

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Village Girls Academy

CDS Code: 19647330111484

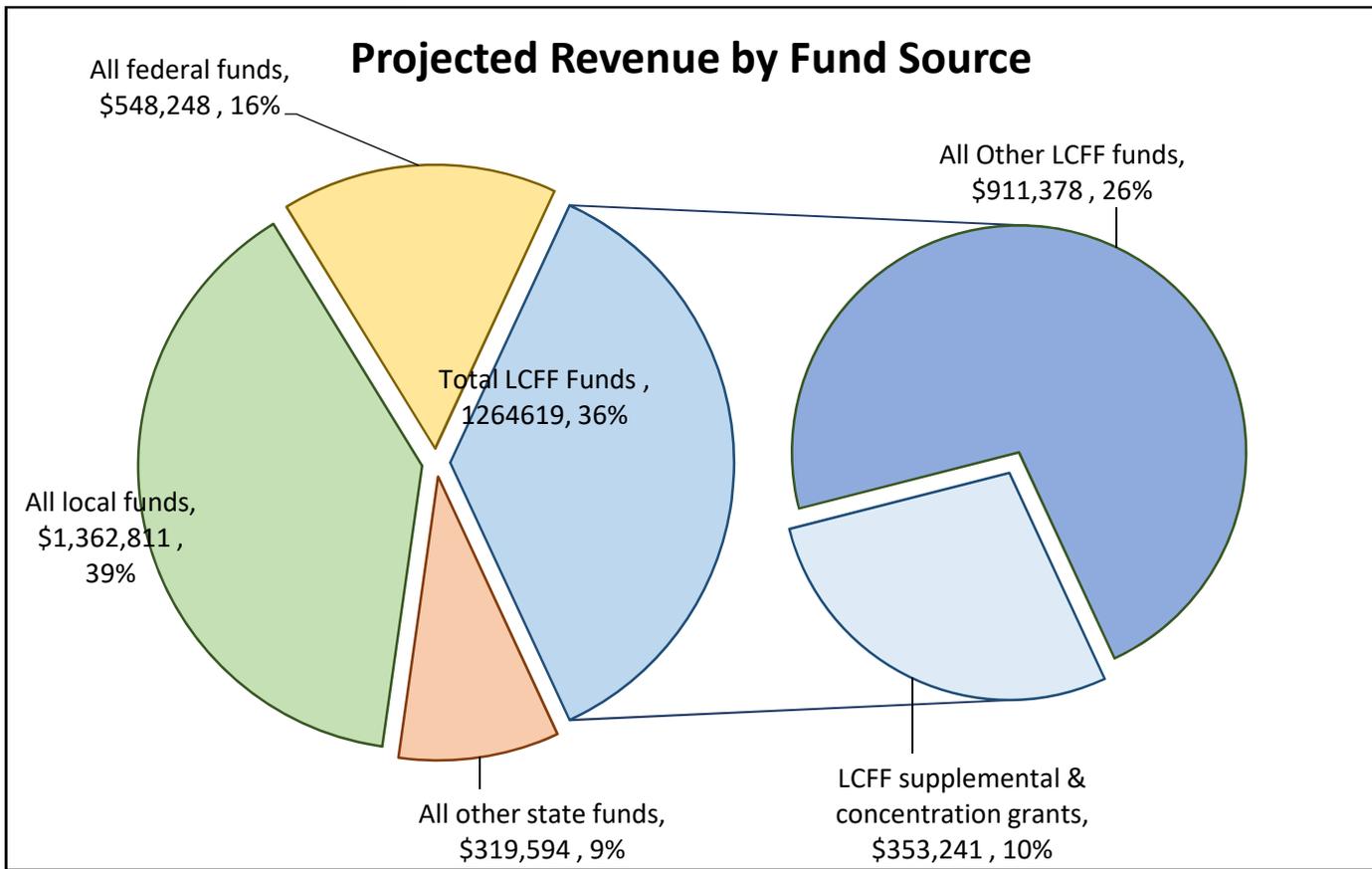
School Year: 2022 – 23

LEA contact information: Jennifer Quinones, Principal

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

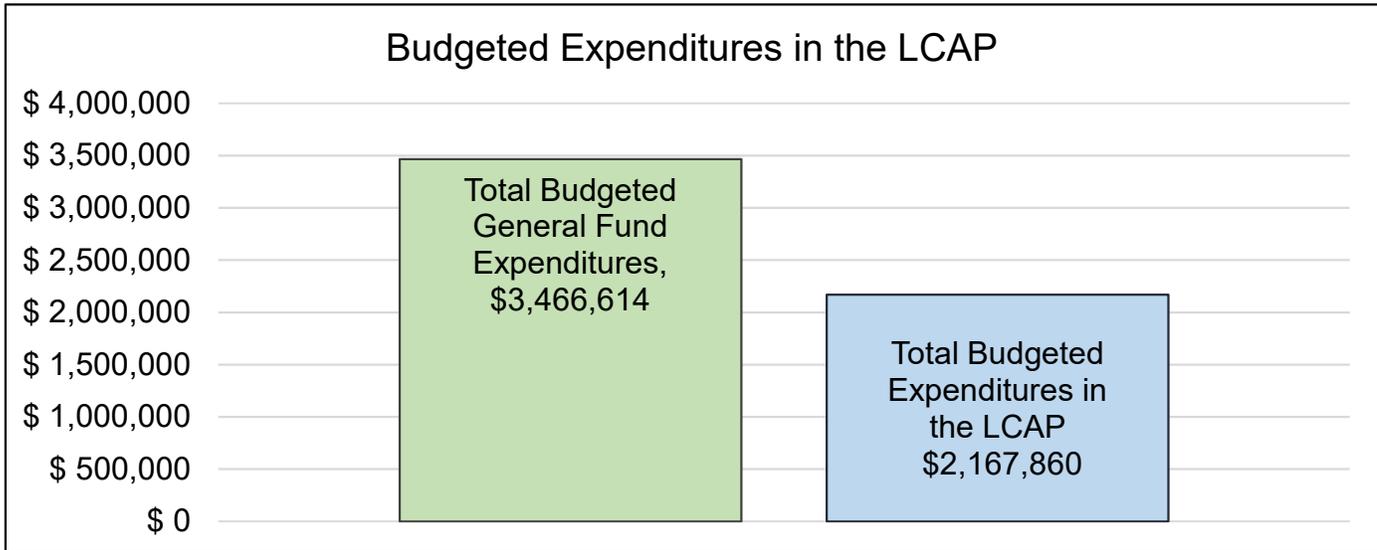


This chart shows the total general purpose revenue New Village Girls Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Village Girls Academy is \$3,495,272.43, of which \$1,264,619.00 is Local Control Funding Formula (LCFF), \$319,594.24 is other state funds, \$1,362,811.18 is local funds, and \$548,248.02 is federal funds. Of the \$1,264,619.00 in LCFF Funds, \$353,241.00 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 Village Girls Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Village Girls Academy plans to spend \$3,466,613.59 for the 2022 – 23 school year. Of that amount, \$2,167,860.00 is tied to actions/services in the LCAP and \$1,298,753.59 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

