

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New West Charter

CDS Code: 19 75663 6120158

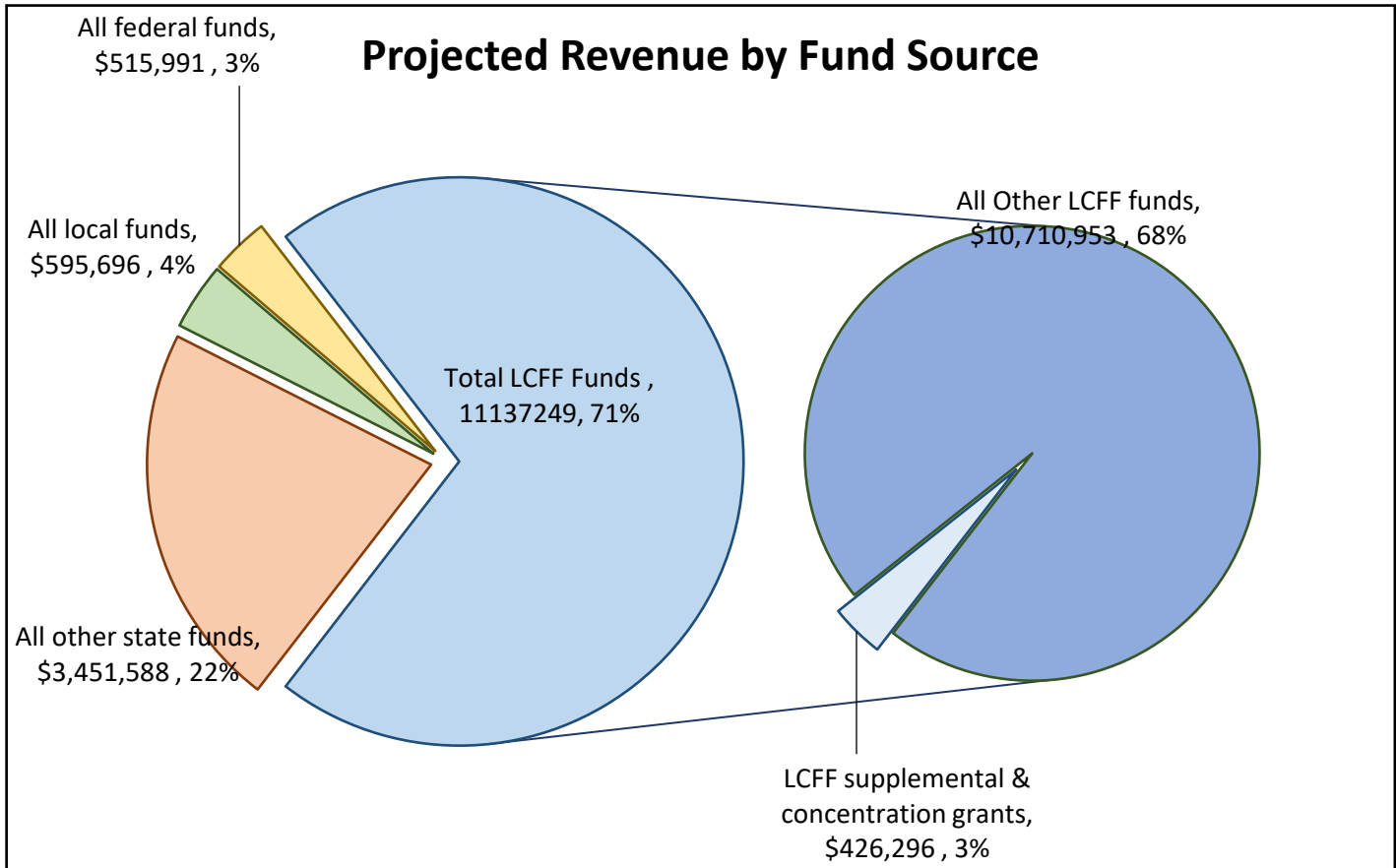
School Year: 2024-2025

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

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

## Budget Overview for the 2024-2025 School Year

### Projected Revenue by Fund Source

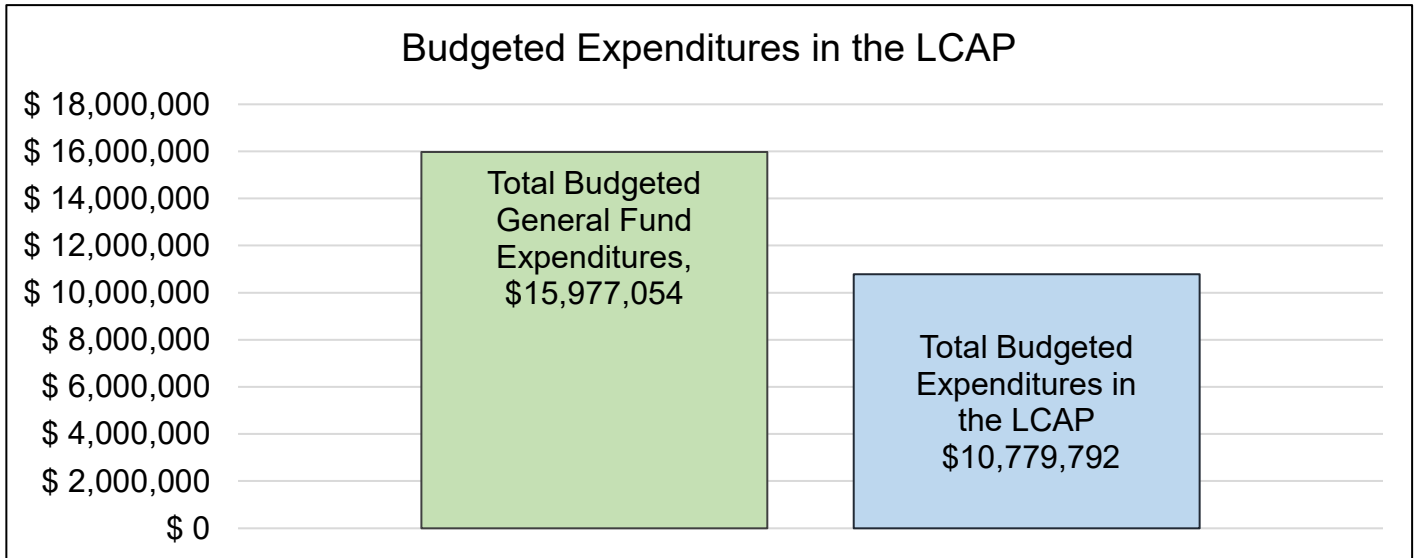


This chart shows the total general purpose revenue New West Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New West Charter is \$15,700,524.00, of which \$11,137,249.00 is Local Control Funding Formula (LCFF), \$3,451,588.00 is other state funds, \$595,696.00 is local funds, and \$515,991.00 is federal funds. Of the \$11,137,249.00 in LCFF Funds, \$426,296.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New West Charter plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New West Charter plans to spend \$15,977,054.00 for the 2024-2025 school year. Of that amount, \$10,779,792.00 is tied to actions/services in the LCAP and \$5,197,262.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

