# LCFF Budget Overview for Parents

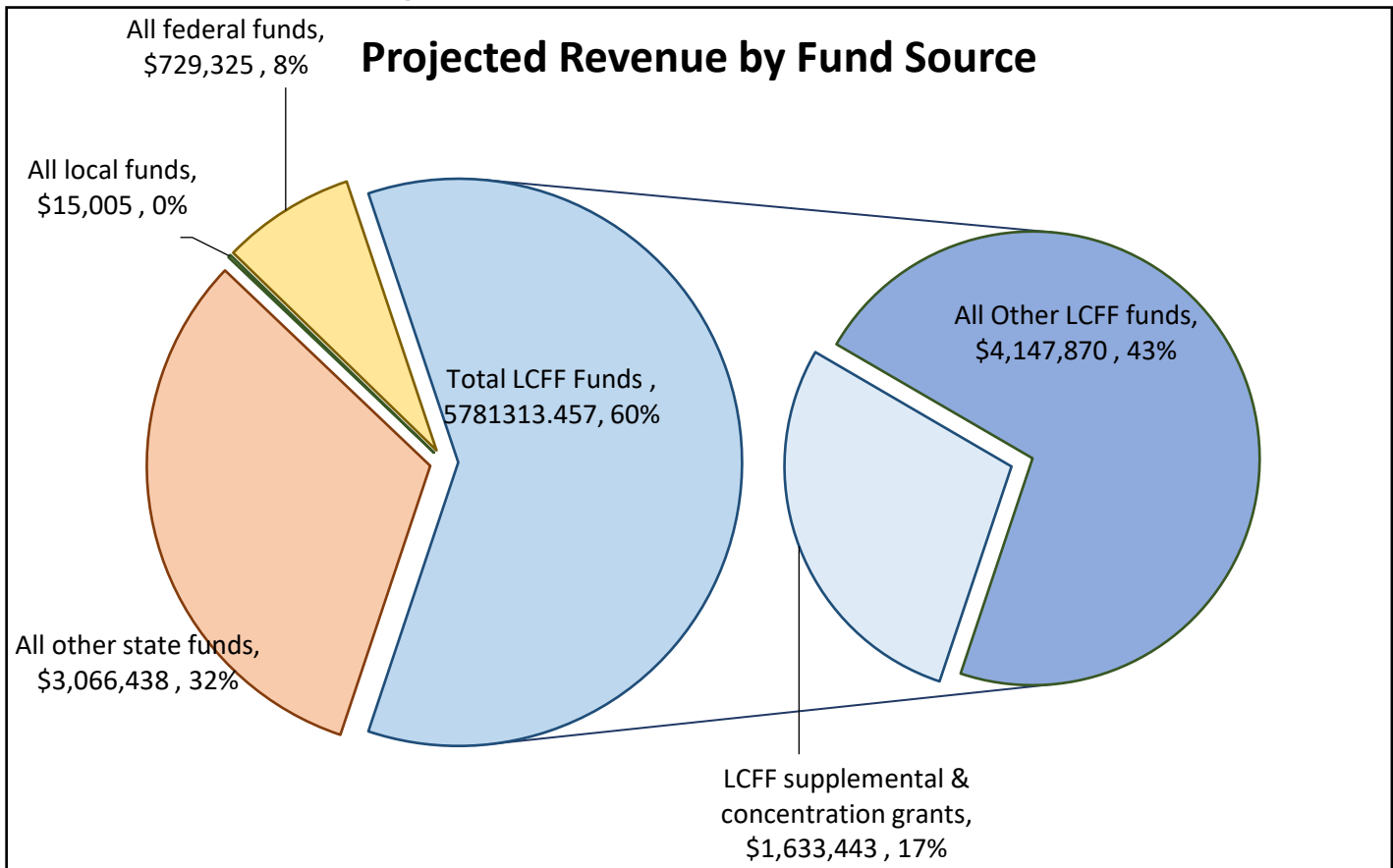Local Educational Agency (LEA) Name: N.E.W. Academy for Arts and Science

CDS Code: 19 64733 0100289

School Year: 2024-25

LEA contact information: Nelsy Jackson, jackson@newnasa.org; (213) 923-9326

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).

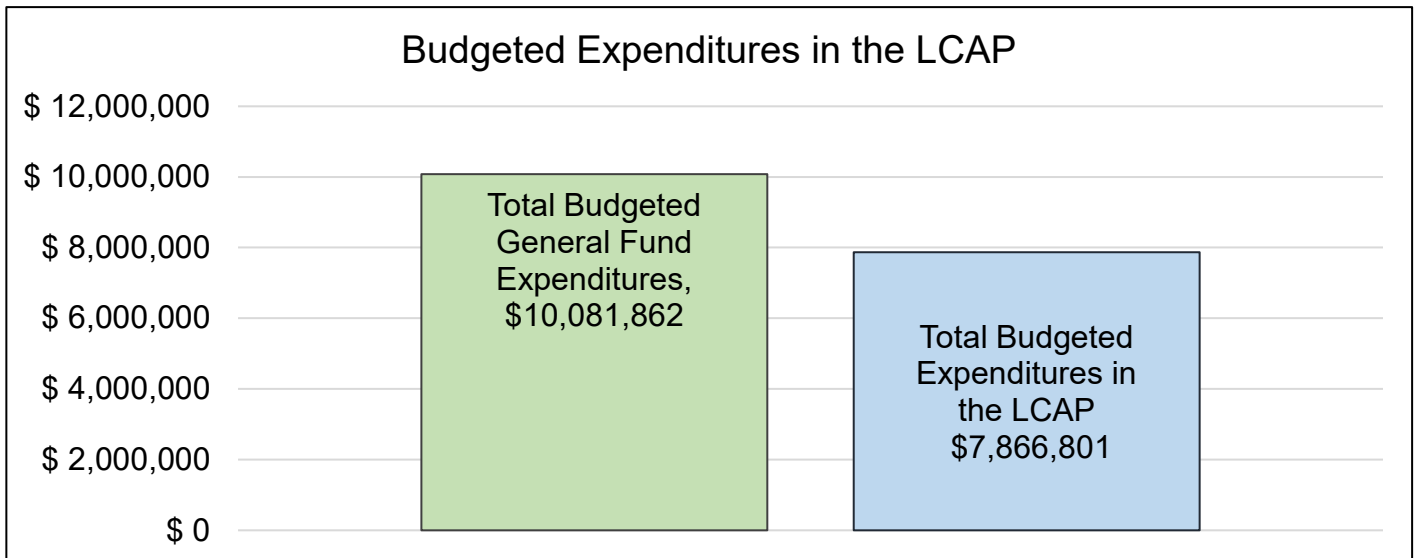## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source



- All federal funds, $729,325 , 8%
- All local funds, $15,005 , 0%
- All other state funds, $3,066,438 , 32%
- Total LCFF Funds , 5781313.457, 60%
- All Other LCFF funds, $4,147,870 , 43%
- LCFF supplemental & concentration grants, $1,633,443 , 17%

*This chart shows the total general purpose revenue N.E.W. Academy for Arts and Science 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 N.E.W. Academy for Arts and Science is $9,592,081.70, of which $5,781,313.46 is Local Control Funding Formula (LCFF), $3,066,438.39 is other state funds, $15,005.00 is local funds, and $729,324.85 is federal funds. Of the $5,781,313.46 in LCFF Funds, $1,633,443.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $10,081,862 | Total Budgeted Expenditures in the LCAP $7,866,801 |