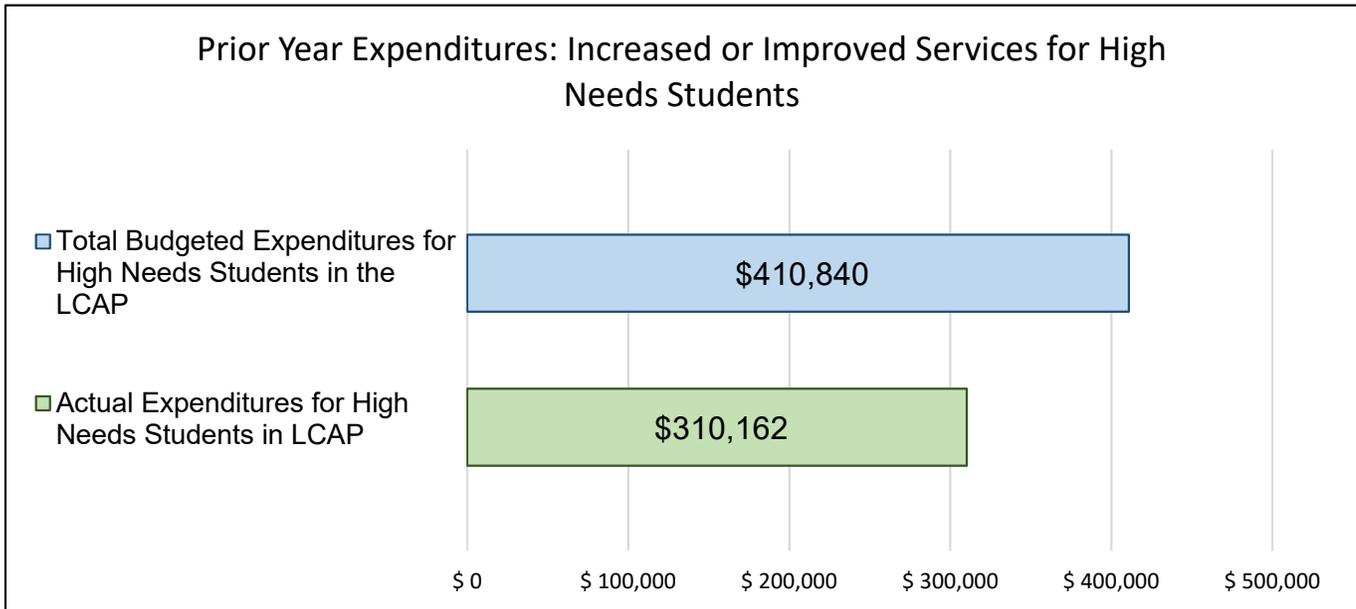
[Respond to prompt here]

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

In 2022 – 23, New Village Girls Academy is projecting it will receive \$353,241.00 based on the enrollment of foster youth, English learner, and low-income students. New Village Girls Academy must describe how it intends to increase or improve services for high needs students in the LCAP. New Village Girls Academy plans to spend \$353,738.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, New Village Girls Academy's LCAP budgeted \$410,840.00 for planned actions to increase or improve services for high needs students. New Village Girls Academy actually spent \$310,162.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$100,678.00 had the following impact on New Village Girls Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Village Girls Academy	Jennifer Quinones, Director	j.quinones@newvillagegirlscademy.org (213) 385-4015

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

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

New Village Girls Academy has meaningfully consulted with its educational partners on an ongoing basis in the development of numerous plans mandated by the CDE since Spring 2020 and most recently the development of the school’s LCAP, AB86 Expanded Learning Opportunities Grant (ELO-GO, and the development of the ARP/ESSER III Expenditure Plan. As a result of the COVID-19 pandemic, and in adherence to California State and County Health Department Health & Safety Guidelines, consultation took place virtually via Zoom meetings, and through online surveys with numerous types of community members on a more frequent basis.

Meaningful consultation took place with the engagement of our educational partners through various venues and formats on the use of funds provided through the Budget Act of 2021 (Educator Effectiveness Block Grant Fund, Mega-COLA, &15% LCFF Concentration grant add-on funds) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through meetings in the following committees: English Learner Advisory Committee (ELAC) meetings (11/16/21, 1/18/22, 2/22/22), Parent Advisory Committee meetings (11/16/21, 1/18/22, 2/22/22), and surveys. Communication also takes place on a regular basis using OneCall, the school’s newsletter, and the school’s website. Engagement with students has taken place during Advisory, and surveys. Engagement with our classified and certificated staff has taken place during weekly staff meetings and staff surveys. The Leadership team was engaged during weekly leadership team meetings. The Executive Director engaged the NVGA Governing Board during board meeting presentations.

New Village Girls Academy included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP.

New Village Girls Academy will engage its educational partners during the months of February – March 2022 on the use of the following funds that were not included in the 2021-22 LCAP as part of the ongoing engagement process – also with the development of the school’s 2022-23 LCAP:

- A-G Improvement Grant funds

New Village Girls Academy is not eligible to receive the following funds because it serves grades 7-12:

- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds

The following plans were referenced in this prompt and provide further details on engagement of our educational partners and use of funds:

- ELO-G Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2022/01/NVGA-ELO-GRANT-PLAN.pdf> (page 1-4)
- Educator Effectiveness Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2022/01/NLAES-EEF.pdf> (pages 1-3)
- 2021-22 LCAP: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/06/2019-22-NVGA-LCAP-REV-2.pdf> (pages 41-70)

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

New Village Girls Academy is a direct-funded charter school serving grades 9-12. The additional 15% LCFF Concentration grant add-on funds were used to hire an Independent Study teacher to provide direct services for our Unduplicated Pupils that are participating in Independent Study.

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

Throughout the LCAP development process, New Village Girls Academy solicited input from its educational partners on a variety of programs and services provided to its students on the use of one-time federal funds (GEER, LLMF, CRRSA, ARP, ELO-G) received intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. Due to limitations in LCFF funding, not all expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds New Village Girls Academy has received.