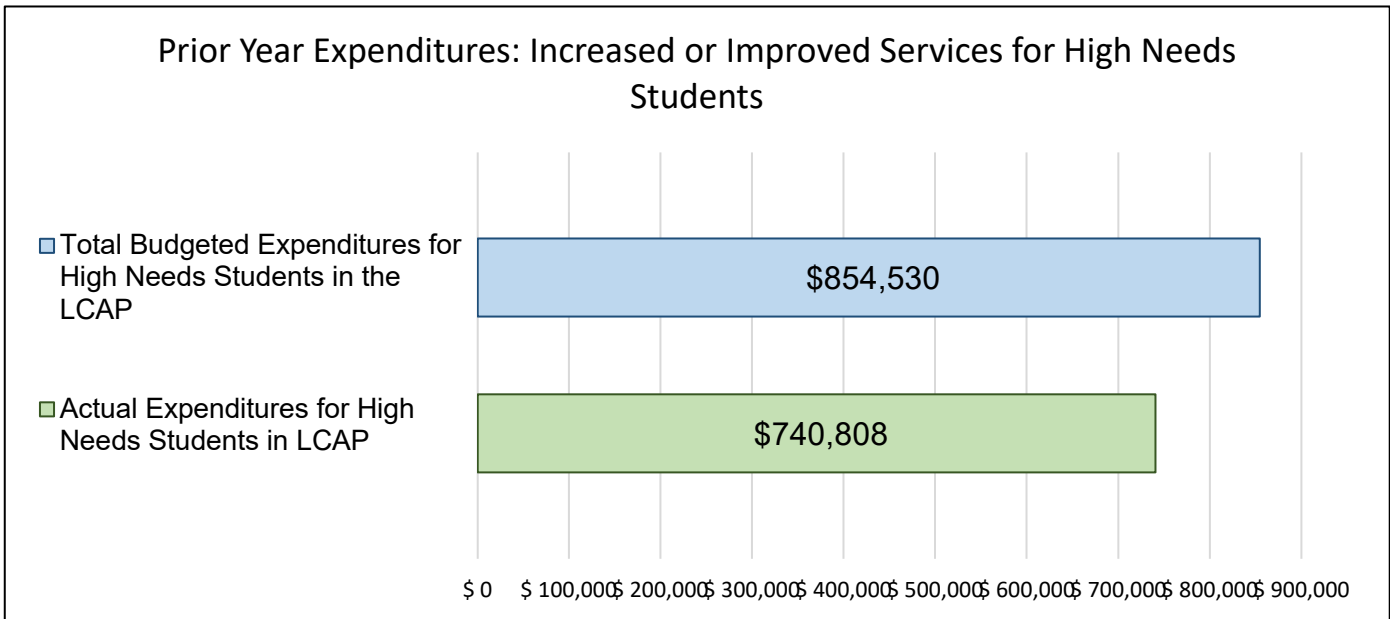
business services, oversight fees, postage, depreciation of capital assets, legal fees and other operational staffing

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, New West Charter is projecting it will receive \$426,296.00 based on the enrollment of foster youth, English learner, and low-income students. New West Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New West Charter plans to spend \$880,166.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, New West Charter's LCAP budgeted \$854,530.00 for planned actions to increase or improve services for high needs students. New West Charter actually spent \$740,808.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$113,722.00 had the following impact on New West Charter'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
New West Charter School	Sharon Weir, Ed.D. Principal/Executive Director	<a href="mailto:sweir@newwestcharter.org">sweir@newwestcharter.org</a> (310) 943-5444

## Goals and Actions

### Goal 1

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately placed (CCTC)	2019-20: 84% of teachers fully credentialed 0 misassignments Data Year: 2019-20 Source: Local	95% of teachers are fully credentialed 5% misassignments (working towards credential) Data Year: 2020-21 Source: Local	85% of teachers fully credentialed and appropriately assigned Data Year: 2020-21 Data Source: SARC (new requirement to report newly available state reported data)	78.1% of teachers fully credentialed and appropriately assigned Data Year: 2022-23 Data Source: SARC	100% 0 misassignments Data Year: 2023-24 Data Source: Dashboard Fall 2024
All students have access to their own copies of standards-aligned instructional materials for use at school and at home	Met Data Year: 2020-21 Data Source: Dashboard Fall 2021	Met Data Year: 2021-22 Data Source: Dashboard Fall 2022	Met Data Year: 2022-23 Data Source: Local Indicators Self-Reflection Tool	Met Data Year: 2023-24 Data Source: Local Indicators Self-Reflection Tool	Met Data Year: 2023-24 Data Source: Local Indicators Self-Reflection Tool

Implementation of all adopted standards AND access to broad course of study	Met Data Year: 2020-21 Data Source: CALPADS Fall 2	Met Data Year: 2021-22 Data Source: CALPADS Fall 2	Met Data Year: 2022-23 Data Source: CALPADS Fall 2	Met Data Year: 2023-24 Data Source: CALPADS Fall 2	Met Data Year: 2023-24 Data Source: CALPADS Fall 2
% enrollment in courses required by the state for middle and high school	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2021-22 Data Source: Local
% of graduates meeting UC/CSU entrance requirements  Data Source: DataQuest 4 Year Cohort Graduation	2019-20: 100% Data Year: 2019-20 Data Source: Dataquest	100% Data Year: 2020-21 Data Source: Dataquest	96.6% Data Year: 2021-22 Data Source: DataQuest	100% Data Year: 2022-23 Data Source: DataQuest	100% Data Year: 2023-24 Data Source: Dataquest