This chart provides a quick summary of how much N.E.W. Academy for Arts and Science plans to spend for 2024-25. 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: N.E.W. Academy for Arts and Science plans to spend $10,081,861.94 for the 2024-25 school year. Of that amount, $7,866,800.85 is tied to actions/services in the LCAP and $2,215,061.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
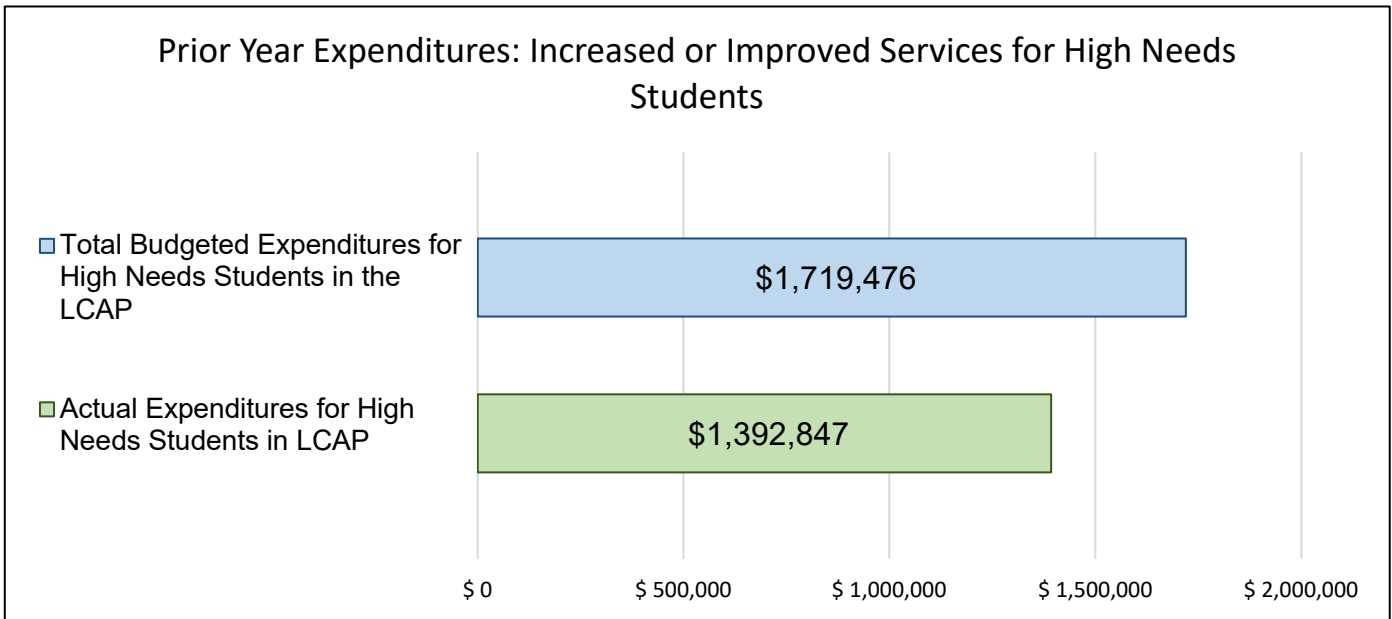
To be completed in the final draft.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, N.E.W. Academy for Arts and Science is projecting it will receive $1,633,443.00 based on the enrollment of foster youth, English learner, and low-income students. N.E.W. Academy for Arts and Science must describe how it intends to increase or improve services for high needs students in the LCAP. N.E.W. Academy for Arts and Science plans to spend $1,771,060.50 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 2023-24

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

| | |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the LCAP | $1,719,476 |
| ☐ Actual Expenditures for High Needs Students in LCAP | $1,392,847 |

$ 0     $ 500,000     $ 1,000,000     $ 1,500,000     $ 2,000,000

This chart compares what N.E.W. Academy for Arts and Science budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what N.E.W. Academy for Arts and Science 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 2023-24, N.E.W. Academy for Arts and Science's LCAP budgeted $1,719,476.00 for planned actions to increase or improve services for high needs students. N.E.W. Academy for Arts and Science actually spent $1,392,847.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $326,629.00 had the following impact on N.E.W. Academy for Arts and Science's ability to increase or improve services for high needs students:

To be completed in the final draft.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| N.E.W. Academy of Science and Arts | Dr. Nelsy Jackson, Principal | jackson@newnasa.org<br>213-413-9183 |

## *Goals and Actions*

### Goal 1

| Goal # | Description |
|---|---|
| 1 | All students will continue to receive instruction in state adopted learning standards from qualified, and appropriately credentialed and assigned teachers. Identified teachers will obtain appropriate bilingual certification. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| % of total and EL teachers credentialed and properly assigned | 100% of total and EL teachers credentialed<br><br>4 teachers of ELs misassigned<br><br>4 total teachers misassigned<br><br>Data Year: 2020-21<br><br>Data Source: Local Indicators | 100% of total and EL teachers credentialed<br><br>4 teachers of ELs misassigned<br><br>4 total teachers misassigned<br><br>Data year: 2021-22<br><br>Data Source: Local Indicators | 78.95% of total and EL teachers credentialed<br><br>4 teachers of ELs misassigned<br><br>4 total teachers misassigned<br><br>Data Year: 2020-21<br><br>Data Source: SARC | 63.2% of total and EL teachers credentialed<br><br>Data Year: 2023-24<br><br>Data Source: SARC published in 2023 | 100% of total and EL teachers appropriately credentialed<br><br>0 teachers of ELs misassigned<br><br>0 teachers misassigned<br><br>Data Year: 2021-22<br><br>Data Source: SARC |
| % of students with access to their own copies of standards-aligned instructional materials for use at school and at home | 100%<br><br>Data Year: 2020-21<br><br>Data Source: Local Indicators | 100%<br><br>Data Year: 2021-22<br><br>Data Source: Local indicators | 100%<br><br>Data Year 2022-23<br><br>Data Source: Local indicators | 100%<br><br>Data Year 2023-24<br><br>Data Source: Local indicators | 100%<br><br>Data Year: 2023-24<br><br>Data Source: Local indicators |
| % of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, Health, and Dual Immersion. | 100%<br><br>Data Year: 2020-21<br><br>Data Source: Local indicators | 100%<br><br>Data Year: 2021-22<br><br>Data Source: Local indicators | 100%<br><br>Data Year: 2022-23<br><br>Data Source: Local indicators | 100%<br><br>Data Year: 2023-24<br><br>Data Source: Local indicators | 100%<br><br>Data Year: 2023-24<br><br>Data Source: Local indicators |

| % adopted state content standards are implemented, including ELD standards | 100% Data Year: 2020-21 Data Source: Local indicators | 100% Data Year: 2021-22 Data Source: Local indicators | 100% Data Year: 2022-23 Data Source: Local indicators | 100% Data Year: 2023-24 Data Source: Local indicators | 100% Data Year: 2023-24 Data Source: Local indicators |
|---|---|---|---|---|---|

## Goal Analysis

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except there have been some changes in professional development offerings. We no longer offer professional development through LMU, the WISH Charter PD exchange or Nancy Fetzer PD. In addition, we no longer utilize Artists in the Classroom because we now have two on-site art teachers. We have also discontinued our running and basketball clubs, but we have added several other options.

Successes with the action implementation process include the implementation of our new math curriculum; students have been exposed to multiple ways of solving problems and are developing more critical thinking skills. In addition, our math consultant has presented strategies to help teachers support students. Another success involves the fact that there are many more new professional development options for teachers to take advantage of; they are getting the support that they requested. Finally, we have very strong teacher retention; most of our teachers have been at our site for three years or more.