Meaningful consultation took place with the engagement of our educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students has taken place in the 2021-22 school year as follows: English Learner Advisory Committee (ELAC) meetings (11/16/21, 1/18/22, 2/22/22), Parent Advisory Committee meetings (11/16/21, 1/18/22, 2/22/22), and surveys. Communication also takes place on a regular basis using OneCall, the school's newsletter, and the school's website. Engagement with students has taken place during Advisory, and surveys. Engagement with our classified and certificated staff has taken place during weekly staff meetings and staff surveys. The Leadership team was engaged during weekly leadership team meetings. The Executive Director engaged the NVGA Governing Board during board meeting presentations.

New Village Girls Academy has engaged its educational partners during the 2021-22 school year in the development of the ESSER III Expenditure Plan as detailed in the plan.

The following plans were referenced in this prompt and provide a description on the meaningful consultation with its educational partners:

- ELO-G Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2022/01/NVGA-ELO-GRANT-PLAN.pdf> (page 1-4)
- Learning Continuity & Attendance Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2020/10/NVGA-LCP-FINAL.pdf> (pages 1-25)
- 2021-22 LCAP: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/06/2019-22-NVGA-LCAP-REV-2.pdf> (pages 41-70)
- ESSER III Expenditure Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/07/NVGA-ESSER-III-EP-FINAL.pdf> (pages 1-9)

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

New Village Girls Academy's priority is the Health & Safety of its students, educators, and staff and to maintain continuity of services as required by the American Rescue Plan (ARP) Act of 2021 and adheres to the Safe Return to In-person Instruction & Continuity of Services Plan, which is updated every six months. The school strictly adheres to the COVID-19 Health & Safety Policy.

However, New Village Girls Academy, will not be implementing the ESSER III Expenditure Plan nor utilize ESSER III/ARP funds in the 2021-22 school year. Therefore, we have not experienced, nor can we identify any challenges or successes.

The following is the link to the ESSER III Expenditure Plan that outlines the engagement of our educational partners and provides details on the actions/programs that will be funded with ESSER III Funds in the future and is referenced in this prompt:

- ESSER III Expenditure Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/07/NVGA-ESSER-III-EP-FINAL.pdf> (pages 1-9)

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

New Village Girls Academy considers its LCAP as the school’s overall comprehensive planning document that includes LCAP Goals, actions and measurable outcomes that align to the 8 State Priorities, schoolwide initiatives, MTSS, WASC Action Plan, and serves as the School Plan for Student Achievement (SPSA) focusing on the academic, social-emotional, behavioral, and mental health needs of our students.

As such, New Village Girls Academy used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity Plan. The implementation of these additional funds received in the 2021-22 school year are aligned to its LCAP Goal #2: Develop & implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application, and reporting of multiple forms of data including student achievement and wellness data, in order to identify learning gaps in ‘real-time.’ Utilize data to implement a Multi-Tiered System of Supports (MTSS) to identify and provide all students with access to academic, social-emotional, and/or behavioral supports that support the school’s 3 Pillars: increase student academic outcomes, in preparation for college, career, and wellness.

The implementation of the additional funds received in the 2021-22 school year are aligned to the LCAP and the school’s MTSS approach to support its students. New Village Girls Academy’s ESSER III Expenditure Plan is a multi-year comprehensive plan. However, ESSER III funds will not be utilized and/or implemented in the 2021-22 school year.

Alignment of these funds can be found in the following plans:

2021-22 LCAP: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/06/2019-22-NVGA-LCAP-REV-2.pdf> (pages 41-70)

ESSER III Expenditure Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/07/NVGA-ESSER-III-EP-FINAL.pdf> (pages 1-9)

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Village Girls Academy	Jennifer Quinones, Director	j.quinones@newvillagegirlscademy.org 213.385.4015

Plan Summary 2022-23

General Information

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

New Village Girls Academy serves approximately 88 students in grades 9-12 with the following demographics: 93% Hispanic, 3% African American, 1% Filipino, 1% White, 1% Two or more Races, 18% Students with Disabilities (SWD), 25% English Learners (EL), 2% Foster Youth (FY), 11% Homeless Youth (HY), and 97% Socioeconomically Disadvantaged (SED).

Not only do students develop an individual learning plan designed to meet college acceptance requirements, but each student explores her own career interests through field trips, internships, and independent projects. During this process, students discover what kinds of education, training, and college degrees are necessary to be successful in various careers.

Our students enthusiastically participate in college visits and also develop close relationships with mentors who share their own experience of the challenges and rewards of attending college. Upon graduating New Village, some students may choose an option other than college, but our curriculum prepares each of our students to have the option to apply.

Seniors have the opportunity to participate in the College Readiness Internship where they are supported through the whole college application process: college essay writing, FAFSA/Dream Act workshops, scholarships, and college applications. Students who are interested in community college are also able to receive support from our partnered community college, Los Angeles City College. Each Spring break, New Village takes a group of students on a five-day road trip to the Bay Area to explore various UC's, CSUs, and private universities. This is a great opportunity to explore colleges outside of the Los Angeles area. The trip is offered at no cost to students who attend the program.

Reflections: Successes

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

The following chart reflects New Village Girls Academy's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019.

- The Suspension Rate Indicator reflected an overall blue performance level schoolwide and for all numerically significant student groups – English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Blue	None	None	None	None
English Learners	None	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Blue	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Over the past year, New Village Girls Academy has identified the following successes:

- To increase graduation rates, NVGA provides all students with a project-based learning approach to instruction, integrating Learning through Internships, that makes learning relevant for students. NVGA provides all student with access to dual enrollment at no cost to the student. The Academic Counselor is tasked with monitoring the academic progress of every student, ensuring they are on track to graduate, participate in college visits, guest speakers, etc.

- Parent engagement increased this past year, in part due to the frequency of ELAC/PAC meetings, which offered families with information on resources, LCAP update, budgeting and the academic progress of students.

- Learning through Internships (LTI) program offers all students the opportunity to participate in an internship in a field of their interest. The skills students gain from this experience include work-readiness, and networking. This past year, the internship program was individualized, based on the student's career interest.
- Increase in SEL/Mental Health support: This past year with the addition of the Community and Parent Liaison and School psychologist, supporting disengaged students and offering mental health services and wellness assessments.
- Class of 2022 scholars were accepted to 16 colleges and universities. With a scholar that has been accepted to Bucknell University on a full scholarship.