<p>% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all subgroups</p> <p>Data Source: DataQuest CAASPP Summative</p>	<p>2018-19 ELA</p> <p>All students: 77.1%</p> <p>English Learners: 26.7%</p> <p>SED: 67.3%</p> <p>SWD: 41.3%</p> <p>Asian: 90.2%</p> <p>African American: 79.2%</p> <p>Hispanic/Latinx: 58%</p> <p>Two or More Races: 74.4%</p> <p>White: 83.6%</p> <p>2018-19</p> <p>Math All students: 56.6%</p> <p>English Learners: 14.3%</p> <p>SED: 43.9%</p> <p>SWD: 15.6%</p> <p>Asian: 82.9%</p> <p>African American: 25%</p> <p>Hispanic/Latinx: 33.9%</p> <p>Two or More Races: 42.9%</p> <p>White: 66.9%</p> <p>Data Year: 2018-19</p> <p>Data Source: CA Dashboard</p>	<p>SBAC Met or Exceeded</p> <p><b>ELA</b></p> <p>All: 67.7%</p> <p>EL: 7.7%</p> <p>SED: 45.2%</p> <p>SWD: 28.6%</p> <p>Asian: 82.6%</p> <p>Af Am: 46.2%</p> <p>Hisp: 51.7%</p> <p>Two or More: 73.8%</p> <p>White: 72.1%</p> <p><b>Math</b></p> <p>All: 45.0%</p> <p>EL: 11.5%</p> <p>SED: 20.9%</p> <p>SWD: 13.1%</p> <p>Asian: 61.4%</p> <p>Af Am: 16%</p> <p>Hisp: 28.1%</p> <p>Two or More: 61%</p> <p>White: 48.9%</p> <p>Data Year: 2020-21</p> <p>Data Source: CA Dashboard</p>	<p><b>2021-22 ELA</b></p> <p>All Students: 66.0%</p> <p>EL: 15.0%</p> <p>SED: 52.7%</p> <p>SWD: 25.7%</p> <p>Asian: 83.0%</p> <p>African American: 39.1%</p> <p>Hispanic: 51.6%</p> <p>Two or More Races: 74.6%</p> <p>White: 69.3%</p> <p><b>2021-22 Math</b></p> <p>All Students: 45.0%</p> <p>EL: 9.5%</p> <p>SED: 25.7%</p> <p>SWD: 15.5%</p> <p>Asian: 66.0%</p> <p>African American: 13.0%</p> <p>Hispanic: 28.2%</p> <p>Two or More Races: 54.2%</p> <p>White: 48.9%</p> <p>Data Source: CA Dashboard</p>	<p><b>2022-23 ELA</b></p> <p>All Students: 84.2%</p> <p>SED: 66.7%</p> <p>SWD: 50%</p> <p>Hispanic/Latinx: 73.7%</p> <p>Two or More Races: 85.7%</p> <p>White: 92.1%</p> <p><b>2022-23 Math</b></p> <p>All Students: 51.9%</p> <p>SED: 33.3%</p> <p>SWD: 16.7%</p> <p>Hispanic/Latinx: 26.3%</p> <p>Two or More Races: 50%</p> <p>White: 69.8%</p> <p>Data Source: DataQuest CAASPP Summative</p>	<p>All students: 85%</p> <p>English Learners: 35%</p> <p>SED: 75%</p> <p>SWD: 49%</p> <p>Asian: 90%</p> <p>African American: 87%</p> <p>Hispanic/Latinx: 66%</p> <p>Two or More Races: 82%</p> <p>White: 90%</p> <p>All students: 65%</p> <p>English Learners: 22%</p> <p>SED: 52%</p> <p>SWD: 24%</p> <p>Asian: 90%</p> <p>African American: 33%</p> <p>Hispanic/Latinx: 42%</p> <p>Two or More Races: 51%</p> <p>White: 75%</p>
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NWEA MAP % of students meeting Fall to Winter growth targets	2020-21 Reading: 38% Math: 47%  Data Year: 2020-21 Data Source: NWEA MAP	Reading: 48% Math: 44% Data Year: 2021-2022 Data Source: NWEA Data Export (amended in 2023)	Reading: 45% Math: 43% Data Year: 2022-23 Data Source: NWEA MAP Data	Reading: 55% Math: 65% Data Year: 2023-24 Data Source: NWEA MAP Data	Reading: 50% Math:59% Data Year: 2023-24 Data Source: NWEA MAP
% of students college ready as assessed by EAP/CAASPP	2018-19 ELA: 34.48% Ready 36.35% Conditionally Ready 15.66% Not Yet Ready 6.63% Not Ready Math: 34.48% Ready 22.11% Conditionally Ready 22.92% Not Yet Ready 20.49% Not Ready Data Year: 2018-19 Data Source: CA Dashboard	2020-21 ELA: 40.43% Ready 37.59% Conditionally Ready 12.77% Not Yet Ready 9.22% Not Ready Math: 29.2% Ready 18.98% Conditionally Ready 23.36% Not Yet Ready 28.47% Not Ready Source: Dataquest Data Year: 2020-21	2021-22 ELA: 41.26% Ready 32.87% conditionally ready 15.38% Not Yet Ready 10.49% Not Ready Math 14.58% Ready 18.75% Conditionally Ready 32.64% Not Yet Ready 32.03% Not Ready Data Year: 2021-22 Data Source: DataQuest	2022-23 ELA: 54.89% Ready 23.82% Conditionally Ready 11.28% Not Yet Ready 4.51% Not Ready Math 22.56% Ready 29.32% Conditionally Ready 21.80% Not Yet Ready 26.32% Not Ready Data Year: 2022-23 Data Source: DataQuest	ELA: 50% Ready Math: 35% Ready  Data Year: 2022-23 Data Source: DataQuest

% of AP exam participants scoring a 3 or higher	N/A	2020-21: 0.8% scored 3 or higher on two or more AP tests Data Year: Summer 2020 Data Source: CollegeBoard	0.6% scored 3 or higher on two or more AP exams Data Year: 2022 Data Source: College & Career Measures Only - Report & Data	N/A	0 The school provides Honors courses instead of AP courses
% of EL Students improving at least on level on ELPAC (Dashboard ELPI)  Data Source: CA Dashboard English Learner Progress Indicator	55.6% Data Year: 2019-20 Data Source: CA Dashboard	Level 3 or 4: 51.4% Proficient: 21.6% ELPI not provided for 2021  Data Year: 2020-21 Data Source: ELPAC Summative Score Reporting Site	59.4% students making improvement  Data Year: 2021-2022  Data Source: CA Dashboard English Learner Progress Indicator	44% students making progress  Data Year: 2022-2023  Data Source: CA Dashboard English Learner Progress Indicator	55%  Data Year: 2022-23
EL Reclassification rate	2019-20: 3.4% Data Year: 2019-20 Data Source: DataQuest	11.4% 2020-21 Reclassification rate  Data Year: 2020-21 Data Source: DataQuest	Data release delayed by CDE  Data Year: 2021-22 Data Source: DataQuest	Data release delayed by CDE  Data Year: 2022-23 Data Source: DataQuest	12%  Data Year: 2022-23 Data Source: DataQuest
College acceptance rate	97% Data Year: 2020-21 Data Source: Internal Data	99% Data Year: 2021-22 Data Source: Internal Data	99% Data Year: 2022-23 Data Source: Internal Data	100% Data Year: 2023-24 Data Source: Internal Data	>95% Data Year: 2023-24 Data Source: Internal Data