Some challenges with implementation this year include hiring resource teachers and substitute teachers who are bilingual. Our four sites model can also be challenging; it is difficult to have cohesiveness when we are separated as campuses.

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 Action 2 between the budgeted expenditures of $1,573,525 and the estimated actuals of $285,735 was due to decreased curriculum costs.

The difference in Action 3 between the budgeted expenditures of $194,849 and the estimated actuals of $156,030 was due to reduced staffing costs, because the Assistant Principal was not hired until mid-year.

The difference in Action 4 between the budgeted expenditures of $122,420 and the estimated actuals of $154,324 was due to higher than expected staffing costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Broad Course of Study and Curriculum actions have been effective as evidenced by the Broad Course of Study Indicator (100%), students with access to standards aligned materials (100%), along with the adopted standards metric (100%). The Teacher Recruitment and Retention action and the Professional Development actions have been somewhat effective as measured by our outcomes for teachers appropriately credentialed and assigned (63.2% appropriately credentialed).

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.

Goals 1, 2, and 3 are being combined into one overarching academic goal 1. All actions and metrics will remain the same.

**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 | All students will continue to meet growth targets in the CAASPP/SBAC assessment to achieve meeting the standard or exceeding the standard on benchmark and state assessments. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CA Dashboard: CAASPP % meeting / exceeding ELA and Math standards for all students and all numerically significant subgroups | **ELA**<br>All students: 43.21%<br>English Learners: 19%<br>SED: 43.21%<br>SWD: 23.08%<br>Hispanic / Latinx: 43.48%<br>**Math**<br>All students: 46.29%<br>English Learners: 33%<br>SED: 46.29%<br>SWD: 23.5%<br>Hispanic/Latinx: 46.48%<br>Data Year: 2018-19<br>Source: CAASPP | SBAC testing was suspended in 2020-21 due to the COVID-19 Pandemic<br>Data Year: 2020-21<br>Data Source: CAASPP | **ELA**<br>All students: 30.21%<br>English Learners: 14.05%<br>SED: 30.21%<br>SWD: 3.23%<br>Hispanic / Latinx: 29.84%<br>**Math**<br>All students: 27.83%<br>English Learners: 15.44%<br>SED: 27.83%<br>SWD: 9.68%<br>Hispanic/Latinx: 27.46%<br>Data Year: 2021-22 | **ELA**<br>All students: 28.57%<br>English Learners: 16.94%<br>SED: 28.73%<br>SWD: 3.45%<br>Hispanic / Latinx: 28.5%<br>**Math**<br>All students: 28.94%<br>English Learners: 19.49%<br>SED: 29.10%<br>SWD: 14.29%<br>Hispanic/Latinx: 28.88%<br>Data Year: 2022-23<br>Data Source: DataQuest | **ELA**<br>All students 53%<br>English Learners: 29%<br>SED: 53%<br>SWD: 33%<br>Hispanic/Latinx: 54%<br>**Math**<br>All students: 56%<br>English Learners: 43%<br>SED: 56%<br>SWD: 33%<br>Hispanic/Latinx: 56%<br>Data Year: 2022-23<br>Data Source: CAASPP |

## Goal Analysis

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

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

Overall the actions designed to support achievement of the goal were implemented as planned except that our ratio for TK is now 12 to 1 instead of 10 to 1. In addition, we have discontinued the roles of Academic Support Specialist and Wellness Advocate.

Successes with the action implementation process include that we have been able to provide many supportive services to our Special Education students this year, even while experiencing staffing issues. Our intervention program is also working well; we now have multiple ways to assist students who are struggling academically, including our new tutoring program.

Some challenges with implementation this year include the fact that newcomers have been enrolling with very low literacy skills. Our tutoring program has been helpful, but it is still a challenge to work with students who come in far below grade level. We are also still seeking an RSP teacher.

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 Action 3 between the budgeted expenditures of $748,417 and the estimated actuals of $564,621 was due to the fact that both of our Special Education teachers positions were vacant for the first part of the year.

The difference in Action 4 between the budgeted expenditures of $428,059 and the estimated actuals of $384,256 was due to slightly lower than expected staffing costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our actions related to instruction, including our Instructional model, Targeted instructional support, Special Education, Intervention and Technology Access actions, have been somewhat effective as evidenced by CAASPP data, but we are still seeing many students perform below grade level post pandemic. Based on the 2023 CA Dashboard, the school has identified needs based on the Orange status for all students, English Learners, Hispanic students and socioeconomically disadvantaged students in English Language Arts achievement. Students with disabilities fell in the Red status category. To address this need, the school will maintain a high level of support staff to assist with ELA intervention. Also, the school will ensure that all students with disabilities are provided targeted academic support in addition to comprehensive special education services. The school will continue to prioritize academic intervention for all students in order to support ELA achievement.

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.

Goals 1, 2, and 3 are being combined into one overarching academic goal 1. All actions and metrics will remain the same.

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 | English learners will advance 1 level on the ELPAC each year beginning 2018-19, and ensure reclassification rates meet or exceed the District's reclassification rate. The school will monitor every students' academic progress and student achievement as measured by assessment data. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| English Learners: Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed neighboring district. | 59.1% - High Progress<br><br>Data Year: 2018-19<br>Data Source: CA Dashboard | ELPI not provided for 2021<br><br>ELPAC Summative Level 3 or 40.5% (Proficient: 8.1%)<br><br>Data Year: 2020-21<br><br>Data Source: DataQuest ELPAC Summative | 56.3%<br><br>Data Year: 2021-22<br><br>Data Source: CA Dashboard | 61.6%<br><br>Data Year: 2022-23<br><br>Data Source: CA Dashboard | >55%<br>High Progress<br>Data Year: 2022-23<br><br>Data Source: DataQuest ELPAC Summative Scores |
| EL Reclassification Rate | 18.3%<br>Data Year: 2019-20<br><br>Data Source: DataQuest Annual RFEP Count | 3.3%<br>Data Year: 2020-21<br><br>Data Source: DataQuest Annual RFEP Count | Data release delayed by CDE<br>Data Year: 2021-22<br><br>Data Source: DataQuest Annual RFEP Count | Data release delayed by CDE<br>Data Year: 2022-23<br><br>Data Source: DataQuest Annual RFEP Count | >10%<br>Data Year: 2022-23<br><br>Data Source; DataQuest Annual RFEP Count |

## Goal Analysis

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

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

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

Successes with the action implementation process include that 61.6% of our English Learners are making progress and we are at the green level on the CA Dashboard; it is amazing to see that our English Learner interventions are working and that our progress is reflected in the data. Our teachers have been more conscious of providing designated English Language Development time and integrating ELD instruction in all subject areas; they are applying strategies that they have learned through CEEL We have been implementing grouping by levels, which has proven to be very effective. Teachers have also been more open to observing each others' strategies and reflecting together.

Some challenges with implementation this year include that English Learners and Special Education students are still struggling on standardized tests; it has been difficult for them to showcase the strategies that they have been learning in the classroom. It has been especially challenging for the newcomers to make progress; many of them test below grade level in their primary languages as well.

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 Action 1 between the budgeted expenditures of $10,000 and the estimated actuals of $0 was due to the fact that we did not utilize Otus in 2024.

The difference in Action 2 between the budgeted expenditures of $50,000 and the estimated actuals of $22,115 was due to the fact that we did not utilize NWEA in 2024

The difference in Action 3 between the budgeted expenditures of $83,000 and the estimated actuals of $101,272 was due to higher than anticipated staffing costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our ELD Professional Development, ELD Curricular Materials, Assessments and School Data Analysis actions were all highly effective in implementation as evidenced by our ELPI score of 61.6%. We are very proud of our continuing designation of High English Learner progress.

