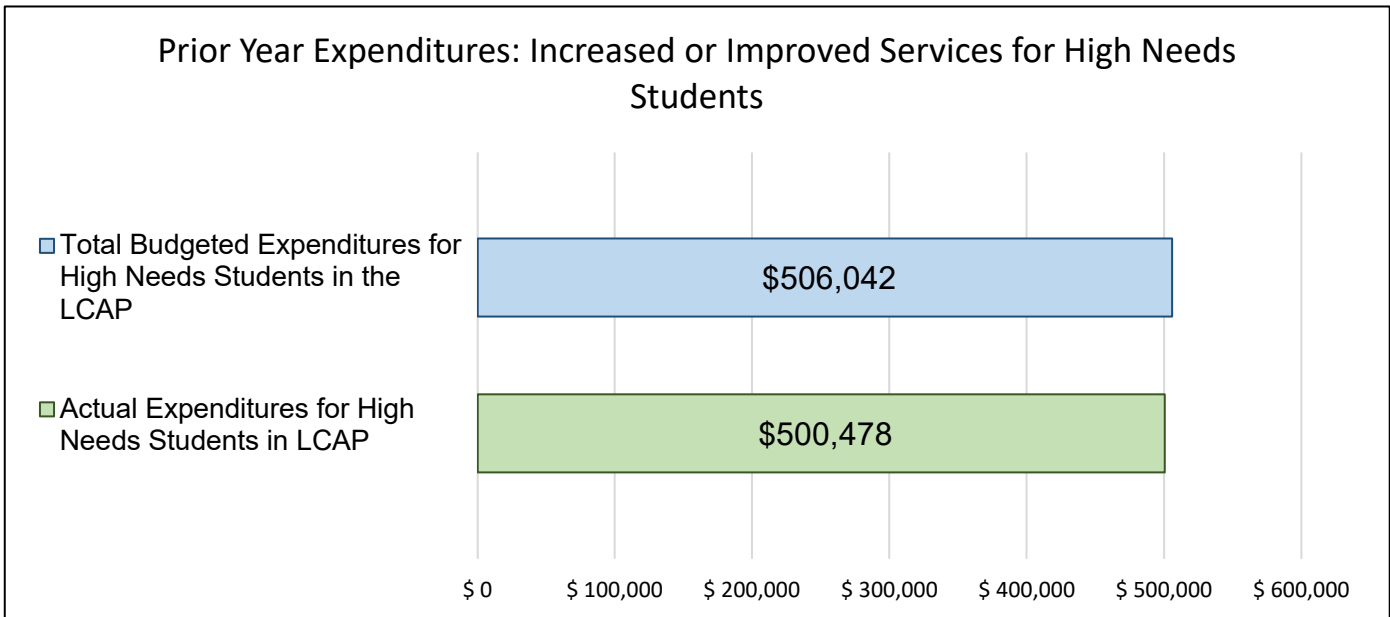
Business services, oversight fees, postage, depreciation of capital assets, legal fees, and other operational staffing

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

In 2023-24, New West Charter is projecting it will receive \$419,902.00 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 \$854,530.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, New West Charter's LCAP budgeted \$506,042.00 for planned actions to increase or improve services for high needs students. New West Charter actually spent \$500,478.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$5,564.00 had the following impact on New West Charter's ability to increase or improve services for high needs students:

The \$5,564 variance did not impact services provided to high need students and can be accounted for by normal variations in staffing costs.

# 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	<a href="mailto:sweir@newwestcharter.org">sweir@newwestcharter.org</a> (310) 943-5444

## Plan Summary 2023-24

### General Information

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

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

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. New West produces 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 serves students of diverse cultural, ethnic, and socioeconomic backgrounds from the greater Los Angeles area 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 at home and school. This home/school collaboration enables students to become competent, creative, self-motivated, lifelong learners with a clear sense of their worth and responsibilities to society.

New West serves approximately 1,050 students with diverse needs and backgrounds. Significant student groups include approximately 19% Socioeconomically Disadvantaged; 4% English Learners and 12% students qualifying for special education services. Approximately 54% of New West’s students identify as White, 22% as Hispanic or Latino, 8% as Asian, 9% as Two or More Races, and 5% as African American (21-22 DataQuest). The LCFF Unduplicated percentage is approximately 20% (21-22 CALPADS).

# Reflections: Successes

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

## IDENTIFIED PROGRESS

### *State Indicators*

The 2022 CA Dashboard indicates New West maintained a very low suspension rate of less than 1% overall and a chronic absenteeism rate of less than 2% overall.

A high rate of 59% (+3% from 2019) of students classified as English language learners improved a level or maintained at the highest level on the ELPAC.

New West students performed at the high status level in ELA (34 points above standard) and at the medium status level in math (15 points below standard). New West's 2022 graduation rate was high at 92% (97% for students identifying as Hispanic). Also, 48.7% of New West's 2022 graduates earned the State Seal of Biliteracy.

New West students' academic achievement continues to significantly outpace their peers in the local district (LAUSD) and at the state in every measure. Notable progress in academic achievement was made by English learners in 2022. Additionally, graduation rates remained high throughout the pandemic.