Reflections: Identified Need

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

With the return to in-person instruction NVGA has identified the following needs:

- Decline in student enrollment from 105 students to 85 students. To improve enrollment the Communications and Community Relations Manager has been tasked to recruit students, network with referral partners, increase the school's presence in the community, that includes a unified school message.
- Declining attendance rates and high chronic absenteeism rates in part due to the Covid-19 protocols. We conducted multiple surveys to identify the root causes, which remained unclear. Students and parents surveyed expressed that NVGA promotes a positive school climate; yet teachers expressed the need to improve attendance rates in order for students to participate in learning and improve academic outcomes. For the 2022-23 school year, the Community & Parent Liaison will conduct home visits after the first absences. Parent workshops including ELAC, PAC meetings will provide monthly attendance/chronic absenteeism updates; and strategies to improve attendance; including the impact of student absences on academic performance, declining grades, credit deficient, and at-risk of not graduating and dropping out.
- Bullying: there has been an increase in bullying incidents as documented in incident reports. NVGA will continue to train all staff on Restorative practices, and de-escalation techniques. NVGA will promote activities and schoolwide events that focus on positive school culture. This initiative will be led by the Director of Learning & Teacher and the Psychologist.
- EL Student performance has declined, including ELPAC proficiency rates, and reclassification rates. New Village Girls Academy has identified strategies that will be implemented and has added an LCAP action to ensure focus on EL and fidelity to those services for the 2022-23 school year. (See Goal 2, Action 2)

STAR Reading data analysis:

- 9th grade: No gains in proficiency

- 10th grade: 14% of students moved from the urgent intervention level to either intervention or on watch levels. There was a drop at the at/above benchmark level of 16%. These numbers are skewed however since there was a participation rate that was 3 times greater during the spring than that of the winter.
- 11th grade participation doubled from the winter to the spring with 26% of testers placing in both the at/above level and on watch level. 74% of students continue to place in the intervention/urgent intervention levels.
- 12th grade participation increased by about 1/3 with students showing modest gains in the intervention category however most are performing at the intervention/urgent intervention levels.

STAR Math data analysis:

9th grade: participation almost doubled when comparing scores from the winter assessment to that of the spring. Although there was an increase in the number of students placed in the urgent intervention level, by the spring- 18% placed in the at level/above level category compared to 0% in the winter. 9% also placed in the on-watch level in the spring compared to 0% in the winter.

- 10th grade: Participation doubled however there were no gains in proficiency in this group.

- 11th grade: Participation almost doubled in this group with a 2% increase at the at/above level group and with the intervention group during the spring assessment. There was a 3% decrease among the urgent intervention group by the end of the spring assessment.

- 12th grade: There was a 25% increase in participation among this group by the end of the spring assessment. Although there were no gains in the at level/above level and urgent intervention level, we see a 25% increase in the on-watch level by spring compared to 0% in the winter. We also see a 14% decrease in the intervention level with most of those students moving up to the on-watch level by the end of the spring assessment.

LCAP Highlights

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

New Village Girls Academy has implemented a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content,

processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

New Village Girls Academy has developed its 2022-23 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1) – if applicable
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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 Village Girls Academy has not been identified for Comprehensive Support and Improvement (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.

New Village Girls Academy has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

New Village Girls Academy has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

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

The following is a summary of the engagement process used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** were consulted in-person daily during morning meetings, and discussions focused on school events, state testing, individual student consultation, student progress and daily operations. The principal consulted with teachers during weekly professional learning and focused on project-based learning, socio-emotional learning, classroom management, and academic support, Covid-19 protocols, use of one-time funds, ESSER III, and LCAP development. Teachers were also surveyed.
- **Principals/Administrators** The principal met with the Board of Directors on a bi-monthly basis via Zoom and discussions focused on staffing, enrollment, LCAP progress/update, use of one-time funds, ESSER III, Covid-19 protocols, attendance/chronic absenteeism rates, internal assessments, and the budget.
- **Other School Personnel** - meetings took place daily in-person in the morning. The focus was on school events, state testing, individual student consultation, student progress and daily operations. Summer weeklong professional training focused on socio-emotional learning, project-based learning, and compliance related training. Staff were also surveyed.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)**: See PAC (below). Parents were also surveyed.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)**: School climate surveys were administered each semester surveying to assess strengths and needs of our programs including counselors, learning through internships. The information was used to inform the 2022-23 LCAP, professional development for teachers, and fundraising needs for special initiatives and projects.
- **SELPA** was consulted in June as part of the consultation process.
- **ELAC** meetings took place on November 16, 2021, January 18, 2022, March 1, 2022, April 5, 2022, and May 17, 2022. During the fall 2021 semester the focus was on the progress of the 2021-22 LCAP (LCAP Supplement); ESSER III Expenditure Plan, attendance, and EL progress and support. Meetings took place virtually via Zoom. Spring semester 2022, the focus shifted to the development of the 2022-23 LCAP and discussion on EL progress and support. These meetings took place via Zoom and an interpreter was present for Spanish speaking parents; responses to questions were provided in written format and uploaded to the school's website. New Village Girls Academy is not required to form a DELAC and/or EL-PAC since it currently serves 28 ELs.
- **Parent Advisory Committee (PAC) including parents of Unduplicated Pupils and Students with Disabilities (SWD)**: meetings took place on: 11/16/21, 1/18/22, 2/22/22 – virtually and discussions were focused on student SEL needs, Academic intervention, credit recovery, use of one-time funds and ESSER, and development of the LCAP. Interpreter services were available at each PAC meeting. The school climate survey focused SEL needs and solicited feedback on the types of school services offered and their priorities. The

Fall 2021 survey collected feedback on the use of ESSER III expenditures, and the Spring 2022 survey solicited feedback that was used to inform the 2022-23 LCAP.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** expressed they would like to receive instructional coaching on PBL, tiered intervention, ELA & math, additional training on SEL
- **Principals/Administrators**: During meetings with the Board of Directors, the principal expressed the need to create stronger relationships with organizations that are linked to safety, access to food and medical services, and general community advocacy. In addition, resources that support EL students and the low reclassification rates are needed and proving to be successful in student engagement; the need to provide teachers with the tools and training to take an individualized approach to learning for all of their students. The principal also shared that there is an increase in newcomers (EL students who have recently migrated to the U.S.), and there is a need for specific expectations of reclassification rates for this population, including intervention programs such as Lexia and the partnership with the Advot Project, which provides more capacity to provide individualized support to this student group.
- **Other School Personnel** expressed the need for additional professional learning opportunities in SEL, de-escalation techniques, and mental health
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)**: see PAC below.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** expressed the need for courses to be more engaging and provide mental health services for students.
- **SELPA** – no additional feedback was provided beyond Goal 2, Action 3.
- **ELAC** parents were concerned with English proficiency for EL students. Parents and staff agreed that there is a need to prioritize ELs for additional academic intervention during the instructional day, after-school, and summer school. They agreed that programs like Advot Project and Lexia Learning, help ELs improve their conversational English.
- **Parent Advisory Committee (PAC) including parents of UP and SWD**: expressed they would like after-school tutoring services, summer school/credit recovery, additional support for ELs, and Students with Disabilities – key priorities for funding.