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.

Goals 1, 2, and 3 are being combined into one overarching academic goal 1. All actions and metrics will remain the same.

**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 4

| Goal # | Description |
|---|---|
| 4 | All students will continue to meet growth targets in attendance to achieve 98% or more attendance rate. Maintain a suspension/expulsion rate of 1% or less. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Attendance rate | 97.6%<br><br>Data Year: 2020-21<br><br>Data Source: P-2 Report | 96.07%<br><br>Data Year: 2021-22<br><br>Data Source: SIS | 94.7%<br><br>Data Year: 2022-23<br><br>Data Source: SIS | 95.28%<br><br>Data Year: 2023-24<br><br>Data Source: SIS | 98%<br><br>Data Year: 2023-24<br><br>Data Source: P-2 Report |
| Chronic Absenteeism Rate for all students and all numerically significant subgroups | All students: 6.2%<br>English Learners: 5.6%<br>SED: 6.2%<br>SWD: 4.9%<br>Hispanic/Latinx: 5.4%<br><br>Data Year: 2018-19<br><br>Source: DataQuest Chronic Absenteeism Count | All Students: 8.3%<br>EL: 8.7%<br>SED: 8.3%<br>SWD: 13.3%<br>Hispanic/Latinx: 8.4%<br><br>Data Year: 2020-21<br><br>Data Source: DataQuest Chronic Absenteeism Count | All Students: 17.9%<br>EL: 18.9%<br>SED: 17.7%<br>SWD: 23.4%<br>Hispanic/Latinx: 17.8%<br><br>Data Year: 2021-22<br><br>Data Source: DataQuest | All Students: 15.4%<br>EL: 15.7%<br>SED: 15.5%<br>SWD: 18.5%<br>Hispanic/Latinx: 15.2%<br><br>Data Year: 2022-2023<br><br>Data Source: CA Dashboard Chronic Absenteeism Rate | <6% for all students and all numerically significant subgroups<br><br>Data Year: 2022-23<br><br>Data Source: DataQuest Chronic Absenteeism Count |

| Suspension rate for all students and all numerically significant subgroups | 0% Data Year: 2019-20 Data Source: DataQuest Suspension Rate | 0% Data Year: 2020-21 Data Source: DataQuest Suspension Rate | 0% Data Year: 2021-22 Data Source: DataQuest | 0% Data Year: 2022-23 Data Source: DataQuest | <1% for all students and all numerically significant subgroups Data Year: 2022-23 Data Source: DataQuest Suspension Rate |
|---|---|---|---|---|---|
| Expulsion rate | 0% Data Year: 2019-20 Source: Dataquest Expulsion Rate | 0% Data Year: 2020-21 Data Source: DataQuest Expulsion Rate | 0% Data Year: 2021-22 Data Source: DataQuest | 0% Data Year: 2022-23 Data Source: DataQuest | 0% Data Year: 2022-23 Data Source: DataQuest Expulsion Rate |
| Family Survey: % who respond positively regarding school safety | 85% Data Year: 2019 Data Source: Local Data, Title I Survey *(adjustment made due to reporting error)* | 97% Data Year: 2021 Data Source: Local Data, Title I Survey | 86% Data Year:2022 Data Source: Local Data, Title I Survey | 93.6% Data Year:2023 Data Source: Local Data, Title I Survey | >90% Data Year: 2022-23 Data Source: Local Data, Title I Survey |

| Student Survey: % who respond positively regarding school safety | 62.2% of students always feel safe.<br><br>64.4% always feel safe going and coming from school<br><br>62.2% of students said they always can get help if they have an emergency.<br><br>Data Year: 2019<br><br>Data Source: Local Data, School Climate Survey<br><br>*(adjustment made due to reporting error)* | 80% of students always feel safe.<br><br>84% always feel safe going and coming from school<br><br>91% of students said they always can get help if they have an emergency.<br><br>Data Year: 2021<br><br>Data Source: Local Data, School Climate Survey | 92.4% of students always feel safe.<br><br>75.5% always feel safe going and coming from school<br><br>73.6% of students said they always can get help if they have an emergency.<br><br>Data Year: 2022<br><br>Data Source: Local Data, School Climate Survey | 85% of students always feel safe.<br><br>89% always feel safe going and coming from school<br><br>95% of students said they always can get help if they have an emergency.<br><br>Data Year: 2023<br><br>Data Source: Local Data, School Climate Survey | 85% of students always feel safe.<br><br>85% always feel safe going and coming from school<br><br>90% of students say they always can get help if they have an emergency.<br><br>Data Year: 2023-24<br><br>Data Source: Local Data, School Climate Survey |
|---|---|---|---|---|---|
| Student Survey: % who respond positively regarding school connectedness | 75.5% of students agree that teachers always respected them.<br><br>Data Year: 2019<br><br>Source: Local Data, School Climate Survey<br><br>*(adjustment made due to reporting error)* | 89% of students agree that adults always care about students.<br><br>Data Year: 2021<br><br>Source: Local Data, School Climate Survey | 96.2% of students agree that adults always care about students.<br><br>Data Year: 2022<br><br>Source: Local Data, School Climate Survey | 93% of students agree that adults always care about students.<br><br>Data Year: 2023<br><br>Source: Local Data, School Climate Survey | >90%<br><br>Data Year: 2023-24<br><br>Source: Local Data, School Climate Survey |
| Teacher Survey: % who respond positively regarding school safety | Baseline data will be established with Fall 2022 Survey<br><br>*(adjustment made due to reporting error)* | N/A | 70%<br><br>Data Year: 2022-23<br><br>Data Source: Teacher Survey | 77%<br><br>Data Year: 2023-24<br><br>Data Source: Teacher Survey | >90%<br><br>Data Year: 2023-24<br><br>Data Source: Teacher Survey |

| Teacher Survey: % who respond positively regarding school connectedness | Baseline data will be established with Fall 2022 Survey *(adjustment made due to reporting error)* | N/A | 70% Data Year: 2022-23 Data Source: Teacher Survey | 78% Data Year: 2023-24 Data Source: Teacher Survey | >90% Data Year: 2023-24 Data Source: Teacher Survey |
|---|---|---|---|---|---|
| Facilities in "good repair" | Met Data Year: 2020-21 Data Source: Local indicators | Met Data Year: 2021-22 Data Source: Local indicators | Met Data Year: 2022-23 Data Source: Local indicators | Met Data Year: 2023-24 Data Source: Local indicators | Met Data Year: 2023-24 Data Source: Local indicators |

## Goal Analysis

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except that we no longer employ a school psychologist or wellness advocate.

Successes with the action implementation process include that we have seen improvement in student attendance. We believe that this increase is due to the fact that we have been following up with families who have been excessively absent or tardy and offering additional support. In addition, our teachers have been very consistent in providing SEL lessons every morning; students are being given a space to check in with themselves and express their feelings. Finally, we have successfully implemented student events including the Soy Bilingue Festival where 90% of classes will be performing, and Chocolate with the Principal, where fifth graders can express their concerns and ideas over hot chocolate.

Some challenges with implementation this year include that we still do not have an in-house counselor. While our contract with Luminarias for services has been successful, they are not able to handle all cases. We are planning to hire a mental health professional for next year, as our students have increased support needs post-pandemic.