### *Local Indicators*

Upon release, the 2022 CA Dashboard indicated New West had not met the Local Indicator requirements. However, this was an error that New West and the CA Department of Education are working to resolve.

## MAINTAINING/BUILDING ON PROGRESS

New West attributes its successes to the strong professional development program provided to staff and its focus on educational partner engagement to build a strong sense of community. New West will continue to provide these opportunities to all students and their families.

# 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.

## IDENTIFIED NEEDS

### *State Indicators*

While New West maintained a low suspension rate overall, students identifying as African American (3.9%) and students classified as English learners (2.7%) and students with disabilities (3.8%) were suspended at a much higher rate.

Academically, New West has additional room for growth supporting several student groups in ELA including students classified as English learners (72 points below) and students with disabilities (61 points below). In math, students with disabilities (105 points below), English learners (119 points below), students identifying as Hispanic (65 points below) and socioeconomically disadvantaged (84 points below).

### **ADDRESSING LOW PERFORMANCE AND PERFORMANCE GAPS**

Supporting English learners Strategies: (1) Improve access for Spanish speaking families to information about the school, student grades, and academic expectations in accordance with the English Language Development Teacher and DEI Office. (2) Integrate research proven strategies for supporting English Learners into the curriculum and instructional practices at all levels in accordance with the English Language Development Teacher and DEI Office. (3) Increase awareness of which students have EL or RFEP designations and require teachers to monitor their performance and support success in accordance with the English Language Development Teacher and DEI Office.

Supporting Socioeconomically Disadvantaged students Strategies: (1) Provide more access to tutoring opportunities so all students have access to off-campus assistance in accordance with the DEI Office. (2) Provide scholarships for low-income students to attend adventure trips and extracurricular activities so that learning opportunities are available to all in accordance with the DEI Office. (3) Provide meals to ensure all students receive proper nutrition during the school day in accordance with the DEI Office and California's Universal Meal Mandate (Education Code 49501.5). (4) Provide technology to students who need access outside of school. (5) Increase awareness of which students are Socioeconomically Disadvantaged (via qualification for Free or Reduced Lunch) and require teachers to monitor their performance and support success in accordance with the DEI Office.

Supporting Students with Disabilities Strategies: (1) Ensure that high quality Special Education teachers are on staff. (2) Ensure that teachers are providing accommodations and modifications at all parts of the learning cycle. (3) Ensure that all 504s are being implemented in every class and updated as necessary. (4) Ensure that all students have access to learning materials. (5) Ensure that all IEPs are being implemented in every class and updated as necessary.

## **LCAP Highlights**

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

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

GOAL 1: 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. 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 support. 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 their potential as a lifelong personal objective and as a contributing member of society. In terms of our work to maintain a positive culture and climate (Goal 2), our Diversity, Equity, and Inclusion program ensure students are valued in every context and ensure equitable access for all students to meet their educational needs. We continue to provide diverse program offerings to meet each student's unique needs and implement supportive practices in behavior and attendance, as well as provide 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 support 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 regularly.

## 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.

## Board

The school’s Governance Council has three elected Founders, three elected parents of enrolled students of the middle and high schools, two appointed community members, the Director/Principal, three teachers, one non-instructional staff member, and one representative of the chartering authority.

The Governance Council requests the formation of Board Committees composed of mixed stakeholder groups to provide information and advice on specific topics. Our Governance Council participates in a needs analysis process and identifies the key successes and challenges for Leadership High, based on the CA School Dashboard and locally disaggregated data. Our board meets openly seven times each year and provides the opportunity for public comment.

New West promotes parent participation in public meetings and public hearings with website and agenda postings. Translation services are provided, as requested. The public hearing date was 5/16/23. The LCAP was approved by the Board on 6/13/23.

## Administrators

School administration meets weekly and the team provides input on accountability topics, including the determination of need. Further, administrative staff completes the annual staff survey to elicit input used to determine any need for the coming year.

## Teachers

Teachers provide feedback during regular staff meetings every Wednesday and in our annual (multiple times grade level and department) surveys.

## Other School Staff

Additional school staff attend school wide meetings at the beginning of each semester and can provide input on the school year during these events. All school staff completed the annual survey in February 2023 to determine needs for the upcoming year.

## Parents/Guardians

Parents/guardians provide feedback during regular family meetings and through our extensive family survey in February of 2023. Parents are encouraged to communicate via email, phone call, or in-person meetings with the administration and staff. They are recruited to participate in the governing council and attend public meetings where public comment can be made. Parents also complete the annual LCAP survey annually each spring.

## **Students**

Students were surveyed in February 2023. Teachers hold classroom discussions in Advisory groups with students regarding their experiences, perspectives, and needs. Teachers share student feedback from these discussions with school leadership to inform plans.

## **2023 Annual Survey**

A total of 53 staff members, 802 students, and 284 parents/families responded to questions on the same topics, making it easy to compare the results from each group of stakeholders.

## **WASC Accreditation Educational Partner Engagement**

Starting in the spring of 2022 and continuing through February 2023, the faculty, staff, administrators, parents, students, and community members involved with New West Charter School engaged in a reflective dialogue about the school's efforts to improve itself before, during, and after the pandemic. Thought provoking qualitative and quantitative data was analyzed in a series of meetings - especially in the fall of 2022 - on everything from recent demographic patterns and indicators of success on the California Dashboard to graduation rates and college admissions trends. The numbers shared were important, but the notes from those meetings proved just as powerful because that analysis shows the building of consensus about New West's overall "areas of strength" and "areas for improvement".