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

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Big Picture PBL Professional Development: Goal 1, Action 2
- Director of Teaching & Learning (Instructional coaching): Goal 1, Action 2
- EL Paraprofessional (academic support): Goal 2, Action 2
- Advot Project: Goal 2, Action 2
- Psychologist: Goal 2, Action 3
- Academic Counselor: Goal 2, Action 3
- Learning through Internships: Goal 2, Action 4
- Academic intervention: after-school tutoring, summer school credit recovery, Lexia, APEX Credit Recovery: Goal 2, Action 5
- Wellness Program: Goal 2, Action 6
- Parent workshops/resources – Community & Parent Liaison: Goal 3, Action 2

Goals and Actions

Goal

Goal #	Description
1	Continue to strengthen the implementation of mastery-based competency system through Project-based Learning; the quality of delivery of instruction through the use of various types of evidence-based pedagogical strategies (i.e. Differentiation, inquiry based), and Literacy skills development, to address the diverse learning needs of all learners; and ensure alignment of the content standards that support 21st Century Skills Frameworks: Critical thinking, (Oral & Written) Communication, Collaboration, and Agency. (Aligns WASC AP #1 & 2)

An explanation of why the LEA has developed this goal.

There is a need to strengthen pedagogical strategies to address the diverse learning needs/gaps of our students. In order to accomplish this, our school will provide all teachers with a robust evidence-based professional development program and provide ongoing coaching and support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24	
% Of students with access to Standards-aligned materials	2020-21: 100% Source: SARC	2021-22: 100% Source: SARC			100%	
Implementation of the Academic content & performance Standards – measured using (Source) CDE’s Local Indicator Priority 2	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	3	ELA	3	ELA	4
	ELD	4	ELD	3	ELD	4
	Math	3	Math	3	Math	4
	NGSS	3	NGSS	3	NGSS	3
	History	3	History	3	History	3
	Health	4	Health	3	Health	4
	PE	4	PE	3	PE	4
	VAPA	3	VAPA	3	VAPA	3
	World Language	3	World Language	3	World Language	4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 67% Source: CalSAAS/CALPADS	2021-22: 50% Source: CalSAAS/CALPADS			100%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100% Source: Master Schedule	2021-22: 100% Source: Master Schedule			100%

Note: New Village Girls Academy is a DASS School and therefore the following metrics and state priority do not apply:

- % Pupils who have successfully completed CTE courses – approved pathways
- % Pupils who have completed A-G & CTE Courses
- % Pupils who pass AP Exams
- Other Pupil Outcomes (Priority 8): State Seal of Biliteracy; Golden State Seal merit, College Credit Courses complete, CTE Internships, National Merit Scholars

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>New Village Girls Academy (NVGA) will employ a principal and a total of 9 appropriately credentialed teachers for students in grades 9-12, to provide instruction in all core subject areas: ELA, Math, Science, History, Foreign Language, and Physical Education as part of the school’s educational program. NVGA will provide its students with 180 instructional days exceeding CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 5 days of intensive Summer Professional Development, to prepare for the 2022-23 academic school year, and an additional 5 non-instructional days during the academic year to</p>	\$999,699	N

Action #	Title	Description	Total Funds	Contributing
		focus on data analysis, tiered supports, instructional practice, strategies to support ELs, and Lexia Learning. Our teachers will also participate in weekly Professional Development and/or staff development.		
2	PROFESSIONAL DEVELOPMENT	<p>NVGA will provide all educators (General Education & Special Education educators) with a robust evidence-based professional development that includes: 5 days of intensive training in the Summer to prepare for the 2022-23 academic school year, and an additional 5 non-instructional days during the academic year of professional development to focus on data analysis, tiered supports, instructional practice, strategies to support ELs, and Lexia Learning. Teachers will also participate in weekly Professional Development and/or staff development. The following are the areas of focus:</p> <ul style="list-style-type: none"> • Big Picture (PBL) Learning Practices • Health & Wellness Practices • Cultural Competency • Deepening our Practices • Modifications & Accommodations: Students with Disabilities (PBIS) • PBIS (LACOE) • EL strategies: SIOP <p>The Director of Teaching & Learning (new position) will provide instructional coaching, shadowing, teaching, and professional development for all teachers, and will enhance the Advisory curriculum and integrate social-emotional learning and project-based learning into curricular and instructional practice. The Director of Teaching & Learning is an experienced instructional coach with project-based</p>	\$192,500	Y

Action #	Title	Description	Total Funds	Contributing
		<p>learning and will participate in the Big Picture Learning training. Our goal is to build capacity among our teachers and leadership.</p> <p>Big Picture Learning will provide coaching and mentoring for the Director of Teaching & Learning to build capacity and expertise with the Instructional Coach, in order to effectively train NVGA Teachers on Big Picture Learning.</p> <p>The Administrative/Leadership Team will participate in additional professional learning through workshops, conferences, symposiums throughout the school year including but not limited to:</p> <ul style="list-style-type: none"> • Big Picture Leadership Conference • Big Picture Learning Big Bang • PBIS (LACOE) <p>To support teacher effectiveness and credential clearance, New Village Girls Academy will reimburse teacher induction expenses.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>NVGA has adopted standards aligned curriculum across all disciplines. Purchases made include consumables, etc.</p>	\$2,000	Y

Goal Analysis for 2021-22

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

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

Action 3: No curricular purchases were made this school year, in part due to a significant decline in student enrollment, therefore no additional textbooks were necessary.

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.

For Action 3: no purchases were made resulting in a cost of \$0.

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

The actions under Goal 1, were successful in making progress toward this goal.

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.

Per CDE revised guidance, Priority 8 (Other Pupil Outcomes) applies to High Schools. With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, this Priority 8 metric will be eliminated on the LCAP.

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

Goal #	Description
2	Develop & implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application, and reporting of multiple forms of data including student achievement and wellness data, in order to identify learning gaps in 'real-time.' Utilize data to implement a Multi-Tiered System of Supports (MTSS) to identify and provide all students with access to academic, social-emotional, and/or behavioral supports that support the school's 3 Pillars: increase student academic outcomes, in preparation for college, career, and wellness. (Aligns WASC AP #3 & 4)

An explanation of why the LEA has developed this goal.