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 Action 2 between the budgeted expenditures of $93,665 and the estimated actuals of $0 was due to lower than expected staffing costs. The positions of School Psychologist and School Counselor were vacant during this school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our PBIS and SEL actions were effective as measured by our outcomes for suspensions (0%) and expulsions (0%). The effectiveness of these actions on developing a safe and welcoming school culture is also evident from our student survey data showing 93% of students agree that adults always care about students. In regard to teacher feelings regarding school connectedness, 78% responded positively. We will continue to prioritize school culture and implement teacher feedback to encourage engagement in the coming year.

Our Attendance Initiatives action has been partially effective as measured by our high ADA (95.28%) but increased chronic absenteeism (15.4% for all students).

Our Health and Safety action was successful as measured by the 85% of students reporting that they always feel safe on campus, the 93.6% of families that responded positively regarding safety and the fact that our facilities have been deemed to be in "good repair". 77% of teachers responded positively regarding safety, and we will seek to address their concerns in the coming 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.

The current goal 4 is going to become the new goal 2. All actions and metrics will remain the same.

**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 5

| Goal # | Description |
|---|---|
| **5** | The Charter School will better serve students and families and strengthen parent involvement and participation. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Family Survey: % who respond positively regarding school connectedness | 99% of parents feel well-informed of the activities at the school<br><br>99% of parents feel they receive clear information about their child's academic progress<br><br>Data Year: 2019<br>Source: Local Data Title I Survey<br>*(adjustment made due to reporting error)* | 97% of parents feel well-informed of the activities at the school<br><br>89% of parents feel they receive clear information about their child's academic progress<br><br>Data Year: 2021<br><br>Data Source: Local Data, Title I Survey | 90%<br>Data Year: 2022<br><br>Data Source: Local Data, Title I Survey | 95% of parents feel well-informed of the activities at the school<br><br>99% of parents feel they receive clear information about their child's academic progress<br><br>Data Year: 2023<br><br>Data Source: Local Data, Title I Survey | >90% of parents feel well-informed of the activities at the school<br><br><br>>90% of parents feel they receive clear information about their child's academic progress<br><br>Data Year: 2023-24<br><br>Data Source: Local Data, Title I Survey |
| Increase parent participation in school events annually | 75%<br>Data Year: 2021-22<br><br>Data Source: Local Data, Sign-in Sheets | N/A | 3-4% increase<br><br>Data Year: 2022-23<br><br>Data Source: Local Indicators | 11% increase<br><br>Data Year: 2023-24<br><br>Data Source: Local Indicators | 2-3% increase each year<br><br>Data Year: 2023-24<br><br>Data Source: Local Indicators |
| Parent -teacher conference attendance rate | 80%<br>Data Year: 2020-21<br><br>Data Source: Local Data, Sign-in Sheets | 85%<br>Data Year: 2021-22<br><br>Data Source: Local Data, Sign-in Sheets | 97%<br>Data Year: 2022-23<br><br>Data Source: Local Data, Sign-in Sheets | 98%<br>Data Year: 2023-24<br><br>Data Source: Local Data, Sign-in Sheets | 80%<br>Data Year: 2023-24<br><br>Data Source: Local Data, Sign-in Sheets |

## Goal Analysis

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

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

Overall the actions designed to support achievement of the goal were implemented as planned except that we have not been offering ESL classes for parents, and we are now sending out the parent newsletter on a monthly basis.

Successes with the action implementation process include that many parents have been attending workshops on campus. In addition, Coffee with the Principal and SSC and ELAC meetings have seen increased parent participation. We plan to provide both ESL and citizenship classes next year.

Some challenges with implementation this year include that not all parents are literate, so they have struggled to complete surveys online. We want to provide additional support so that all families can participate in providing feedback.

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 Action 2 between the budgeted expenditures of $1,000 and the estimated actuals of $0 was due to lower than expected survey costs.

The difference in Action 3 between the budgeted expenditures of $25,000 and the estimated actuals of $12,575 was due to lower translation costs than originally anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our parent involvement, surveys and communication were very effective as evidenced by the 95% of parents who responded positively regarding feeling well-informed of school activities and the 99% of parents who feel they received clear information about their child's progress, our 98% parent-teacher conference attendance rate and an overall impressive 11% increase in parent participation. Parents are very engaged at NASA, and we will continue to prioritize our communication with families to ensure that their feedback is incorporated into our decision-making.

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 current goal 5 is going to become the new goal 3. All actions will remain the same. We are shifting metric 5.2 from measuring an increase in parent participation to the number of parents participating in school events annually.

**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.**

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# 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 |
|---|---|---|
| N.E.W. Academy of Science and Arts | Dr. Nelsy Jackson, Principal | jackson@newnasa.org<br>213-413-9183 |

# Plan Summary 2024-25

## General Information

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

N.E.W. Academy of Science and Arts (NASA) is a Transitional Kindergarten through Fifth grade elementary school near downtown Los Angeles, in the Pico Union/Westlake neighborhood. The area was and is a high-density area that is largely populated with Latino immigrant families and identified with poverty. New Economics for Women, through its work to improve the lives of Latinas and their families, and as a community development organization in the early 2000s, saw the need for a school that would empower and help families in the Pico Union/Westlake.

N.E.W. Academy of Science and Arts was the inception of New Economics for Women and the school first opened its doors in 2003 upon authorization by LAUSD. It included goals for equipping low-income students for academic success and community participation in a child-centered environment where students work cooperatively, think critically and are self-directed as well as respect cultural diversity. We believe that this innovative approach sets us apart from other schools.

N.E.W. Academy of Science and Arts serves a unique Los Angeles community. As stated earlier NASA is located in the Pico Union/Westlake neighborhood, and in 2022-23 NASA served a population of about 408 students of which 98% are Hispanic/Latino. According to enrollment applications and CALPADS data, all of our students come from low socioeconomic means, and 99% qualify for free and reduced meals. Approximately 14.5% are students with disabilities and 75.5% are currently classified as English Learners. Informal anecdotal information has shown some of our Guatemalan parents speak a Mayan dialect with some broken Spanish and that some of our parents do not read or write. The Los Angeles Times Mapping Project describes the neighborhood NASA serves as one of Los Angeles' highest density, with an ethnicity of 73.4% Latino.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for N.E.W. Academy of Science and Arts which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP

address these requirements focusing on five goals. The school will monitor every students' academic progress and student achievement as measured by assessment data. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP.  The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process.  Parents, classified staff, certificated staff and an administrator will make up the council.  The number of parents will exceed or be equal to the number of total staff members.  The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring.  The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of N.E.W. Academy of Science and Arts based on student achievement data to include SBAC, ELPAC, and interim assessment data, cumulative assessments, and attendance and student demographic data to include all of the significant subgroups. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

# Reflections: Annual Performance

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

N.E.W. Academy of Science and Arts is very proud of its Green level status for English learner progress in the 2023 CA Dashboard.  We attribute this progress to the fact that language development is integrated across the curriculum and ELPAC and other English learner testing data is utilized to effectively group students for intervention.  We will continue to provide this level of support for English learners to continue this progress.

In addition, the school achieved Yellow status for all students and most subgroups in Math arts achievement on the 2023 CA Dashboard, which is in improvement from last year.  We will continue to implement consistent math intervention supports in order to continue to increase student scores.

We are also proud of our 0% suspension rate, which helped us achieve Blue level status on the 2023 CA Dashboard.  We attribute this to the school climate action and we are committed to continuing to provide a positive environment for all students.

The positive culture at NASA has been highlighted through survey results which demonstrate that 95% of parents feel well-informed of the activities at the school and 99% of parents feel they receive clear information about their child's academic progress  Students have also given highly positive feedback with 93% of students responding that adults always care about students.