A summary of the feedback provided by specific educational partners.

**Administrators/Teachers/Other School Staff** really appreciate the culture of the school, especially the support they receive from their team.

### **Areas of Strength**

Supportive Faculty

Adaptability/Creativity/Flexibility

Student Access to Assistance

### **Areas of Growth**

Teacher Retention

Professional Development

**Parents/Guardians** appreciate the dedication of the teachers to educating all students and how much all of the adults at the school care about the students.

**Areas of Strength**

Supportive Faculty

Student Life (access to athletics and student activities while maintaining a small, safe community)

Student Access to Assistance

**Areas of Growth**

Teacher Retention

Expanding Facilities and Programs

**Students** appreciate the great teachers and level of support they receive both academically and holistically.

**Areas of Strength**

Supportive Faculty

Adaptability/Creativity/Flexibility

Student Access to Assistance

**Areas of Growth**

Teacher Retention

Schoolwide Norms (Phones/Uniforms)

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

The following areas of the LCAP were influenced by input from educational partners:

Goal 1 analysis included feedback from the teachers about their satisfaction with the professional development provided this year.

Goal 2 Action 3 was updated based on feedback from one of the WASC focus groups that found, “New West focuses on preparing students for admission to universities, but could do a better job of promoting careers (ex: the CTE tracks available at local community colleges, vocational schools, and technical programs) in professions that do not require a four-year degree.” The action now includes promoting dual enrollment and Career Technical Education (CTE) pathways.

# 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 NWC 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	85% of teachers fully credentialed and appropriately assigned Data Year: 2020-21 Data Source: SARC (new requirement to report newly available state reported data)		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 2022	Met Data Year: 2022-23 Data Source: Local Indicators Self-Reflection Tool		Met Data Year: 2023-24 Data Source: Local Indicators Self-Reflection Tool
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: 2022-23 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: 2022-23 Data Source: Local		100% Data Year: 2021-22 Data Source: Local
% of graduates meeting UC/CSU entrance requirements  Data Source: DataQuest 4 Year Cohort Graduation	2019-20: 100% Data Year: 2019-20 Data Source: Dataquest	100% Data Year: 2020-21 Data Source: Dataquest	96.6% Data Year: 2021-22 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  All students: 77.1%  English Learners: 26.7%  SED: 67.3%  SWD: 41.3%  Asian: 90.2%  African American: 79.2%  Hispanic/Latinx: 58%  Two or More Races: 74.4%  White: 83.6%</p> <p>2018-19  Math All students: 56.6%  English Learners: 14.3%  SED: 43.9%  SWD: 15.6%  Asian: 82.9%  African American: 25%  Hispanic/Latinx: 33.9%  Two or More Races: 42.9%</p>	<p>SBAC Met or Exceeded</p> <p><b>ELA</b>  All: 67.7%  EL: 7.7%  SED: 45.2%  SWD: 28.6%  Asian: 82.6%  Af Am: 46.2%  Hisp: 51.7%  Two or More: 73.8%  White: 72.1%</p> <p><b>Math</b>  All: 45.0%  EL: 11.5%  SED: 20.9%  SWD: 13.1%  Asian: 61.4%  Af Am: 16%  Hisp: 28.1%  Two or More: 61%  White: 48.9%</p> <p>Data Year: 2020-21  Data Source: CA Dashboard</p>	<p><b>2021-22 ELA</b>  All Students: 66.0%  EL: 15.0%  SED: 52.7%  SWD: 25.7%  Asian: 83.0%  African American: 39.1%  Hispanic: 51.6%  Two or More Races: 74.6%  White: 69.3%</p> <p><b>2021-22 Math</b>  All Students: 45.0%  EL: 9.5%  SED: 25.7%  SWD: 15.5%  Asian: 66.0%  African American: 13.0%  Hispanic: 28.2%  Two or More Races: 54.2%  White: 48.9%</p> <p>Data Source: CA Dashboard</p>	<p>All students: 85%  English Learners: 35%  SED: 75%  SWD: 49%  Asian: 90%  African American: 87%  Hispanic/Latinx: 66%  Two or More Races: 82%  White: 90%</p> <p>All students: 65%  English Learners: 22%  SED: 52%  SWD: 24%  Asian: 90%  African American: 33%  Hispanic/Latinx: 42%  Two or More Races: 51%  White: 75%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 66.9% Data Year: 2018-19 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	Reading: 48% Math: 44% Data Year: 2021-2022 Data Source: NWEA Data Export (amended in 2023)	Reading: 45% Math: 43% Data Year: 2022-23 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	2021-22 ELA: 41.26% Ready 32.87% conditionally ready 15.38% Not Yet Ready 10.49% Not Ready Math 14.58% Ready 18.75% Conditionally Ready 32.64% Not Yet Ready 32.03% Not Ready Data Year: 2021-22 Data Source: DataQuest		ELA: 50% Ready Math: 35% Ready  Data Year: 2022-23 Data Source: DataQuest
% 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	0.6% scored 3 or higher on two or more AP exams Data Year: 2022 Data Source: College & Career Measures Only - Report & Data		0 The school provides Honors courses instead of AP courses