CA Science Test (CAST) % met/exceeded standards for all students and all numerically significant subgroups	2018-19 All Students 51.7% SED: 43.4% SWD: 25% Asian: 71.4% African American: 52.6% Hispanic: 34.6% White: 58.5% Two or More Races: 44%	2020-21 All Students 44.7% SED: 20% SWD: 15.4% Asian: 92.3% Hispanic: 14.3% White: 43.2%	2021-22 All Students 50% SED: 25% SWD: 24.2% Asian: 69.6% African American: 46.2% Hispanic: 34.6% White: 55% Two or More Races: 51.7%	2022-23 All Students 45.49% SED: 26% SWD: 17.95% EL: 0% Asian: 68.42% African American: 9.09% Hispanic: 33.34% White: 52.35% Two or More Races: 44.45%	2022-23 All Students: 53% SED: 28% SWD: 27% Asian: 73% African American: 49% Hispanic: 38% White: 58% Two or More Races: 55%
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## 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.

All actions were implemented as planned OR describe the actions that were not implemented as planned, except that we now use Paper instead of Gradeslam.

Successes with the action implementation process include that students seem to be much more capable of handling academic rigor than they were in the immediate aftermath of the pandemic. In addition, both dual enrollment and our CTE program have been very successful; we were able to add a new pathway this year. Our ELA and Math scores are increasing and have almost risen to pre-pandemic levels. Students are overall happy and engaged. At the middle school level, successes include the hiring of a Special Education Director and two English Language Development teachers.

Some challenges with implementation this year include that some teachers have left New West for personal reasons. Finding high quality credentialed teachers, especially in Spanish and the sciences, has proven very difficult. It has also been a challenge to find professional and effective guest teachers. At the middle school level, one challenge has been that there are a high number of students with IEPs who need specialized services.

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

In Action 4 EL Student Supports, the difference in the budgeted expenditures of \$171,048 and the estimated actuals of \$42,242 was due to lower than expected staffing costs.

In Action 6 Special Education Program, the difference in budgeted expenditures \$690,508 and the estimated actuals of \$957,251 was due to higher than anticipated Special Educations services 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 actions of Instruction, Curriculum, Assessment and Instructional Materials and Professional Development were effective in ensuring the implementation of all adopted standards and access to a broad course of study, ensuring that all students have access to their own copies of standards-aligned instructional materials for use at school and at home.

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

The actions of Instruction, Curriculum, Assessment and Instructional Materials, Professional Development, English Language Development, and Special Education Program have been effective for most students. The compounded effects of these actions were instrumental in achieving the outcomes specified in Goal #1. All students, including student subgroups, are making steady progress toward getting back to pre-pandemic achievement levels as measured by CAASPP and internal NWEA MAP. 44% of English Learners progressed a level or

maintained at the highest level on the ELPAC in 2022. 55% of students in ELA and 65% of students in math achieved Fall-to-Winter growth goals as measured by NWEA MAP, which represents a substantial increase from last year. Lastly, 100% of students are enrolled in required middle and high school courses and 78.1% of New West teachers were fully credentialed in 2022-23.

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

There were no changes made to the planned goal, desired outcomes, or actions for the coming year. The only change is regarding the removal of the AP scores metric.

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

**Goal 2**

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

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	98% Data Year: 2019-20	93% Data Year: 2020-21	95% Data Year: 2021-22	95% Data Year: 2022-23	95%

<p>Chronic absence rate for all students and all numerically significant subgroups</p> <p>Data Source: DataQuest Chronic Absenteeism Rate</p>	<p>2018-19 All students: 7.1% SED: 8.3% SWD: 5.6% Hispanic/Latinx: 8.1% Two or More Races: 5.9% White: 6.9% Data Year: 2020-21 Data Source: P-2</p>	<p>5.05% Data Year: 2021-22 Data Source: P-2</p>	<p>2021-2022 All Students: 1.6% EL: 0% SED: 0% SWD: 1.8% Asian: 0% Black/African American: 0% Hispanic: 1.2% Two or More Races: 2.5% White: 1.5% Data Source: P-2</p>	<p>All Students: 6.1% EL: 0% SED: 7.8% SWD: 5.8% Asian: 0% Black/African American: 0% Hispanic/Latinx: 5.2% Two or More: 7.5% White: 8% Data Year: 2022-23 Data Source: DataQuest Chronic Absenteeism Rate</p>	<p>All students: 5% SED: 6% SWD: 3.5% Hispanic/Latinx: 6% Two or More Races: 4% White: 5% Data Year: 2023-24 Data Source: P-2</p>
<p>Suspension rate for all students and all numerically significant subgroups</p> <p>Data Source: DataQuest Suspension Rate</p>	<p>2019-20: 0% Data Year: 2019-20 Data Source: DataQuest</p>	<p>&lt;1% Data Year: 2020-21 Data Source: DataQuest</p>	<p>2021-2022 All Students: 0.9% EL: 2.7% SED: 1.4% SWD: 3.8% Asian: 0% Black/African American: 3.9% Hispanic: 0.4% Two or More Races: 1.1% White: 0.9% Data Source: DataQuest</p>	<p>All Students: .6% EL: 0% SED: 1.6% SWD: 1.4% Asian: 0% Black/African American: 0% Hispanic/Latinx: .4% Two or More Races: 0% White: .9% Data Year: 2022-2023 Data Source: CA Dashboard Suspension Rate</p>	<p>&lt;2% Data Year: 2023-34 Data Source: DataQuest</p>
<p>Expulsion rate</p> <p>Data Source: DataQuest Expulsion Rate</p>	<p>0% Data Year: 2019-20 Data Source: DataQuest</p>	<p>0% Data Year: 2020-21 Data Source: DataQuest</p>	<p>0% for All Students and All Student Subgroups Data Year: 2021-22 Data Source: DataQuest</p>	<p>0% for All Students and All Student Subgroups Data Year: 2022-23 Data Source: DataQuest</p>	<p>0% Data Year: 2023-34 Data Source: DataQuest</p>