Based on the 2023 CA Dashboard, the school has identified needs based on the Orange status for all students, English Learners, Hispanic students and socioeconomically disadvantaged students in English Language Arts achievement. Students with disabilities fell in the Red status category. To address this need, the school will maintain a high level of support staff to assist with ELA intervention. Also, the school will ensure that all students with disabilities are provided targeted academic support in addition to comprehensive special education services. The school will continue to prioritize academic intervention for all students in order to support ELA achievement.

# Reflections: Technical Assistance

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

N/A

# 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.

N.E.W. Academy of Science and Arts 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.

N.E.W. Academy of Science and Arts 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.

N.E.W. Academy of Science and Arts is a single school LEA that is not eligible for comprehensive support and improvement.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | To be completed in the final draft. |
| Teachers, administrators, and other school personnel | To be completed in the final draft. |
| Students | To be completed in the final draft. |

Insert or delete rows, as necessary.

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

To be completed in the final draft.

# Goals and Actions

## Goal 1

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | NEW Academy of Science and Arts creates an exciting, standards-driven learning environment where students use their talents to contribute positively to the community. | Broad |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

All of the work we do is in service of ensuring we have a standards-driven learning environment where students have the necessary resources to master rigorous learning standards while recognizing that children learn in different ways on different days, necessitating that our program have the flexibility to accommodate our children's learning styles and individual needs.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | % of total and EL teachers credentialed and properly assigned | 63.2% of total and EL teachers credentialed Data Year: 2023-24 Data Source: SARC published in 2023 | | | 100% of total and EL teachers appropriately credentialed | N/A for 2024 |
| 1.2 | % of students with access to their own copies of standards-aligned instructional materials for use at school and at home | 100% Data Year 2023-24 Data Source: Local indicators | | | 100% | N/A for 2024 |

| 1.3 | % of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, Health, and Dual Immersion. | 100%<br><br>Data Year: 2023-24<br>Data Source: Local indicators | | | 100% | N/A for 2024 |
|------|------|------|------|------|------|------|
| 1.4 | % adopted state content standards are implemented, including ELD standards | 100%<br>Data Year: 2023-24<br>Data Source: Local indicators | | | 100% | N/A for 2024 |

| 1.5 | CA Dashboard: CAASPP % meeting / exceeding ELA and Math standards for all students and all numerically significant subgroups | **ELA** <br> All students: 28.57% <br> English Learners: 16.94% <br> SED: 28.73% <br> SWD: 3.45% <br> Hispanic / Latinx: 28.5% <br> **Math** <br> All students: 28.94% <br> English Learners: 19.49% <br> SED: 29.10% <br> SWD: 14.29% <br> Hispanic/Latinx: 28.88% <br> Data Year: 2022-23 <br> Data Source: DataQuest | | | **ELA** <br> All students 53% <br> English Learners: 29% <br> SED: 53% <br> SWD: 33% <br> Hispanic/Latinx: 54% <br> **Math** <br> All students: 56% <br> English Learners: 43% <br> SED: 56% <br> SWD: 33% <br> Hispanic/Latinx: 56% | N/A for 2024 |
|---|---|---|---|---|---|---|
| 1.6 | English Learners: Percentage of students who achieve one level of growth on the ELPAC each year | 61.6% <br><br> Data Year: 2022-23 <br> Data Source: CA Dashboard | | | >55% | N/A for 2024 |

| 1.7 | EL Reclassification Rate | Data release delayed by CDE<br><br>Data Year: 2022-23<br><br>Data Source: DataQuest Annual RFEP Count | | | >10% | N/A for 2024 |

## Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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

To be completed in 2025

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher Recruitment and Retention | N.E.W. Academy of Science and Arts will hire, supervise, evaluate and retain qualified teaching staff and will ensure verification of proper credentials and DOJ clearance prior to start of employment. N.E.W. Academy of Science and Arts will actively recruit qualified teachers reflecting student ethnic demographics. Provide incentives like competitive salaries and compensation for appropriate certification, and increase teacher retention rates. Assist teachers with the cost of securing appropriate instructional certification. of securing appropriate instructional certification. | $38,304 | N |
| 1.2 | Curriculum | NASA will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials, will review alignment of instructional materials to standards as well as maintain an annual inventory of instructional materials and respective purchase of materials and NASA's budget will be reviewed every year to ensure adequate budget for instructional materials is in place | $910,444 | N |
| 1.3 | Professional Development | 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks and NGSS. N.E.W. Academy of Science and Arts will provide PD to teachers examining CAASPP/CAA, ELPAC, NWEA MAP and other state and internal assessment scores into reports and regularly review progress to build on our data driven decision making,<br><br>● PD will be provided by Cal EPIC grant through LMU to include<br>  ○ WISH Charter PD exchange<br>    ■ Special Education PD for teachers/exchange NASA will do PD for WISH Charter on EL strategies<br>    ■ PD exchange between indigenous parents on navigating the American school system<br>● Additional trainings include a classroom management PD, DEI PD from LMU and an immigrant parent workshop. | $178,595 | Y |

| 1.4 | Broad Course of Study | • Weekly VAPA with Artists in the Classroom (Angel's Gate) one content per semester with regular teachers participating in each session.<br>    ○ TK-4th grade<br>    ○ artist residencies in visual arts, music, spoken word/poetry<br>    ○ 12 weeks of weekly lessons Fall & Spring<br>• 5th grade Creative Creators program<br>    ○ focus on English Learners' literacy skills<br>    ○ film production and script writing<br>    ○ training for 4th and 5th grade teachers<br>    ○ 30 5th grade students<br>• Teachers incorporate arts into core curriculum culminating in performance or presentation<br>• Physical education and sports are a regular part of the school day and after school program.  We are adding student clubs like running, basketball, and others based on student interest.<br>• Field trips are provided for students to ensure hands-on and real life learning experiences. Some examples include the Getty, Science Center and a whale watching field trip. | $0 | Y |
| 1.5 | Instructional Model | NASA provides intellectually rich, standards-based, child-centered instruction to all TK-5th grade students<br>• Two of three K-5 classrooms at each grade level engaged in dual language immersion Spanish/English<br>• Language development is integrated across the curriculum<br>• Follows E.L. Master Plan and state recommendations for English Learner Roadmap<br>• Instructional scaffolding to increase comprehension and participation of students<br>• Instruction and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking<br>• Use of home language as a means to access subject matter<br>• Use of rigorous instructional materials including non-fiction texts, thinking maps, Webb's DOK levels, projects, realia | $1,286,400 | N |

| 1.6 | Targeted Instructional Support | The school provides targeted instruction to students who need the most academic support by maintaining small class sizes to ensure students receive more individual and small group support from the teacher and instructional assistants.<br>Small class sizes<br>● < 25 students in K-5th grade classrooms<br>● TK <20 students in each classroom | $261,936 | Y |
|---|---|---|---|---|
| 1.7 | Special Education | Provide special education services for students with IEP's and 504 plans from special education teachers, speech and language support services, and other service providers as indicated on students' IEP plans. We also provide PD to support teachers in providing classroom accommodations. | $296,756 | Y |
| 1.8 | Intervention | Maintain high levels of support staff to assist with Math and ELA/ELD intervention both within and beyond the school day.<br>● tutoring in academic subjects and language development<br>● Academic Support Specialist<br>● English learner focus- EL Intervention teacher<br>● before and after school<br>● teachers identify students needing intervention<br>● during school academic intervention- MTSS<br>  ○ Tier 1 Strategies--all students<br>    ■ first language instruction<br>    ■ Integrated ELD<br>    ■ Designated ELD<br>  ○ Tier 2 Strategies--to address academic or behavior issues<br>    ■ SSTP Process to determine strategies<br>    ■ Intervention in classroom<br>    ■ After school tutoring<br>    ■ Counselor supports with behavior needs<br>    ■ Instructional aides use SIPS in English and Haggerty in Spanish to assess phonics<br>  ○ Tier 3 --Student continues to struggle<br>    ■ Determine need for SPED Assessment<br>    ■ Tier 2 supports continue as needed | $229,308 | Y |
| 1.9 | Technology Access | Provide devices for students to use technology to access the core curriculum and assessments, as well as supplemental curricular resources. Provide opportunities for more hands-on experiences at the computer for all students, especially those in the early primary grades. Teachers in grades 2-5 also have televisions in their classrooms. In addition, every teacher is provided with a Macbook. | $90.912 | N |