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL Students improving at least on level on ELPAC (Dashboard ELPI)  Data Source: CA Dashboard English Learner Progress Indicator	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	59.4% students making improvement  Data Year: 2021-2022  Data Source: CA Dashboard English Learner Progress Indicator		55%  Data Year: 2022-23
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	Data release delayed by CDE  Data Year: 2021-22 Data Source: DataQuest		12%  Data Year: 2022-23 Data Source: DataQuest
College acceptance rate	97%  Data Year: 2020-21 Data Source: Internal Data	99%  Data Year: 2021-22 Data Source: Internal Data	99%  Data Year: 2022-23 Data Source: Internal Data		>95%  Data Year: 2023-24 Data Source: Internal Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Science Test (CAST) % met/exceeded standards for all students and all numerically significant subgroups	2018-19 All Students 51.7% SED: 43.4% SWD: 25% Asian: 71.4% African American: 52.6% Hispanic: 34.6% White: 58.5% Two or More Races: 44%	2020-21 All Students 44.7% SED: 20% SWD: 15.4% Asian: 92.3% Hispanic: 14.3% White: 43.2%	2021-22 All Students 50% SED: 25% SWD: 24.2% Asian: 69.6% African American: 46.2% Hispanic: 34.6% White: 55% Two or More Races: 51.7%		2022-23 All Students: 53% SED: 28% SWD: 27% Asian: 73% African American: 49% Hispanic: 38% White: 58% Two or More Races: 55%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction, Curriculum, Assessment and Instructional Materials	The school provides rigorous, standards-based instruction to all students using standards-aligned instructional materials. The school also uses high-quality assessments to provide diagnostic, formative, and summative assessment data on student growth and achievement in order to inform instruction.	\$4,481,241	N

Action #	Title	Description	Total Funds	Contributing
2	College and Career Counseling	<ul style="list-style-type: none"> <li>● Provide frequent and consistent guidance on the college admissions and application process to students 9-12th grade via three dedicated college counselors</li> <li>● Conduct in-class advisory presentations to students 9-12th grade on a wide range of college and career options for consideration</li> <li>● Provide support and guidance on college fairs, SAT and ACT testing, financial aid</li> <li>● Provide daytime college and career application workshops for students</li> <li>● Provide evening workshops for parents and students on college and career readiness</li> <li>● Maintain the Naviance web portal</li> </ul>	\$220,438	Y
3	Professional Development	<ul style="list-style-type: none"> <li>● Establish rigorous standards for each department to ensure vertical articulation via on-going professional development: grade-level peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks).</li> <li>● 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"> <li>○ Standardization of grades will be evident in MS and HS</li> <li>○ Benchmark assessments will be aligned in all core and elective classes</li> <li>○ SBAC interim assessments</li> </ul> </li> <li>● Gather “best practices” externally from conferences and training for teachers</li> <li>● Dissemination of best practices at New West <ul style="list-style-type: none"> <li>○ Teacher-led PD (Annual PD conference)</li> <li>○ Peer Observations and Mentorships</li> </ul> </li> </ul>	\$160,357	Y

Action #	Title	Description	Total Funds	Contributing
4	EL Student Supports	<p>The school provides a structured English immersion program to ensure English language acquisition for all English learners enrolled at the school.</p> <ul style="list-style-type: none"> <li>• EL Coordinator monitors progress of ELs and provides ELD professional development to all teachers</li> <li>• EL Teacher EL and RFEP Intensive supports through small group instruction</li> <li>• Teachers progress monitor both EL's and RFEP's</li> <li>• 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</li> </ul>	\$171,048	Y
5	SED Student Support	<ul style="list-style-type: none"> <li>• Teachers progress monitor based on SED status to ensure equity</li> <li>• Tutoring, technology and small group intensive support groups during the school day</li> </ul>	\$627,112	N
6	Special Education Program	<ul style="list-style-type: none"> <li>• Ensure high quality special education teachers and specialized support (Educational Psychologist) are available.</li> <li>• Add additional support staff and paraprofessional staff to provide more small group and one to one instruction.</li> <li>• General education and RSP teachers will collaborate during PD sessions to identify specific achievable goals for students within the framework of SBAC</li> </ul>	\$690,508	N
7	Teacher Hiring and Retention	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Teacher Compensation i. Longevity Pay ii. Stipends</li> <li>• Community Building events</li> </ul>	\$297,101	N

## Goal Analysis for 2022-2023

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.

New West implemented all Goal 1 Actions during the 22-23 school year, except the online elective/tech platform, Digital Dragon, was not implemented in 22-23. New West continues to provide a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. School leadership and teachers use the results of internal and state assessments to monitor the progress of low-income students and English Learners, which helps inform supplemental supports, including tutoring, instructional technology, and small group intensive instruction. ELs are provided with English Language Development, and a comprehensive SPED program is available to our students with IEPs.