Parent survey: % believe school is safe and feel included	Safe: 95% Feel Included: 90% Data Year: 2020-21 Data Source: Local Survey	Safe: 95% Feel Included: 90% Data Year: 2021-22 Data Source: Local Survey	Safe: 93.3% Feel Included: 90% Data Year: 2022-23 Data Source: Local Survey	Safe: 93% Feel Included: 85% Data Year: 2023-24 Data Source: Local Survey	Safe: 95% Feel Included: 95% Data Year: 2023-24 Data Source: Local Survey
Student survey: % believe school is safe and feel included	Safe: 95% Feel Included: 95% Data Year: 2020-21 Data Source: Local Survey	Safe: 95% Feel Included: 90% Data Year: 2021-22 Data Source: Local Survey	Safe: 77.4% Feel Included: 86% Data Year: 2022-23 Data Source: Local Survey	Safe: 77% Feel Included: 65% Data Year: 2022-23 Data Source: Local Survey	Feel Included: 95% Data Year: 2023-24 Data Source: Local Survey
Teacher survey: % believe school is safe and feel connected	Safe: 100% Feel Included: 95% Data Year: 2020-21 Data Source: Local Survey	Safe: 95% Feel Included: 90% Data Year: 2021-22 Data Source: Local Survey	Safe: 96% Feel Included: 85% Data Year: 2022-23 Data Source: All Staff Survey	Safe: 96% Feel Included: 85% Data Year: 2023-24 Data Source: All Staff Survey	Safe: 95% Feel Included: 95% Data Year: 2023-24 Data Source: Local Survey
4-Year Cohort HS graduation rate	2019-20: 96.6% (Dataquest) Data Year: 2019-20 Data Source: Additional Reports	All: 96.2% Hisp: 100% White: 92.8% SWD: 95.7% SED: 98.6% Data Year: 2020-21 Data Source: Additional Reports	92.4% Data Year: 2021-22 Data Source: DataQuest 4-Year Cohort Graduation Rate  98.9% Data Year: 2021-22 Data Source: DataQuest 4/5 Year Cohort Graduation Rate	100% Data Year: 2022-23 Data Source: DataQuest 4-Year Cohort Graduation Rate	95%  Data Year: 2023-24 Data Source: Additional Reports

HS Dropout Rate Data Source: DataQuest 4-Year Cohort Outcomes	2019-20: 0% Data Year: 2019-20 Data Source: DataQuest	All: 3.8% Hispanic: 0.0% White: 7.2% SWD: 4.3% SED: 1.4% Data Year: 2020-21 Data Source: DataQuest	All: 4.4% Hispanic: 2.8% White: 6% Two or More Races: 6.7% SWD: 5.6% SED: 6.9% Data Year: 2021-22 Data Source: DataQuest	All: 8.8% Asian: 0% Hispanic: 8.7% White: 8.6% Two or More Races: 10% SWD: 4.8% SED: 9.1% Data Year: 2021-22 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest
School Facilities are in "good" repair	Met Data Year: 2020-21 Data Source: Dashboard Fall 2021	Met Data Year: 2021-22 Data Source: Dashboard Fall 2022	Met Data Year: 2022-23 Data Source: Dashboard Fall 2023	Met Data Year: 2023-24 Data Source: Dashboard Fall 2024	Met Data Year: 2023-24 Data Source: Dashboard Fall 2024

### 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 we have maintained 95% attendance across all programs. In addition, we have introduced Safety and Wellness Officers helping to patrol campus to ensure a safe and healthy environment for our students. We also held an Alumni Roundtable so that alumni could return and meet with seniors to share advice and best practices. At the middle school level, one success has been our consistency in conducting meetings with families who have students with chronic attendance issues.

Some challenges with implementation this year include that there has been an increase in vaping use on campus. We hope that the presence of Safety and Wellness Officers will help to reduce this habit. In addition, both the middle and high school have been challenged by a small percentage of students who are chronically absent and not responding to attempts at engagement.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions of Student Activities, Diversity, Equity, and Inclusion program, and Diverse Program Options were effective in achieving results on the Parent Survey, in that 93% of parents reported that they believe school is safe and 85% of parents responded that they feel included. These actions were also partially effective in achieving these results on the Student Survey: 77% of students believe school is safe and 65% of students feel included. These actions combined with the Alumni Association action were effective in achieving a graduation rate of 100% and a 4-year high school dropout rate of 8.8%.

The actions aligned to Student Behavior Support were effective in achieving results in Suspension in that 0.6% of students were suspended and a 0% student expulsion rate.

The Attendance Support action is effective as evidenced by the low chronic absence rate of 6.1% and the high daily attendance rate of 95% in 2022-23.

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

Teacher retention is an important area of focus for New West and our efforts at creating a strong school culture for teachers and staff is evident with 96% indicating that the campus is safe and 85% liking coming to school.

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

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

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

**Goal 3**

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

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of participation in parental events in person and online	70% Data Year: 2020-21 Data Source: Local Dashboard	>90% Data Year: 2021-22 Data Source: Local Dashboard	87% Data Year: 2022-23 Data Source: Local Dashboard	75% Data Year: 2023-24 Data Source: Local Dashboard	85% Data Year: 2023-24 Data Source: Local Dashboard
% response rate to all parent surveys distributed throughout the school year	70% Data Year: 2020-21 Data Source: Local Dashboard	70% Data Year: 2021-22 Data Source: Local Dashboard	>80% Data Year: 2022-23 Data Source: Local Dashboard	60% Data Year: 2023-24 Data Source: Local Dashboard	85% Data Year: 2023-24 Data Source: Local Dashboard
Frequency of input of parent representation in all key decisions made the New West Charter Governance Council	100% Data Year: 2020-21 Data Source: Local Dashboard	100% Data Year: 2021-22 Data Source: Local Dashboard	100% Data Year: 2022-23 Data Source: Local Dashboard	100% Data Year: 2023-24 Data Source: Local Dashboard	100% Data Year: 2023-24 Data Source: Local Dashboard

**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 the implementation of our It Takes a Village Parent series, which was very well-received by families. In addition, middle school hired a full-time counselor and established FLEX programs for students who need extra academic support but do not qualify for Special Education services.