| | | | | |
|---|---|---|---|---|
| 1.10 | School Data Analysis | Continue to analyze school data by grade-level and subgroup to identify low scores and monitor student progress. The ELD Coordinator will use testing data, including English Learners with ELPAC scores, to effectively group students by their English language proficiency level to maximize ELD instruction and provide effective designated and integrated ELD instruction.<br>● Summative ELPAC data used by teachers to group students from beginning of the year<br>  ○ integrated grouping<br>  ○ leveled grouping<br>  ○ differentiated instructional strategies | $10,300 | Y |
| 1.11 | Assessments | ● NWEA MAP-Reading, Language and Math (Spanish and English) 3x annually<br>● Individual Proficiency Test (Ballard and Tighe) to assess Spanish proficiency --Beginning of Year<br>● Running Records in Spanish and English--3x annually<br>● IDEL Spanish test (Univ. Oregon)(K-1 to identify reading learning needs)<br>● Teacher-created assessments<br>● Authentic assessment strategies--portfolios, rubrics<br>● Online platform for students to practice CAASPP testing | $0 | N |
| 1.12 | ELD Professional Development | Continue providing all teachers and staff with professional development in effective teaching and integration of ELD and ELA, lesson design, strategies, and assessments through ELD Coordinator PD.<br>● LMU CEEL with EL Coordinator and teachers<br>● CELAC for both N.E.W. schools | $85,490 | Y |
| 1.13 | ELD Curriculum and Instructional Materials | The school will provide curriculum and instructional resources that meet the needs of our English Learners.  We use the Benchmark ELD curriculum and BrainPOP as a supplement resource to provide visual support for learning language and content.<br>● Language Arts program, Benchmark Universe, includes Integrated ELD,integrates Science and Social Studies into units<br>● Designated ELD Benchmark Universe curriculum<br>● Designated ELD<br>  ○ TK-1 --30 min daily<br>  ○ 2-5-- 45 min daily | $125,277 | Y |

# Goal 2

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | All students will continue to meet growth targets in attendance to achieve a 98% or more attendance rate and maintain a suspension/expulsion rate of 1% or less. | Broad |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order to maintain our positive culture, we must prioritize climate actions and services, especially for our Low Income students, English Learners, Foster Youth, and students with disabilities.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Attendance rate | 95.28%<br>Data Year: 2023-24<br>Data Source: SIS | | | 98% | N/A for 2024 |

| 2.2 | Chronic Absenteeism Rate for all students and all numerically significant subgroups | All Students: 15.4%<br><br>EL: 15.7%<br><br>SED: 15.5%<br><br>SWD: 18.5%<br><br>Hispanic/Latinx: 15.2%<br><br>Data Year: 2022-2023<br><br>Data Source: CA Dashboard Chronic Absenteeism Rate | | | <6% for all students and all numerically significant subgroups | N/A for 2024 |
|---|---|---|---|---|---|---|
| 2.3 | Suspension rate for all students and all numerically significant subgroups | 0%<br><br>Data Year: 2022-23<br><br>Data Source: DataQuest | | | <1% for all students and all numerically significant subgroups | N/A for 2024 |
| 2.4 | Expulsion rate | 0%<br><br>Data Year: 2022-23<br><br>Data Source: DataQuest | | | 0% | N/A for 2024 |
| 2.5 | Family Survey: % who respond positively regarding school safety | 93.6%<br><br>Data Year:2023<br><br>Data Source: Local Data, Title I Survey | | | >90% | N/A for 2024 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.6 | Student Survey: % who respond positively regarding school safety | 85% of students always feel safe.<br><br>89% always feel safe going and coming from school<br><br>95% of students said they always can get help if they have an emergency.<br><br>Data Year: 2023<br><br>Data Source: Local Data, School Climate Survey | | | 85% of students always feel safe.<br><br>85% always feel safe going and coming from school<br><br>90% of students say they always can get help if they have an emergency. | N/A for 2024 |
| 2.7 | Student Survey: % who respond positively regarding school connectedness | 93% of students agree that adults always care about students.<br><br>Data Year: 2023<br><br>Source: Local Data, School Climate Survey | | | >90% | N/A for 2024 |
| 2.8 | Teacher Survey: % who respond positively regarding school safety | 77%<br><br>Data Year: 2023-24<br><br>Data Source: Teacher Survey | | | >90% | N/A for 2024 |
| 2.9 | Teacher Survey: % who respond positively regarding school connectedness | 78%<br><br>Data Year: 2023-24<br><br>Data Source: Teacher Survey | | | >90% | |

| 2.10 | Facilities in "good repair" | Met<br>Data Year: 2023-24<br>Data Source: Local indicators | | | Met | |

Insert or delete rows, as necessary.

# Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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

To be completed in 2025

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Attendance Initiatives | <ul><li>Monitor attendance, review unexcused absences and follow-up with families</li><li>Celebrate attendance monthly for students meeting criteria</li><li>Parent and staff training on the importance of regular attendance</li><li>Ongoing communication, outreach, and follow-up with families</li><li>Visual cues and other strategies to support school/family communication and address issues of literacy in family</li><li>Teamed up with Shakey's for 1000 certificates every three months that the school provides for perfect attendance</li><li>Attendance clerk ensured frequent communication and notification about multiple absences</li></ul> | $292,625 | Y |
| 2.2 | SEL / Mental Health | <ul><li>School Psychologist</li><li>Kindness Challenge</li><li>Daily SEL focus activities</li><li>Anti-bullying campaign</li><li>Character Counts<ul><li>Weekly lesson on pillars of character</li><li>working with ELD Coordinator</li><li>Monthly celebration of Character in classroom</li></ul></li><li>Luminarias Counseling<ul><li>person-centered and strength-based</li><li>student counseling</li><li>counseling also available for parents and staff</li></ul></li></ul> | $96,475 | Y |
| 2.3 | Health and Safety | <ul><li>Replace, upgrade, fix: AC units, appliances, plumbing fixtures, etc. as needed.</li><li>Continue to participate in yearly plan and facility inspections.</li><li>Health and safety protocols to prevent the spread of Covid-19</li><li>School Nurse</li><li>Facilities Rent and Utilities</li><li>Staff and Parent Safety Committee updated safety plan and revised drill plans</li></ul> | $196,142 | N |

| 2.4 | PBIS and Restorative Practices | • Culturally Responsive School Culture & Climate<br>  ○ Honoring family heritage<br>  ○ Asset-oriented<br>  ○ Diverse heritage threaded throughout program<br>• Additional social/emotional/behavior support for students in Tier 1 and Tier 2<br>• Staff receives training on PBIS Matrix and Restorative Practices | $76,606 | Y |