New West has a comprehensive professional development plan each semester and grades are standardized in the student information system (SIS) via department chairs. Students are flagged in the SIS when classified as an English learner or student with disabilities. This allows support staff and classroom teachers to develop individualized plans during collaborative monthly team meetings. Additionally, staff can access regular data reports from online instructional and academic support programs (Paper.co and Apex) that document student interaction with the platforms. Teachers have provided positive feedback about the professional development offering this year. The calendar was developed based on staff input on needs. We provided six days of professional development at the beginning of the year and an additional three days is provided throughout the school year. We also devote time on the last Wednesday of every month for professional development. Based on teacher/staff feedback we have provided sessions on instructional strategies as well as top ten tips for addressing challenging behaviors in the classroom.

Teacher hiring and retention is a challenging issue at this time. We are fortunate that we hired permanent substitute teachers that serve as instructional assistants to teachers when they are not substituting. This has helped maintain continuity of instruction when teachers need to be out. New West's hiring and retention process is supported with a pay scale (including longevity pay) that is approved by the council. The school is using local and major online recruitment firms and offering sign-on bonuses to attract new staff. It is very difficult to find fully credentialed teachers with fewer graduates with credentials and the CTC taking longer to process credentials. The talent pool of available credentialed teachers is small and long-term substitutes are also difficult to find right now.

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.

In Action 2 College and Career Counseling the difference in budgeted expenditures \$126,160 and the estimated actuals of \$178,925 was due to providing additional staff to support these services this year.

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

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 a broad course of study, ensuring that all students have access to their own copies of standards-aligned instructional materials for use at school and at home.

The action of College and Career Counseling was effective in achieving 100% enrollment in courses required by the state for middle and high school, as well as 96.6% of graduates meeting UC/CSU entrance requirements and 99% college acceptance.

The actions of Instruction, Curriculum, Assessment and Instructional Materials, Professional Development, English Language Development, and Special Education Program have been effective for most students. The compounded effects of these actions were instrumental in achieving the outcomes specified in Goal #1.

All students, including student subgroups, are making steady progress toward getting back to pre-pandemic achievement levels as measured by CAASPP and internal NWEA MAP. 59.4% of English Learners progressed a level or maintained at the highest level on the ELPAC in 2022, and 11.4% were reclassified in 2020-21—an 8% increase over 2019-20 levels. 45% of students in ELA and 43% of students in math achieved Fall-to-Winter growth goals as measured by NWEA MAP. Ninety-seven percent of graduates met UC/CSU entrance requirements, and 99% of our graduating seniors were accepted to college. New West met all local indicators—all students have access to their own copies of standards-aligned materials; all adopted standards have been implemented and all students have access to a broad course of study; 100% of students are enrolled in required middle and high school courses. Lastly, 85% of New West teachers were fully credentialed in 2020-21 (the most recent year data is available from state reporting systems).

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.

The metric CA Science Test (CAST) % met/exceeded standards for all students and all numerically significant subgroups was added to ensure the school is tracking student achievement in Science across the years, now that we have multiple years of data for this assessment.

The Instruction, Curriculum, Assessment and Instructional Materials action has been updated to more accurately describe the resources provided as we transition out of the pandemic.

Based on the need to provide English learners additional support, the EL Student Supports action has been updated to describe the ELD program with the addition of an ELD teacher.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	98% Data Year: 2019-20	93% Data Year: 2020-21	95% Data Year: 2021-22		95%
Chronic absence rate for all students and all numerically significant subgroups  Data Source: DataQuest Chronic Absenteeism Rate	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	2021-2022 All Students: 1.6% EL: 0% SED: 0% SWD: 1.8% Asian: 0% Black/African American: 0% Hispanic: 1.2% Two or More Races: 2.5% White: 1.5% 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Suspension rate for all students and all numerically significant subgroups</p> <p>Data Source: DataQuest Suspension Rate</p>	<p>2019-20: 0%</p> <p>Data Year: 2019-20</p> <p>Data Source: DataQuest</p>	<p>&lt;1%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest</p>	<p>2021-2022</p> <p>All Students: 0.9%</p> <p>EL: 2.7%</p> <p>SED: 1.4%</p> <p>SWD: 3.8%</p> <p>Asian: 0%</p> <p>Black/African American: 3.9%</p> <p>Hispanic: 0.4%</p> <p>Two or More Races: 1.1%</p> <p>White: 0.9%</p> <p>Data Source: DataQuest</p>		<p>&lt;2%</p> <p>Data Year: 2023-34</p> <p>Data Source: DataQuest</p>
<p>Expulsion rate</p> <p>Data Source: DataQuest Expulsion Rate</p>	<p>0%</p> <p>Data Year: 2019-20</p> <p>Data Source: DataQuest</p>	<p>0%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest</p>	<p>0% for All Students and All Student Subgroups</p> <p>Data Year: 2021-22</p> <p>Data Source: DataQuest</p>		<p>0%</p> <p>Data Year: 2023-34</p> <p>Data Source: DataQuest</p>
<p>Parent survey: % believe school is safe and feel included</p>	<p>Safe: 95%</p> <p>Feel Included: 90%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Survey</p>	<p>Safe: 95%</p> <p>Feel Included: 90%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Survey</p>	<p>Safe: 93.3%</p> <p>Feel Included: 90%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Survey</p>		<p>Safe: 95%</p> <p>Feel Included: 95%</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Survey</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 77.4% Feel Included: 86% Data Year: 2022-23 Data Source: Local Survey		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: 96% Feel Included: 85% Data Year: 2022-23 Data Source: All Staff Survey		Safe: 95% Feel Included: 95% Data Year: 2023-24 Data Source: Local Survey
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	92.4% Data Year: 2021-22 Data Source: DataQuest 4-Year Cohort Graduation Rate  98.9% Data Year: 2021-22 Data Source: DataQuest 4/5 Year Cohort Graduation Rate		95%  Data Year: 2023-24 Data Source: Additional Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HS Dropout Rate  Data Source: DataQuest 4-Year Cohort Outcomes	2019-20: 0% Data Year: 2019-20 Data Source: DataQuest	All: 3.8% Hisp: 0.0% White: 7.2% SWD: 4.3% SED: 1.4% Data Year: 2020-21 Data Source: DataQuest	All: 4.4% Hispanic: 2.8% White: 6% Two or More Races: 6.7% SWD: 5.6% SED: 6.9% Data Year: 2021-22 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: 2022-23 Data Source: Dashboard Fall 2023		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"> <li>● Clubs</li> <li>● Sports</li> <li>● Departmental awards that recognize students for academic achievement and experiential learning on and off campus ( Santa Monica College or online, and internships &amp; jobs)</li> <li>● Field Trips</li> </ul>	\$635,168	N