There is a need to use multiple forms of data to address academic, social-emotional and/or behavioral need to provide tiered intervention and supports to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2020-21: 18.75% met/exceeded standards	2021-22: 47%			48%
CAASPP Math	2020-21: 9.09% met/exceeded standards	2021-22: 4%			8%
% Of Students Prepared for College as measured by EAP ELA	2020-21: 6.25%	2021-22: 4%			6%
% Of Students Prepared for College as measured by EAP Math	2020-21: 0%	2021-22: 0%			2%
CA Science Test: Gr 12	2020-21: Not reported by CDE because <11 students administered	2021-22: results pending			5%
A-G Completion Rate	2019-20: 100% Source: Dataquest	2020-21: 100% Source: Dataquest			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																						
Attendance Rate	2019-20: 76.4% Source: CALPADS	2020-21: 72% Source: CALPADS			72%																																																						
Chronic absenteeism Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">CHRONIC ABSENTEEISM</th> </tr> <tr> <th>Source:</th> <th colspan="2">2018-19</th> </tr> <tr> <th>Dataquest</th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>18</td> <td>15.9%</td> </tr> <tr> <td>Hispanic</td> <td>16</td> <td>17.2%</td> </tr> <tr> <td>EL</td> <td>6</td> <td>20.0%</td> </tr> <tr> <td>Homeless</td> <td>--</td> <td>--</td> </tr> <tr> <td>SWD</td> <td>2</td> <td>9.5%</td> </tr> <tr> <td>SED</td> <td>18</td> <td>16.1%</td> </tr> </tbody> </table>	CHRONIC ABSENTEEISM			Source:	2018-19		Dataquest	Count	Rate	Schoolwide	18	15.9%	Hispanic	16	17.2%	EL	6	20.0%	Homeless	--	--	SWD	2	9.5%	SED	18	16.1%	<table border="1"> <thead> <tr> <th colspan="3">CHRONIC ABSENTEEISM</th> </tr> <tr> <th>Source:</th> <th colspan="2">2020-21</th> </tr> <tr> <th>Dataquest</th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>77</td> <td>70.0%</td> </tr> <tr> <td>Hispanic</td> <td>69</td> <td>72.6%</td> </tr> <tr> <td>EL</td> <td>22</td> <td>81.5%</td> </tr> <tr> <td>Homeless</td> <td>12</td> <td>85.7%</td> </tr> <tr> <td>SWD</td> <td>15</td> <td>71.4%</td> </tr> <tr> <td>SED</td> <td>75</td> <td>72.1%</td> </tr> </tbody> </table>	CHRONIC ABSENTEEISM			Source:	2020-21		Dataquest	Count	Rate	Schoolwide	77	70.0%	Hispanic	69	72.6%	EL	22	81.5%	Homeless	12	85.7%	SWD	15	71.4%	SED	75	72.1%			20%
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HS Dropout Rate	2019-20: 48.5% Source: Dataquest	2020-21: 36.8% Source: Dataquest			30%																																																						
HS Graduation Rate	2019-20: 44.7% (4-year) 48.5% (5-year) Source: Dataquest	2020-21: 51.7% (4-year) 63.2% (5-year) Source: Dataquest			53% (4-year) 65% (5-year)																																																						
Suspension Rate	2019-20: 0% Source: Dataquest	2020-21: 0% Source: Dataquest			<1%																																																						
Expulsion Rate	2019-20: 0% Source: Dataquest	2020-21: 0% Source: Dataquest			0%																																																						
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 4.55%	2021-22: results pending			10%																																																						
Reclassification Rate	2019-20: 4.3% Source: Dataquest	2020-21: 0% Source: Dataquest			10%																																																						

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL with access to CCSS & ELD Standards	2020-21: 100% Source: SARC	2021-22: 100% Source: Textbook inventory			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	To assess learning gaps, monitor student progress and develop annual growth targets, to inform instruction, New Village Girls Academy will administer STAR Reading and STAR Math assessments to all students. Results will be disaggregated by student group, grade level presented to staff, governing board and parents and will be used to inform instruction and intervention.	\$3,140	N
2	STRENGTHENING EL PROGRAM & SERVICES	An area of concern is the achievement gap between English Learners (EL) and English Only (EO) and now with the influx of “newcomers” EL. There is a level of complexity involved in providing services and resources to newcomers, and ensuring they develop linguistic skills. Adapting to a new culture can be challenging especially for migrants whose families lack any formal education in their native country. The Instructional Aide will provide supplemental support for ELs in designated ELD through small group instruction NVGA has partnered with Wildwood High School (community outreach) that provides “Language Partners.” Native English speakers from Wildwood are paired with a newcomer student to support English Language Development, oracy, conversational English, and develop social norms. This program has resulted in high levels of engagement among	\$77,000	Y

Action #	Title	Description	Total Funds	Contributing
		<p>All English learners participate in designated and integrated ELD. NVGA has partnered with ADVOT, English through Art, that provides internships for ELs. This program focuses on Theater Arts for ELs where students develop storyboards and activities to foster real communication in English through imaginative responses.</p> <p>The EL Master Plan will also be reviewed and revised to reflect changes to our EL Program and will be presented to the ELAC to for input/feedback.</p>		
3	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	<p>NVGA's SPED team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school's SELPA provider (Option 2). The RSP/SPED Coordinator) will ensure IEP timelines, IEP Meetings and related services will be addressed and communicated with parents. The SPED Team is composed of the RSP (SPED Coordinator), School Psychologist, Teachers, and contracted services (provider) that will facilitate services to SWD to ensure that academic, social-emotional, and behavioral needs are met, and services are provided in accordance with the IEP. The SPED team will ensure that IEP goals are updated and documented, including a statement of impact on how their Special Education needs affect their daily lives.</p> <p>Members of the SPED team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.</p>	\$163,089	N