# Goal 3

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | The Charter School will better serve students and families and strengthen parent involvement and participation. | Broad |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

| Research shows family involvement impacts children's academic achievement.  We are proud of the high percentages of parents who are currently demonstrating involvement by participating in school events and plan to increase the level of participation. |
|---|

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Family Survey: % who respond positively regarding school connectedness | 95% of parents feel well-informed of the activities at the school<br><br>99% of parents feel they receive clear information about their child's academic progress<br><br>Data Year: 2023<br><br>Data Source: Local Data, Title I Survey | | | >90% of parents feel well-informed of the activities at the school<br><br>>90% of parents feel they receive clear information about their child's academic progress | N/A for 2024 |
| 3.2 | # of parents participating in school events annually | N/A | | | 50 | N/A for 2024 |
| 3.3 | Parent -teacher conference attendance rate | 98%<br><br>Data Year: 2023-24<br><br>Data Source: Local Data, Sign-in Sheets | | | 80% | N/A for 2024 |

# Goal Analysis for 2024-25

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

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

To be completed in 2025

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.

| | To be completed in 2025 |
|---|---|

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

| | To be completed in 2025 |
|---|---|

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

| | To be completed in 2025 |
|---|---|

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Parent Involvement | Implement yearly parent involvement policy and monitor using Title 1 Parent Survey and Language Academy Survey and Parent attendance lists, according to the ESEA Act. Continue increasing parent involvement in School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and Coffee with the Principal, ESL parent classes, and Parent/Teacher Conferences. Provide additional community resources for our families as needed through our Parent Center. | $0 | N |
| 3.2 | Surveys | Collect an increased number of Parent/Pupil/Teacher surveys on Safety and School Culture as required by CDE Dashboard as measured by return rates. Make PIP part of the Parent/Student Handbook and present during selected meetings. | $1,030 | Y |
| 3.3 | Parent Communication | Use Parent Square announcements and calls and weekly newsletter to communicate to parents on school activities. | $27,750 | Y |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $ 1,633,443 | $ 188,169 |

**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 |
|---|---|---|---|
| 40% | 5.8% | $236,600 | 45.8% |

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

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | To be completed in the final draft | To be completed in the final draft | To be completed in the final draft |
| | | | |
| | | | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.12 1.13 | English Learners are at the Orange level on the 2023 CA Dashboard for ELA scoring 68.2 points below standard. English Learners are also at the Orange level on the 2023 CA Dashboard for Math scoring 47.9 points below standard. | Action 1.12 provides increased staffing to provide professional development to support teacher use of strategies that will support English learner access to grade level content. Action 1.13 provides additional materials designed especially to meet the needs of English Learners in acquiring English language proficiency. | 1.6 English Learners: Percentage of students who achieve one level of growth on the ELPAC each year |

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

Not applicable

## Additional Concentration Grant Funding

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

N.E.W. Academy of Science and Arts is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to maintain the number of staff providing direct services to students through the following action(s):

To be completed in the final draft.

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

# 2023-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| Totals: | $ 7,637,671 | $ 5,855,244 |

| 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 | Teacher Recruitment and Retention | No | $ 37,188 | $ 38,214 |
| 1 | 2 | Curriculum | No | $ 1,573,525 | $ 285,735 |
| 1 | 3 | Professional Development | Yes | $ 194,849 | $ 156,030 |
| 1 | 4 | Broad Course of Study | No | $ 122,420 | $ 154,324 |
| 2 | 1 | Instructional Model | No | $ 1,921,434 | $ 1,834,771 |
| 2 | 2 | Targeted Instructional Support | Yes | $ 339,077 | $ 341,781 |
| 2 | 3 | Special Education | Yes | $ 748,417 | $ 564,621 |
| 2 | 4 | Intervention | Yes | $ 428,059 | $ 384,256 |
| 2 | 5 | Technology Access | Yes | $ 176,527 | $ 172,560 |
| 3 | 1 | School Data Analysis | Yes | $ 10,000 | $ - |
| 3 | 2 | Assessments | No | $ 50,000 | $ 22,115 |
| 3 | 3 | ELD Professional Development | Yes | $ 83,000 | $ 101,272 |
| 3 | 4 | ELD Instructional Materials | Yes | $ 162,661 | $ 161,226 |
| 4 | 1 | Attendance Initiatives | Yes | $ 568,204 | $ 555,474 |
| 4 | 2 | Mental Health | Yes | $ 93,665 | $ - |
| 4 | 3 | Health and Safety | No | $ 935,261 | $ 900,830 |
| 4 | 4 | Parent Involvement | Yes | $ 74,375 | $ 76,429 |
| 5 | 1 | Parent Involvement | No | $ 93,010 | $ 93,031 |
| 5 | 2 | Surveys | Yes | $ 1,000 | $ - |
| 5 | 3 | Parent Communication | Yes | $ 25,000 | $ 12,575 |

| 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) |
|---|---|---|---|---|---|---|
| $ 1,629,447 | $ 1,719,476 | $ 1,392,847 | $ 326,629 | 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 | 3 | Professional Development | Yes | $ 173,393 | $ 129,780.00 | 0.00% | 0.00% |
| 2 | 2 | Targeted Instructional Support | Yes | $ 254,307 | $ 341,781.00 | 0.00% | 0.00% |
| 2 | 3 | Special Education | Yes | $ 288,113 | $ 354,121.00 | 0.00% | 0.00% |
| 3 | 1 | School Data Analysis | Yes | $ 10,000 | $ - | 0.00% | |
| 3 | 3 | ELD Professional Development | Yes | $ 83,000 | $ 101,272.00 | 0.00% | 0.00% |
| 3 | 4 | ELD Instructional Materials | Yes | $ 121,628 | $ 161,226.00 | 0.00% | 0.00% |
| 4 | 1 | Attendance Initiatives | Yes | $ 284,102 | $ 228,238.00 | 0.00% | 0.00% |
| 4 | 4 | Parent Involvement | Yes | $ 74,375 | $ 76,429.00 | 0.00% | 0.00% |

## 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $ 4,080,196 | $ 1,629,447 | 0.00% | 39.94% | $ 1,392,847 | 0.00% | 34.14% | $ 236,600 | 5.80% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

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

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]).

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

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

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

## *Reflections: Technical Assistance*

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

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

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

## *Comprehensive Support and Improvement*

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

## *Respond to the prompts as follows:*

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

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

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

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

## *Complete the table as follows:*

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## *Focus Goal(s)*

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o  When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

### *Broad Goal*

| Description |
| --- |

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

| Type of Goal |
| --- |

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## *Maintenance of Progress Goal*

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## *Measuring and Reporting Results:*

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

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

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

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

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

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

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

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

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

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.

- o Indicate the school year to which the baseline data applies.

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

## *Goal Analysis:*

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- o Include a discussion of relevant challenges and successes experienced with the implementation process.

- o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

## Actions:

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

**Action #**

- Enter the action number.

**Title**

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

**Description**

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

**Total Funds**

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

**Contributing**

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

### Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o  Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o  Professional development for teachers.

  o  If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o  The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

## Purpose

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

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

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

## *Statutory Requirements*

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

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

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

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

## *LEA-wide and Schoolwide Actions*

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

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

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

## *For School Districts Only*

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

# Required Descriptions:

## *LEA-wide and Schoolwide Actions*

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

## *Limited Actions*

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

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

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

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are

foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Additional Concentration Grant Funding*

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o 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.

o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

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

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

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

# LCFF Carryover Table

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

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

# Calculations in the Action Tables

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

## *Contributing Actions Table*

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **5. Total Planned Percentage of Improved Services**

  o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

## *Contributing Actions Annual Update Table*

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## *LCFF Carryover Table*

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