Action #	Title	Description	Total Funds	Contributing
2	Diversity, Equity, and Inclusion program	<ul style="list-style-type: none"> <li>● 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</li> <li>● Commit to continued equitable access for all students educational needs</li> <li>● Commit to continued diverse faculty recruitment in all aspect of the school organization</li> <li>● Provide, frequent and regular DEI professional development for all school staff</li> <li>● Improve gender based outcomes by breaking sex/gender student stereotypes related to college majors and career fields.               <ol style="list-style-type: none"> <li>1) Girls Who Code</li> <li>2) Career Day Guests</li> <li>3) Advisory Lessons</li> </ol> </li> </ul>	\$215,386	Y
3	Diverse Program Options	Provide programs to diversify New West's offerings to students with different needs: independent study, hybrid programs, partnership programs with local colleges to promote dual enrollment opportunities, and Career Technical Education (CTE) pathways.	\$170,572	N
4	Alumni Association	<ul style="list-style-type: none"> <li>● Register all graduates</li> <li>● Administrators and counselors will               <ol style="list-style-type: none"> <li>i. measure their college and career readiness through their successes and shortcomings through periodic surveys</li> <li>ii. motivate students to follow their lead by inviting them to come back to campus as guest speakers</li> <li>iii. maintain connections for a wide range of opportunities from internships and jobs to fundraising opportunities.</li> </ol> </li> </ul>	\$0	N

Action #	Title	Description	Total Funds	Contributing
5	Student Behavior Support	<ul style="list-style-type: none"> <li>● School wide revised discipline plan designed by school administration</li> <li>i. Monitor at-risk groups with behavior referrals</li> <li>ii. Behavior incentives</li> <li>● Professional Development to support effective classroom management</li> <li>● Advisory Curriculum</li> </ul>	\$101,465	N
6	Attendance Support	<ul style="list-style-type: none"> <li>● Data Coordinator and Grade level advisors Monitor student attendance</li> <li>● Attendance incentives</li> <li>● Meet with parents of chronic absentees</li> </ul>	\$146,193	Y
7	Campus Health and Safety	<ul style="list-style-type: none"> <li>● Maintain efficient custodial and maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner.</li> <li>● Ensure campus follows protocols to prevent the spread of Covid-19</li> </ul>	\$2,382,309	N

## Goal Analysis for 2022-2023

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.

### IMPLEMENTATION ANALYSIS

New West implemented all Goal 2 Actions during the 22-23 school year.

### IMPLEMENTATION PROCESS CHALLENGES AND SUCCESS

Department meetings are used to determine and/or support student connection to their learning community. New West determined a high percentage of students are participating in student activities. Additionally, advisory classes, cultural celebrations, student driven restorative practices and DEI policy and practice across the curriculum allow students to remain engaged and connected to the New West community.

Attendance is incentivized with end of year trips and ongoing prizes. When students struggle with attendance, New West schedules face to face meetings with parents to identify barriers and address needs that will allow students to attend school more regularly.

New West prides itself on its efforts to maintain a safe and healthy campus. The school has regular custodial support and regularly uses and reviews the comprehensive safety plan.

The Alumni Association was developed and the registration process is available to all graduating students. This action will need to be further developed in the coming years.

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

The difference in budgeted (\$155,500) and estimated actual expenditures (\$175,500) in Action 2 Diversity, Equity, and Inclusion program was due to increased staffing costs and increased costs for surveys and landscape analysis by our strategic planning consultants.

The difference in budgeted (\$107,662) and estimated actual expenditures (\$77,502) in Action 5 Student Behavior Support was due to one staff member not being hired until after the start of the school year.

#### 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 93.3% 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 these results on the Student Survey: 77.4% of students believe school is safe and 86% of students feel included. These actions combined with the Alumni Association action were effective in achieving a graduation rate of 98.9% and a 4-year high school dropout rate of 4.4%.