Action #	Title	Description	Total Funds	Contributing
4	PROMOTING A “COLLEGE-GOING” CULTURE	<p>New Village Girls Academy provides all students with a rigorous standards-aligned college preparatory curriculum through a project-based learning environment. Each student develops an individualized learning plan designed to meet UC A-G eligibility requirements, and explore career interest through field trips, internships, and independent projects. These experiences allow our students to discover career opportunities while connecting and applying what they learn in the classroom to real world experiences.</p> <p>NVGA students will visit colleges and universities and meet college representatives onsite. Our students are paired with mentors who share their own experience of the challenges and rewards of attending college.</p> <p>All students are enrolled in Advisory which provides consistency, structure, and space for students to explore their passions through deep project learning and exhibitions. All students are also enrolled in a financial literacy course where they learn how to manage personal finances.</p> <p>Students also have the opportunity to participate in Learning Through Internships (LTI) which provides real-world learning opportunities in a professional setting that provide academic enrichment and professional experience. Over the past few years, New Village Girls Academy has expanded and strengthened the LTI program to focus on the individual career interested of each student. The LTI coordinator conducts outreach efforts to local community-based organizations and businesses to find a suitable match for each student participant.</p> <p>Imblaze BPL Internship Management is a powerful platform that enables schools to curate a set of internships for students to request to pursue. Schools can monitor the</p>	\$179,182	Y

Action #	Title	Description	Total Funds	Contributing
		<p>search process, track internship attendance, and ensure compliance and student success. Students are able to search for internships that align to their interest</p> <p>The academic counselor will assist all students with college planning, academic advising, concurrent enrollment, transcript review, and college tours. NVGA has partnered with LACC & LATC to provide our students with access to concurrent enrollment. (free)</p> <p>NVGA offers Speed Networking and Career Day to accelerate students' internship learning opportunities which allow them to engage in real-world discussions with mentors, explore their interests, and secure internship opportunities through an interview process.</p>		
5	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern is the amount of learning loss, achievement and learning gaps that currently exist further exacerbated with remote learning due to the pandemic. With the return to in-person instruction, students have been assessed to gain insight on the level of learning loss and how to accelerate learning while also providing tiered intervention. In addition, attendance rates declined significantly to 57% in 2021-22 school year (preliminary) and chronic absenteeism rose sharply to 84% (preliminary).</p> <p>New Village Girls Academy will provide the following academic interventions to support student learning outcomes:</p> <ul style="list-style-type: none"> • After-school tutoring • Summer School credit recovery • iXL Math intervention program • NewsELA • APEX Credit Recovery Online Program • Lexia Learning 	\$43,610	N

Action #	Title	Description	Total Funds	Contributing
6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>New Village Girls Academy serves an at-risk student population many of whom have faced Adverse Childhood Experiences (ACES). The social isolation our students have faced combined with anxiety, trauma and stress have resulted in an increased demand for social emotional and mental health services. NVGA's Psychologist is also a Social Workers that provides crisis intervention and counseling services for students who seek those services.</p> <p>New Village Girls Academy offers a comprehensive Wellness Program designed to focus on students and staff social, emotional, physical, interpersonal wellness. It also integrates SEL through Art, guest speakers, activities, and schoolwide outings. NVGA offers monthly wellness days each with a specific targeted focus, that includes push-in Advisory time, and internship opportunities associated with wellness.</p>	\$59,600	N
7	CLOSING THE DIGITAL DIVIDE	<p>New Village Girls Academy will ensure all students have access to a technology device to access instructional & supplemental materials, internet connectivity, contract IT Support; and continue to utilize Zoom for virtual meetings.</p>	\$46,600	N

Goal Analysis for 2021-22

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

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

There were no substantive differences in the planned actions and actual implementation of these actions.

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 since actions did not have any funds budgeted for.

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

The actions were effective in engaging and communicating with parents and creating a sense of normalcy for our students.

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.

With the CDE's suspension of the CA School Dashboard the metric under priority 4, which referenced percentage of ELs who made progress as measured by the English Learner Progress Indicator (ELPI), was revised this year by the CDE to the "Percentage of English Learners who made progress toward English Proficiency measured by the ELPAC" Assessment. Therefore, this metric was revised under Goal 2.

The reporting of the ELA CAASPP, Math CAASPP, and CA Science Test metric was revised to report the percentage of students that met/exceeded standards rather than distance from standard, due to the suspension of the CA School Dashboard. Otherwise, there were no other changes made

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

Goal #	Description
3	Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.

An explanation of why the LEA has developed this goal.

Continue to engage parents and develop partnerships with the community to support the needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT	2020-21: Exemplary Source: SARC	2021-22: Exemplary Source: FIT Report			Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 94% Sense of safety 97% School connectedness Source: Internal Survey	2021-22: 85% Sense of safety 80% School connectedness Source: Internal Survey			>90%
Parent Survey: Sense of safety & school connectedness	2020-21: 95% Sense of safety 97% School connectedness Source: Internal Survey	2021-22: 60% Sense of safety 75% School connectedness Source: Internal Survey			>90 %
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 100% Sense of safety 100% School connectedness Source: Internal Survey	2021-22: 72% Sense of safety 54% School connectedness Source: Internal Survey			>90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by (Source) CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 4			Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by (Source) CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 3	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 5 3. 3 4. 5			Rating 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) – if applicable Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N

Action #	Title	Description	Total Funds	Contributing
2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>NVGA will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their adolescent's education.</p> <p>The Learning through Internship Coordinator will design and host community building events that support the school's mission, our students, and their families.</p> <p>The Community & Parent Liaison will connect students and their families with community resources, including but not limited to mental health resources, economic assistance, supportive services, and legal assistance.</p> <p>The Development & Compliance Manager will communicate and interact with families to engage them in their student's education. This includes hosting parent education workshops, committee meetings, administering school climate surveys, providing interpreter services, and translation of materials.</p> <p>OneCall is a service utilized by staff to send schoolwide messages that keep students, parents, and guardians informed of school events.</p> <p>Parent Workshops:</p> <ul style="list-style-type: none"> ● attendance ● post-secondary education ● immigration/resources for families ● mental health - removing stigma, anxiety and depression 	\$212,695	N
3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	New Village Girls Academy strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local county health department guidelines in the prevention of COVID. Annually, the Facility	\$187,845	N

Action #	Title	Description	Total Funds	Contributing
		Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.		

Goal Analysis for 2021-22

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

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

There were no substantive differences in the planned actions and actual implementation of these actions.

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 since actions did not have any funds budgeted for.

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

The actions were effective in engaging and communicating with parents and creating a sense of normalcy for our students.

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

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$353,241	\$41,860

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
38.76%	0%	\$0	38.76%

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

Required Descriptions

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

With the return to in-person instruction and as part of New Village Girls Academy's annual comprehensive needs assessment through the analysis of NWEA MAP assessment data, schoolwide/student group data, we identified academic achievement gaps among Unduplicated Pupils.