Some challenges with implementation this year include connecting with hard to reach families regarding our school program and services that we offer. The Middle School has also found it difficult to expediently communicate with some families.

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



In Action 1 Parent and Community Engagement, the difference in the budgeted expenditures of \$83,460 and the estimated actuals of \$66,766 was due to lower than expected staffing costs.

In Action 2 Middle and High School Communication, the difference in the budgeted expenditures of \$83,460 and the estimated actuals of \$66,766 was due to 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.

The actions aligned to the area of Parent and Community Engagement and Communication were effective in supporting parent engagement with school activities and decision-making as evidenced by 75% of parents participating in school events either online or in-person this year. The school is also seeing success with parent engagement around decision making with 100% of decisions made by the New West Charter Governance board requiring input from parents due to the composition of the board. Also, we have seen a high level of engagement with decision-making with 60% of families participating in family surveys this year.

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

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

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

# Local Control and Accountability Plan

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

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

## Plan Summary 2024-25

### General Information

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

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

In the decades to come, personal success will require increasingly high levels of competency, independence, and self-reliance in an ever-changing, ever more complex society. New West produces competent, independent, self-reliant students by creating a learning environment that promotes academic excellence and strong character development as the antecedents for success in college preparatory high school programs.

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

New West serves approximately 997 students with diverse needs and backgrounds. Significant student groups include approximately 17.4% Socioeconomically Disadvantaged; 2.7% English Learners and 12.5% students qualifying for special education services. Approximately 53% of New West’s students identify as White, 23% as Hispanic or Latino, 8% as Asian, 7% as Two or More Races, and 4% as African American (22-23 DataQuest). The LCFF Unduplicated percentage is approximately 22%.

### Reflections: Annual Performance

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

New West has maintained a very low suspension rate of less than .6% overall and a chronic absenteeism rate of 7% overall on the 2023 Dashboard.

44% of students classified as English language learners improved a level or maintained at the highest level on the ELPAC.

New West students performed at the blue status level in ELA (48.3 points above standard) and at the green status level in math (8.8 points below standard). New West students' academic achievement continues to significantly outpace their peers in the local district (LAUSD) and at the state level in almost every measure.

Academically, New West has additional room for growth supporting several student groups in ELA including students classified as English learners (58 points below) and students with disabilities (30.7 points below). In math, English learners (115 points below), students with disabilities (90.5 points below), students identifying as Hispanic (71.9 points below) and socioeconomically disadvantaged (52 points below) also need additional support.

## Reflections: Technical Assistance

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

Not applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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

### ***Support for Identified Schools***

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

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

### ***Monitoring and Evaluating Effectiveness***

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

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



# Engaging Educational Partners

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

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers fully credentialed and appropriately placed (CCTC)	78.1% of teachers fully credentialed and appropriately assigned Data Year: 2022-23 Data Source: SARC			100%	N/A for 2024

1.2	All students have access to their own copies of standards-aligned instructional materials for use at school and at home	Met Data Year: 2023-24 Data Source: Local Indicators Self-Reflection Tool			Met	N/A for 2024
1.3	Implementation of all adopted standards AND access to broad course of study	Met Data Year: 2023-24 Data Source: CALPADS Fall 2			Met	N/A for 2024
1.4	% enrollment in courses required by the state for middle and high school	100% Data Year: 2023-24 Data Source: Local school			100%	N/A for 2024
1.5	% of graduates meeting UC/CSU entrance requirements  Data Source: DataQuest 4 Year Cohort Graduation	100% Data Year: 2022-23 Data Source: DataQuest			100%	N/A for 2024

1.6	<p>% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all subgroups</p> <p>Data Source: DataQuest CAASPP Summative</p>	<p><b>2022-23 ELA</b></p> <p>All Students: 84.2% SED: 66.7% SWD: 50% Hispanic/Latinx: 73.7% Two or More Races: 85.7% White: 92.1%</p> <p><b>2022-23 Math</b></p> <p>All Students: 51.9% SED: 33.3% SWD: 16.7% Hispanic/Latinx: 26.3% Two or More Races: 50% White: 69.8%</p> <p>Data Source: DataQuest CAASPP Summative</p>			<p>ELA</p> <p>All students: 85% English Learners: 35% SED: 75% SWD: 49% Asian: 90% African American: 87% Hispanic/Latinx: 66% Two or More Races: 82% White: 90%</p> <p>Math</p> <p>All students: 65% English Learners: 22% SED: 52% SWD: 24% Asian: 90% African American: 33% Hispanic/Latinx: 42% Two or More Races: 51% White: 75%</p>	N/A for 2024
1.7	<p>NWEA MAP % of students meeting Fall to Winter growth targets</p>	<p>Reading: 55% Math: 65% Data Year: 2023-24 Data Source: NWEA MAP Data</p>			<p>Reading: 50% Math: 59%</p>	N/A for 2024



1.8	% of students college ready as assessed by EAP/CAASPP	2022-23 ELA: 54.89% Ready 23.82% Conditionally Ready 11.28% Not Yet Ready 4.51% Not Ready  Math 22.56% Ready 29.32% Conditionally Ready 21.80% Not Yet Ready 26.32% Not Ready Data Year: 2022-23 Data Source: DataQuest			ELA: 50% Ready Math: 35% Ready	N/A for 2024
1.10	% of EL Students improving at least on level on ELPAC (Dashboard ELPI)  Data Source: CA Dashboard English Learner Progress Indicator	44% students making progress Data Year: 2022-2023 Data Source: CA Dashboard English Learner Progress Indicator			55%	

1.11	EL Reclassification rate	Data not yet released by CDE Data Year: 2022-23 Data Source: DataQuest			12%	
1.12	College acceptance rate	100% Data Year: 2023-24 Data Source: Internal Data			>95%	
1.13	CA Science Test (CAST) % met/exceeded standards for all students and all numerically significant subgroups	2022-23 All Students 45.49% SED: 26% SWD: 17.95% EL: 0% Asian: 68.42% African American: 9.09% Hispanic: 33.34% White: 52.35% Two or More Races: 44.45%			All Students: 53% SED: 28% SWD: 27% Asian: 73% African American: 49% Hispanic: 38% White: 58% Two or More Races: 55%	