The actions aligned to Student Behavior Support were effective in achieving results in Suspension in that 0.9% of students were suspended and a 0% student expulsion rate.

The Attendance Support action is effective as evidenced by the low chronic absence rate of 1.6% in 2021-22 and the high daily attendance rate of 95% in 2022-23.

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

Teacher retention is an important area of focus for New West and our efforts at creating a strong school culture for teachers and staff is evident with 96% indicating that the campus is safe and 85% liking coming to school. This year all staff participated in the survey instead of teachers only, so the results are not comparable across years.

#### 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.

Action 3 Diverse Program Options was updated to align with our focus on making the curriculum more challenging and personalized based on our WASC self-study. Partnership programs with local colleges to promote dual enrollment opportunities and Career Technical Education (CTE) pathways were added to the action description.

**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	87% Data Year: 2022-23 Data Source: Local Dashboard		85% Data Year: 2023-24 Data Source: Local Dashboard
% response rate to all parent surveys distributed throughout the school year	70% Data Year: 2020-21 Data Source: Local Dashboard	70% Data Year: 2021-22 Data Source: Local Dashboard	>80% Data Year: 2022-23 Data Source: Local Dashboard		85% Data Year: 2023-24 Data Source: Local Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Frequency of input of parent representation in all key decisions made 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: 2022-23 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	<p>The school will provide multiple opportunities for families to engage with the school</p> <ul style="list-style-type: none"> <li>● Increase parental access to NWC Governance Council parent representation: a middle, high school and NWC+ parent representative</li> <li>● Family events such as semester events with administration, individual family meetings with school administration team, individual grade level back to school nights, and high-school specific advisory and college and career meetings with the school counselor and administration</li> <li>● Identify individual parent liaison with Brockton Elementary</li> <li>● Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals</li> <li>● Fundraising for athletics transportation</li> </ul>	\$83,460	N



Action #	Title	Description	Total Funds	Contributing
2	Middle and High School Communication	<ul style="list-style-type: none"> <li>● Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator</li> <li>● Improved school website providing easy access to increased information</li> <li>● Ensure online parental portal in SIS so that parents can access and monitor their child’s progress 24-7</li> <li>● Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes and clubs</li> <li>● Providing parent classes for students in the NWCHS and transitioning into the 9th grade,</li> <li>● Summer bridge and Spring into NWC and NWC +events planned for families joining NW for the first time</li> </ul>	\$83,460	N

## Goal Analysis for 2022-2023

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.

New West implemented all Goal 3 Actions during the 22-23 school year, except New West did not hire a grant coordinator in 22-23

This was the first year New West returned to on-site activities following the pandemic and the events have been well attended. QR code surveys are used to track attendance and perception. The DEI team reaches out to families that do not regularly participate in school events to make personal connections and encourage participation. The data team reviews communication stats including reviews, feedback and survey responses.

The school has worked to ensure that it prioritizes the types of communication and events that parents prefer. There is a shift to provide more events that are designed for a targeted audience, such as parents of students belonging to certain subgroups, as opposed to the larger more general Coffee with the Principal type of events. Next year these types of offerings for parents will be increased to better meet family needs.

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

There were no Material Differences in Budgeted And Estimated Actual Expenditures.

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 and Communication were effective in supporting parent engagement with school activities and decision-making as evidenced by 87% of parents participating in school events either online or in-person this year. The school is also seeing success with parent engagement around decision making with 100% of decisions made by the New West Charter Governance board requiring input from parents due to the composition of the board. Also, we have seen a high level of engagement with decision-making with over 80% of families participating in family surveys this year. Also, parents participated in authorizer oversight visit in January, as well as WASC interviews in February. They are also very involved in the charter renewal process this 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 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$419,902	\$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
3.69%	0%	\$0	3.69%

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 2022 ELA and Math performance of our Socioeconomically Disadvantaged students, we find them at the low level for ELA and Math. Our English Learners performed at the very low level in ELA and Math. In 2022, a high level (59.4%) of our English Learners progressed a level or maintained at the highest level on the ELPAC.

#### 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. In 2023-24 we will add a dedicated EL teacher

position to provide additional support. 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. We plan to use NWEA MAP data to gauge progress throughout the year.

## **B- Engagement, Climate and Culture**

### Needs, Conditions, Circumstances

In 2022, our Socioeconomically disadvantaged students were at the low level for Suspensions and our English learners at the medium indicating a performance gap between all students at the very low level.

Our Chronic Absence rate in 2022 was at the very low level for our Socioeconomically disadvantaged students. English Learners did not generate a performance level, but the CA Dashboard reports the EL subgroup had a 0% chronic absence rate in 2022.

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 maintain 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 \$220,438 (1.94%)

Goal 1, Action 3 Professional Development \$101,465 (.89%)

Goal 1, Action 4 EL Student Supports \$171,048 (1.5%)

Goal 2, Action 2 Diversity, Equity & Inclusion \$215,386 (1.89%)

Goal 1, Action 6 Attendance Support \$146,193 (1.28%)

Through these actions, New West is increasing services for unduplicated students 7.5%.