Consistent with the requirements of 5 CCR Section 15496(b), increased services that are contributing for Unduplicated Pupils (UP); and are principally directed towards and effective in meeting the academic needs of Unduplicated Pupils (UP) and are provided on a schoolwide basis which include:

- Goal 1, Action 2: The Director of Teaching & Learning (new position) will provide instructional coaching, shadowing, teaching, and professional development for all teachers, and will enhance the Advisory curriculum and integrate social-emotional learning and project-based learning into curricular and instructional practice. The Director of Teaching & Learning is an experienced instructional coach with project-based learning and will participate in the Big Picture Learning training. Our goal is to build capacity among our teachers and leadership.

- Goal 2, Action 4: New Village Girls Academy provides all students with a rigorous standards-aligned college preparatory curriculum through a project-based learning environment. Each student develops an individualized learning plan designed to meet UC A-G eligibility requirements, and explore career interest through field trips, internships, and independent projects. These experiences allow

our students to discover career opportunities while connecting and applying what they learn in the classroom to real world experiences. Students also have the opportunity to participate in Learning Through Internships (LTI) (Goal 2, Action 4) which provides real-world learning opportunities in a professional setting that provide academic enrichment and professional experience. Over the past few years, New Village Girls Academy has expanded and strengthened the LTI program to focus on the individual career interested of each student. The LTI coordinator conducts outreach efforts to local community-based organizations and businesses to find a suitable match for each student participant. The Learning through Internship Coordinator will design and host community building events that support the school's mission, our students, and their families.

-Goal 3 Action 2: NVGA will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their adolescent's education. The Community & Parent Liaison (Goal 3, Action 2) will connect students and their families with community resources, including but not limited to mental health resources, economic assistance, supportive services, and legal assistance.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: An area of concern is the achievement gap between English Learners (EL) and English Only (EO) and now with the influx of "newcomers" EL. There is a level of complexity involved in providing services and resources to newcomers, and ensuring they develop linguistic skills. Adapting to a new culture can be challenging especially for migrants whose families lack any formal education in their native country. The Instructional Aide will provide supplemental support for ELs in designated ELD through small group instruction

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

New Village Girls Academy will utilize the additional concentration grant add-on funding to fund, a portion of the salary of the Learning through Internships) Coordinator (Goal 2 Action 4).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,645,743.00	\$ 1,606,419.22

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 682,226	\$ 977,863
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 172,317	\$ 172,564
1	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 30,500	\$ 9,846
1	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 10,000	\$ 57,080
2	1	MEASURING STUDENT PROGRESS-ASSESSMENTS	Yes	\$ 2,700	
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 25,000	\$ 24,560
2	3	SERVICES TO SUPPORT SWD	No	\$ 91,795	\$ 2,604
2	4	PROMOTING A "COLLEGE-GOING" CULTURE	Yes	\$ 182,038	\$ 86,819
2	5	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 25,630	\$ 13,250
2	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORIAL STUDENT NEEDS	Yes	\$ 121,072	\$ 8,093
2	7	CLOSING THE DIGITAL DIVIDE	No	\$ 57,800	\$ 102,793
3	1	PARENT INPUT IN DECISION-MAKING	No	\$ -	
3	2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 70,333	\$ 401
3	3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 174,332	\$ 150,547
				\$ -	
				\$ -	

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 223,988	\$ 410,840	\$ 310,162	\$ 100,678	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ -	\$ -	0.00%	0.00%
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 172,317	\$ 172,564.04	0.00%	0.00%
1	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 26,729	\$ 9,846.41	0.00%	0.00%
1	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ -	\$ -	0.00%	0.00%
2	1	MEASURING STUDENT PROGRESS-ASSESSMENTS	Yes	\$ 2,700		0.00%	
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 10,000	\$ 21,832.51	0.00%	0.00%
2	3	SERVICES TO SUPPORT SWD	No	\$ -	\$ -	0.00%	0.00%
2	4	PROMOTING A "COLLEGE-GOING" CULTURE	Yes	\$ 150,038	\$ 86,245.97	0.00%	0.00%
2	5	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 20,630	\$ 13,250.08	0.00%	0.00%
2	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORIAL STUDENT NEEDS	Yes	\$ 28,426	\$ 6,422.62	0.00%	0.00%
2	7	CLOSING THE DIGITAL DIVIDE	No	\$ -	\$ -	0.00%	0.00%
3	1	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -	0.00%	0.00%
3	2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ -	\$ -	0.00%	0.00%
3	3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage — (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 576,769	\$ 223,988	0.00%	38.83%	\$ 310,162	0.00%	53.78%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,265,116	\$ 217,906	\$ 307,481	\$ 377,357	2,167,860	\$ 1,813,380	\$ 354,480

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 842,501	\$ -	\$ 101,045	\$ 56,153	\$ 999,699
1	2	PROFESSIONAL DEVELOPMENT	All	\$ 140,500	\$ 33,821	\$ 1,313	\$ 16,866	\$ 192,500
1	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000
2	1	MEASURING STUDENT PROGRESS-ASSESSMENTS	All	\$ -	\$ -	\$ -	\$ 3,140	\$ 3,140
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 52,000	\$ -	\$ 25,000	\$ -	\$ 77,000
2	3	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES(SWD)	SPED	\$ -	\$ -	\$ -	\$ 163,089	\$ 163,089
2	4	PROMOTING A "COLLEGE-GOING" CULTURE	All	\$ 79,338	\$ 88,644	\$ -	\$ 11,200	\$ 179,182
2	5	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ -	\$ -	\$ -	\$ 43,610	\$ 43,610
2	6	ADDRESSING SOCIAL & EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ -	\$ -	\$ 2,161	\$ 57,439	\$ 59,600
2	7	CLOSING THE DIGITAL DIVIDE	All	\$ -	\$ -	\$ 30,000	\$ 16,600	\$ 46,600
3	1	PARENT INPUT IN DECISION-MAKING	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	OPPORTUNITIES TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 16,877	\$ -	\$ 114,818	\$ -	\$ 131,695
3	2	OPPORTUNITIES TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 81,900	\$ -	\$ -	\$ -	\$ 81,900
3	3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 52,000	\$ 95,441	\$ 33,144	\$ 7,260	\$ 187,845
				\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 911,378	\$ 353,241	38.76%	0.00%	38.76%	\$ 353,738	0.00%	38.81%	Total:	\$ 353,738
								LEA-wide Total:	\$ -
								Limited Total:	\$ 52,000
								Schoolwide Total:	\$ 301,738

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	NVGA	\$ 140,500	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	Limited	English Learners	NVGA	\$ 52,000	0.00%
2	4	PROMOTING A "COLLEGE-GOING" CULTURE	Yes	Schoolwide	All	NVGA	\$ 79,338	0.00%
3	2	OPPORTUNITIES TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	All	NVGA	\$ 81,900	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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