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
1.1	Instruction, Curriculum, Assessment and Instructional Materials	The school provides rigorous, standards-based instruction to all students using standards-aligned instructional materials. The school also uses high-quality assessments to provide diagnostic, formative, and summative assessment data on student growth and achievement in order to inform instruction.	\$342,496	N

1.2	College and Career Counseling	<ul style="list-style-type: none"> <li>● Provide frequent and consistent guidance on the college admissions and application process to students 9-12th grade via three dedicated college counselors</li> <li>● Conduct in-class advisory presentations to students 9-12th grade on a wide range of college and career options for consideration</li> <li>● Provide support and guidance on college fairs, SAT and ACT testing, financial aid</li> <li>● Provide daytime college and career application workshops for students</li> <li>● Provide evening workshops for parents and students on college and career readiness</li> <li>● Maintain the Naviance web portal</li> </ul>	\$227,051	Y
1.3	Professional Development	<ul style="list-style-type: none"> <li>● Establish rigorous standards for each department to ensure vertical articulation via on-going professional development: grade-level peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks).</li> <li>● Teachers will be provided on-going professional development and release time to develop more accurate assessment of all students in evident in core and elective classes <ul style="list-style-type: none"> <li>○ Standardization of grades will be evident in MS and HS</li> <li>○ Benchmark assessments will be aligned in all core and elective classes</li> <li>○ SBAC interim assessments</li> </ul> </li> <li>● Gather “best practices” externally from conferences and training for teachers</li> <li>● Dissemination of best practices at New West <ul style="list-style-type: none"> <li>○ Teacher-led PD (Annual PD conference)</li> <li>○ Peer Observations and Mentorships</li> </ul> </li> </ul>	\$104,509	Y

1.4	EL Student Supports	<p>The school provides a structured English immersion program to ensure English language acquisition for all English learners enrolled at the school.</p> <ul style="list-style-type: none"> <li>• EL Coordinator monitors progress of ELs and provides ELD professional development to all teachers</li> <li>• EL Teacher EL and RFEP Intensive supports through small group instruction</li> <li>• Teachers progress monitor both EL's and RFEP's</li> <li>• Improve access for Spanish speaking families to information about the school, student grades, and academic expectations: Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), translate messages and at meetings</li> </ul>	\$176,179	Y
1.5	SED Student Support	<ul style="list-style-type: none"> <li>• Teachers progress monitor based on SED status to ensure equity</li> <li>• Tutoring, technology and small group intensive support groups during the school day</li> </ul>	\$466,970	N
1.6	Special Education Program	<ul style="list-style-type: none"> <li>• Ensure high quality special education teachers and specialized support (Educational Psychologist) are available.</li> <li>• Add additional support staff and paraprofessional staff to provide more small group and one to one instruction.</li> <li>• General education and RSP teachers will collaborate during PD sessions to identify specific achievable goals for students within the framework of SBAC</li> </ul>	\$154,561	N
1.7	Teacher Hiring and Retention	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Teacher Compensation i. Longevity Pay ii. Stipends</li> <li>• Community Building events</li> </ul>	\$0	N

Insert or delete rows, as necessary.

## Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate	95% Data Year: 2022-23			95%	N/A for 2024
2.2	Chronic absence rate for all students and all numerically significant subgroups  Data Source: DataQuest Chronic Absenteeism Rate	All Students: 6.1% EL: 0% SED: 7.8% SWD: 5.8% Asian: 0% Black/African American: 0% Hispanic/Latinx: 5.2% Two or More: 7.5% White: 8% Data Year: 2022-23 Data Source: DataQuest Chronic Absenteeism Rate			All students: 5% SED: 6% SWD: 3.5% Hispanic/Latinx: 6% Two or More Races: 4% White: 5%	N/A for 2024

2.3	<p>Suspension rate for all students and all numerically significant subgroups</p> <p>Data Source: DataQuest Suspension Rate</p>	<p>All Students: .6%  EL: 0%  SED: 1.6%  SWD: 1.4%  Asian: 0%  Black/African American: 0%  Hispanic/Latinx: .4%  Two or More Races: 0%  White: .9%  Data Year: 2022-2023  Data Source: CA Dashboard Suspension Rate</p>			<2%	N/A for 2024
2.4	<p>Expulsion rate</p> <p>Data Source: DataQuest Expulsion Rate</p>	<p>0% for All Students and All Student Subgroups  Data Year: 2022-23  Data Source: DataQuest</p>			0%	N/A for 2024
2.5	<p>Parent survey: % believe school is safe and feel included</p>	<p>Safe: 93%  Feel Included: 85%  Data Year: 2023-24  Data Source: Local Survey</p>			<p>Safe: 95%  Feel Included: 95%</p>	N/A for 2024
2.6	<p>Student survey: % believe school is safe and feel included</p>	<p>Safe: 77%  Feel Included: 65%  Data Year: 2022-23  Data Source: Local Survey</p>			<p>Safe: 95%  Feel Included: 95%</p>	N/A for 2024

2.7	Teacher survey: % believe school is safe and feel connected	Safe: 96% Feel Included: 85% Data Year: 2023-24 Data Source: All Staff Survey			Safe: 95% Feel Included: 95%	N/A for 2024
2.8	4-Year Cohort HS graduation rate	83.1% Data Year: 2022-23 Data Source: DataQuest 4-Year Cohort Graduation Rate  92.4% Data Year: 2022-23 Data Source: DataQuest 4/5 Year Cohort Graduation Rate			95%	N/A for 2024
2.9	HS Dropout Rate  Data Source: DataQuest 4-Year Cohort Outcomes	All: 8.8% Asian: 0% Hispanic: 8.7% White: 8.6% Two or More Races: 10% SWD: 4.8% SED: 9.1% Data Year: 2021-22 Data Source: DataQuest			0%	N/A for 2024
2.10	School Facilities are in "good" repair	Met Data Year: 2023-24 Data Source: Dashboard Fall 2024			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	Student Activities	Student Activities <ul style="list-style-type: none"> <li>● Clubs</li> <li>● Sports</li> <li>● Departmental awards that recognize students for academic achievement and experiential learning on and off campus ( Santa Monica College or online, and internships &amp; jobs)</li> <li>● Field Trips</li> </ul>	\$585,265	N