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 high-quality professional development for teachers, we are increasing staffing to provide teachers the support they need to meet the needs of all learners, but especially unduplicated students. 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.

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.

N/A - The school does not receive the additional concentration grant add-on funding.

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

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,376,279	\$ 1,869,809	\$ -	\$ 407,830	10,465,817	\$6,695,489	\$ 3,770,328

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	\$ 332,520	\$ 411,109	\$ -	\$ 222,813	\$ 4,481,241
1	2	College and Career Counseling	All	\$ 220,438	\$ -	\$ -	\$ -	\$ 220,438
1	3	Professional Development	All	\$ 101,465	\$ 43,818	\$ -	\$ 15,074	\$ 160,357
1	4	EL Student Supports	All	\$ 171,048	\$ -	\$ -	\$ -	\$ 171,048
1	5	SED Student Support	All	\$ 453,369	\$ 3,800	\$ -	\$ 169,943	\$ 627,112
1	6	Special Education Program	Students with Disabilities	\$ 150,059	\$ 540,449	\$ -	\$ -	\$ 690,508
1	7	Teacher Hiring and Retention	All	\$ -	\$ -	\$ -	\$ -	\$ 297,101
2	1	Student Activities	All	\$ 568,218	\$ 66,950	\$ -	\$ -	\$ 635,168
2	2	Diversity, Equity and Inclusion Program	All	\$ 215,386	\$ -	\$ -	\$ -	\$ 215,386
2	3	Diverse Program Options	All	\$ 170,572	\$ -	\$ -	\$ -	\$ 170,572
2	4	Alumni Association	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	5	Student Behavior Support	All	\$ 101,465	\$ -	\$ -	\$ -	\$ 101,465
2	6	Attendance Support	All	\$ 146,193	\$ -	\$ -	\$ -	\$ 146,193
2	7	Campus Health and Safety	All	\$ 1,578,626	\$ 803,683	\$ -	\$ -	\$ 2,382,309
3	1	Parent and Community Engagement	All	\$ 83,460	\$ -	\$ -	\$ -	\$ 83,460
3	2	Middle and High School Communication	All	\$ 83,460	\$ -	\$ -	\$ -	\$ 83,460

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$11,391,785	\$ 419,902	3.69%	0.00%	3.69%	\$ 854,530	0.00%	7.50%	<b>Total:</b>	\$ 854,530
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 854,530

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing	Planned Percentage of Improved Services (%)
1	2	College and Career Counseling	Yes	Schoolwide	All	All Schools	\$ 220,438	0.00%
1	3	Professional Development	Yes	Schoolwide	All	All Schools	\$ 101,465	0.00%
1	4	EL Student Supports	Yes	Schoolwide	English Learners	All Schools	\$ 171,048	0.00%
2	2	Diversity, Equity and Inclusion Program	Yes	Schoolwide	All	All Schools	\$ 215,386	0.00%
2	6	Attendance Support	Yes	Schoolwide	All	All Schools	\$ 146,193	0.00%



## 2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 9,515,596.13	\$ 9,171,028.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Instruction, Curriculum, Assessment and Instructional Materials	No	\$ 3,881,577	\$ 3,543,444
1	2	College and Career Counseling	Yes	\$ 126,160	\$ 178,925
1	3	Professional Development	Yes	\$ 131,302	\$ 131,303
1	4	EL Student Supports	Yes	\$ 52,870	\$ 52,870
1	5	SED Student Support	No	\$ 527,129	\$ 526,252
1	6	Special Education Program	No	\$ 1,046,797	\$ 1,053,710
1	7	Teacher Hiring and Retention	No	\$ 176,800	\$ 169,900
2	1	Student Activities	No	\$ 536,084	\$ 557,939
2	2	Diversity, Equity and Inclusion Program	Yes	\$ 155,500	\$ 175,500
2	3	Diverse Program Options	No	\$ 130,279	\$ 130,287
2	4	Alumni Association	No	\$ -	\$ -
2	5	Student Behavior Support	No	\$ 107,662	\$ 77,502
2	6	Attendance Support	Yes	\$ 131,943	\$ 131,943
2	7	Campus Health and Safety	No	\$ 2,386,694	\$ 2,316,653
3	1	Parent and Community Engagement	No	\$ 62,400	\$ 62,400
3	2	Middle and High School Communication	No	\$ 62,400	\$ 62,400

## 2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 469,232	\$ 506,042	\$ 500,478	\$ 5,564	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	2	College and Career Counseling	Yes	\$ 126,160	\$ 92,700.00	0.00%	0.00%
1	3	Professional Development	Yes	\$ 39,569	\$ 47,465	0.00%	0.00%
1	4	EL Student Supports	Yes	\$ 52,870	\$ 52,870.00	0.00%	0.00%
2	2	Diversity, Equity and Inclusion Program	Yes	\$ 155,500	\$ 175,500.00	0.00%	0.00%
2	6	Attendance Support	Yes	\$ 131,943	\$ 131,943.00	0.00%	0.00%

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 9,749,973	\$ 469,232	0.00%	4.81%	\$ 500,478	0.00%	5.13%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

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[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](mailto: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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

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

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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



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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## ***Focus Goal(s)***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

### ***Required Goals***

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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%).
  - 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)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater



than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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).