2.2	Diversity, Equity, and Inclusion program	<ul style="list-style-type: none"> <li>● Provide an on-going commitment to culturally responsive choices and pedagogical practices, student policies and academic pathways to ensure students are valued in every context</li> <li>● Commit to continued equitable access for all students educational needs</li> <li>● Commit to continued diverse faculty recruitment in all aspect of the school organization</li> <li>● Provide, frequent and regular DEI professional development for all school staff</li> <li>● Improve gender based outcomes by breaking sex/gender student stereotypes related to college majors and career fields.               <ol style="list-style-type: none"> <li>1) Girls Who Code</li> <li>2) Career Day Guests</li> <li>3) Advisory Lessons</li> </ol> </li> </ul>	\$221,848	Y
2.3	Diverse Program Options	Provide programs to diversify New West's offerings to students with different needs: independent study, hybrid programs, partnership programs with local colleges to promote dual enrollment opportunities, and Career Technical Education (CTE) pathways.	\$175,689	N
2.4	Alumni Association	<ul style="list-style-type: none"> <li>● Register all graduates</li> <li>● Administrators and counselors will               <ol style="list-style-type: none"> <li>i. measure their college and career readiness through their successes and shortcomings through periodic surveys</li> <li>ii. motivate students to follow their lead by inviting them to come back to campus as guest speakers</li> <li>iii. maintain connections for a wide range of opportunities from internships and jobs to fundraising opportunities.</li> </ol> </li> </ul>	\$0	N
2.5	Student Behavior Support	<ul style="list-style-type: none"> <li>● School wide revised discipline plan designed by school administration               <ol style="list-style-type: none"> <li>i. Monitor at-risk groups with behavior referrals</li> <li>ii. Behavior incentives</li> </ol> </li> <li>● Professional Development to support effective classroom management</li> <li>● Advisory Curriculum</li> </ul>	\$104,509	N
2.6	Attendance Support	<ul style="list-style-type: none"> <li>● Data Coordinator and Grade level advisors Monitor student attendance</li> <li>● Attendance incentives</li> <li>● Meet with parents of chronic absentees</li> </ul>	\$150,579	Y

2.7	Campus Health and Safety	<ul style="list-style-type: none"> <li>● Maintain efficient custodial and maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner.</li> <li>● Ensure campus follows protocols to prevent the spread of Covid-19</li> </ul>	\$1,625,985	N
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Insert or delete rows, as necessary.

### Goal 3

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of participation in parental events in person and online	75% Data Year: 2023-24 Data Source: Local Dashboard			85%	N/A for 2024
1.2	% response rate to all parent surveys distributed throughout the school year	60% Data Year: 2023-24 Data Source: Local Dashboard			85%	N/A for 2024
1.3	Frequency of input of parent representation in all key decisions made the New West Charter Governance Council	100% Data Year: 2023-24 Data Source: Local Dashboard			100%	N/A for 2024

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
3.1	Parent and Community Engagement	<p>The school will provide multiple opportunities for families to engage with the school</p> <ul style="list-style-type: none"> <li>● Increase parental access to NWC Governance Council parent representation: a middle, high school and NWC+ parent representative</li> <li>● Family events such as semester events with administration, individual family meetings with school administration team, individual grade level back to school nights, and high-school specific advisory and college and career meetings with the school counselor and administration</li> <li>● Identify individual parent liaison with Brockton Elementary</li> <li>● Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals</li> <li>● Fundraising for athletics transportation</li> </ul>	\$85,964	N
3.2	Middle and High School Communication	<ul style="list-style-type: none"> <li>● Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator</li> <li>● Improved school website providing easy access to increased information</li> <li>● Ensure online parental portal in SIS so that parents can access and monitor their child’s progress 24-7</li> <li>● Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes an clubs</li> <li>● Providing parent classes for students in the NWCHS and transitioning into the 9th grade,</li> <li>● Summer bridge and Spring into NWC and NWC +events planned for families joining NW for the first time</li> </ul>	\$85,964	N

# 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
\$ 426,296	\$0

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4%	0%	\$0	4%

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

Insert or delete rows, as necessary.

**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
	To be Completed in the Final Draft	To be Completed in the Final Draft	To be Completed in the Final Draft

Insert or delete rows, as necessary.

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.

To be Completed in the Final Draft



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

## 2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 10,465,817	\$ 10,648,562

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Instruction, Curriculum, Assessment and Instructional Materials	No	\$ 4,481,241	\$ 4,492,611
1	2	College and Career Counseling	Yes	\$ 220,438	\$ 217,702
1	3	Professional Development	Yes	\$ 160,357	\$ 156,992
1	4	EL Student Supports	Yes	\$ 171,048	\$ 42,242
1	5	SED Student Support	No	\$ 627,112	\$ 593,880
1	6	Special Education Program	No	\$ 690,508	\$ 957,251
1	7	Teacher Hiring and Retention	No	\$ 297,101	\$ 294,822
2	1	Student Activities	No	\$ 635,168	\$ 630,987
2	2	Diversity, Equity and Inclusion Program	Yes	\$ 215,386	\$ 226,743
2	3	Diverse Program Options	No	\$ 170,572	\$ 170,571
2	4	Alumni Association	No	\$ -	\$ -
2	5	Student Behavior Support	No	\$ 101,465	\$ 101,465
2	6	Attendance Support	Yes	\$ 146,193	\$ 137,129
2	7	Campus Health and Safety	No	\$ 2,382,309	\$ 2,492,636
3	1	Parent and Community Engagement	No	\$ 83,460	\$ 66,766
3	2	Middle and High School Communication	No	\$ 83,460	\$ 66,766

## 2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 416,054	\$ 854,530	\$ 740,808	\$ 113,722	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	College and Career Counseling	Yes	\$ 220,438	\$ 217,702.00	0.00%	0.00%
1	3	Professional Development	Yes	\$ 101,465	\$ 116,992.00	0.00%	0.00%
1	4	EL Student Supports	Yes	\$ 171,048	\$ 42,242.00	0.00%	0.00%
2	2	Diversity, Equity and Inclusion	Yes	\$ 215,386	\$ 226,743.00	0.00%	0.00%
2	6	Attendance Support	Yes	\$ 146,193	\$ 137,129.00	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)
\$ 10,629,882	\$ 416,054	0.00%	3.91%	\$ 740,808	0.00%	6.97%	\$0.00 - No Carryover	0.00% - No Carryover

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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



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

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

## Engaging Educational Partners

### Purpose

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

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

### Requirements

**School districts and COEs:** *EC* 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:
  - 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - 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.
  - 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.
  - 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.
  - 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.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

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

### Contributing

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

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

### **Required Actions**

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.



## Calculations in the Action Tables

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

### ***Contributing Actions Table***

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

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

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

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

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023