

LCFF Budget Overview for Parents

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

CDS Code: 19647330111484

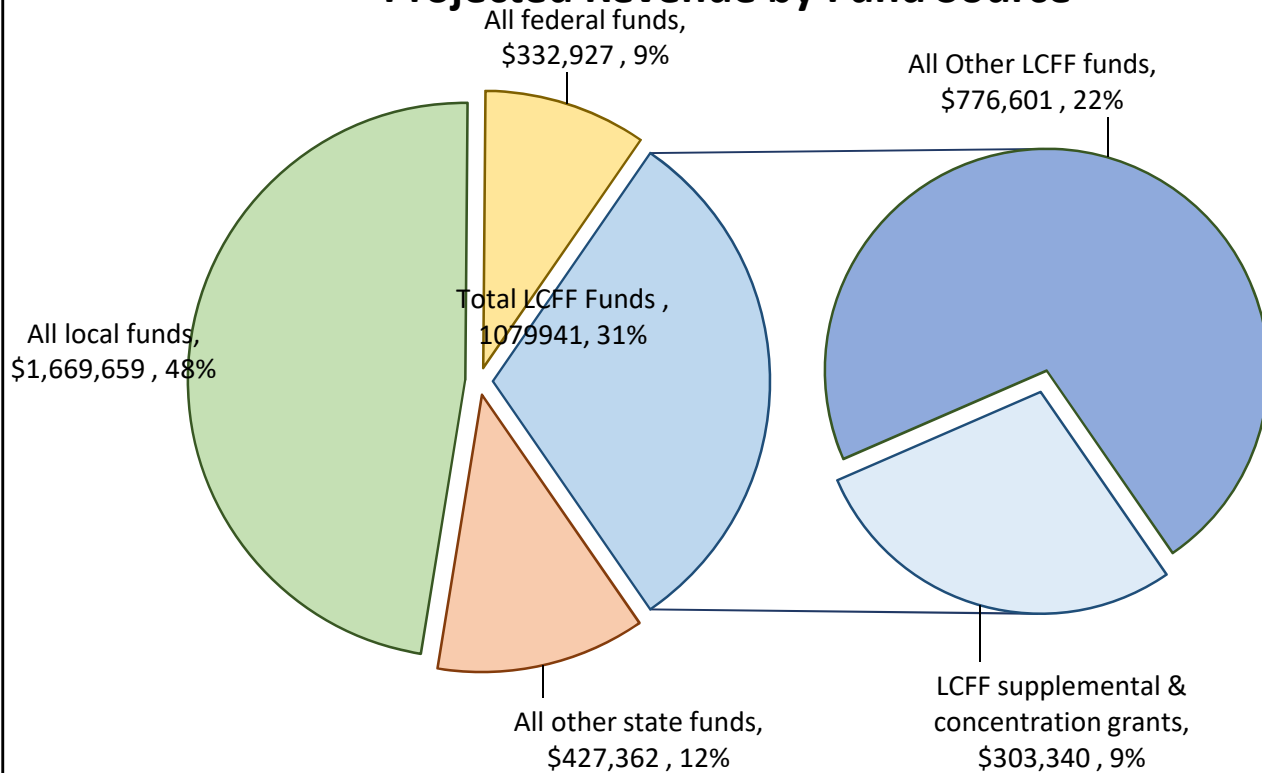
School Year: 2023-2024

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 2023-2024 School Year

Projected Revenue by Fund Source

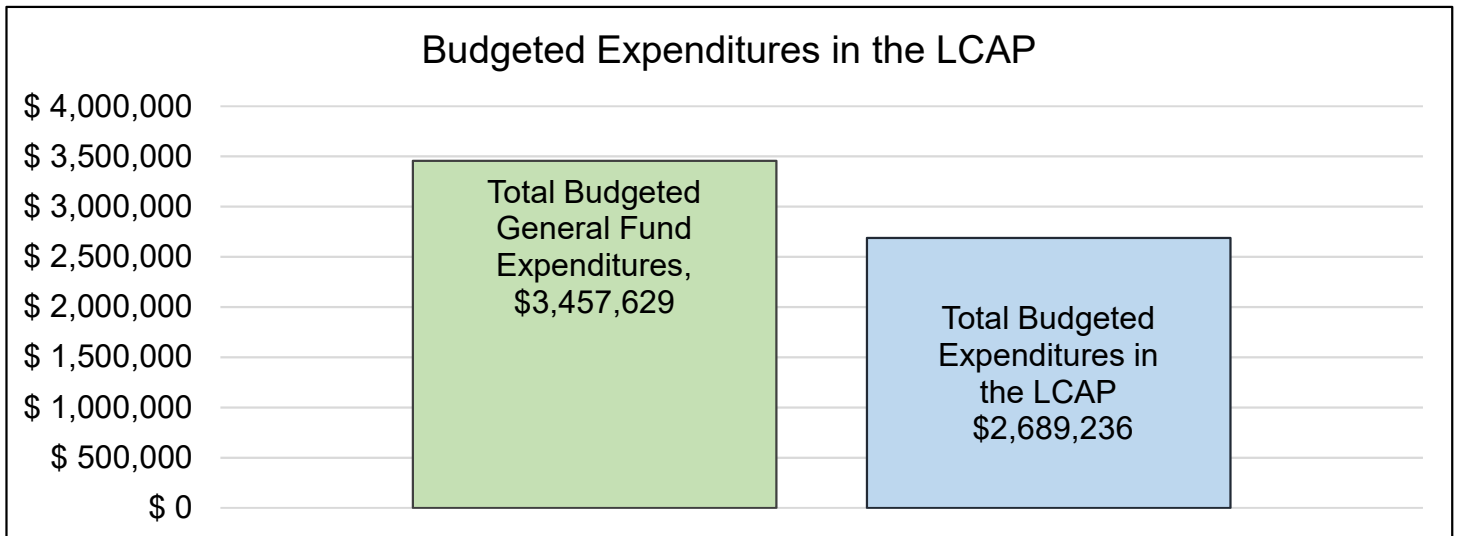


This chart shows the total general purpose revenue New Village Girls Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Village Girls Academy is \$3,509,889.00, of which \$1,079,941.00 is Local Control Funding Formula (LCFF), \$427,362.00 is other state funds, \$1,669,659.00 is local funds, and \$332,927.00 is federal funds. Of the \$1,079,941.00 in LCFF Funds, \$303,340.00 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 2023-2024. 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 \$3,457,629.00 for the 2023-2024 school year. Of that amount, \$2,689,236.00 is tied to actions/services in the LCAP and \$768,393.00 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]

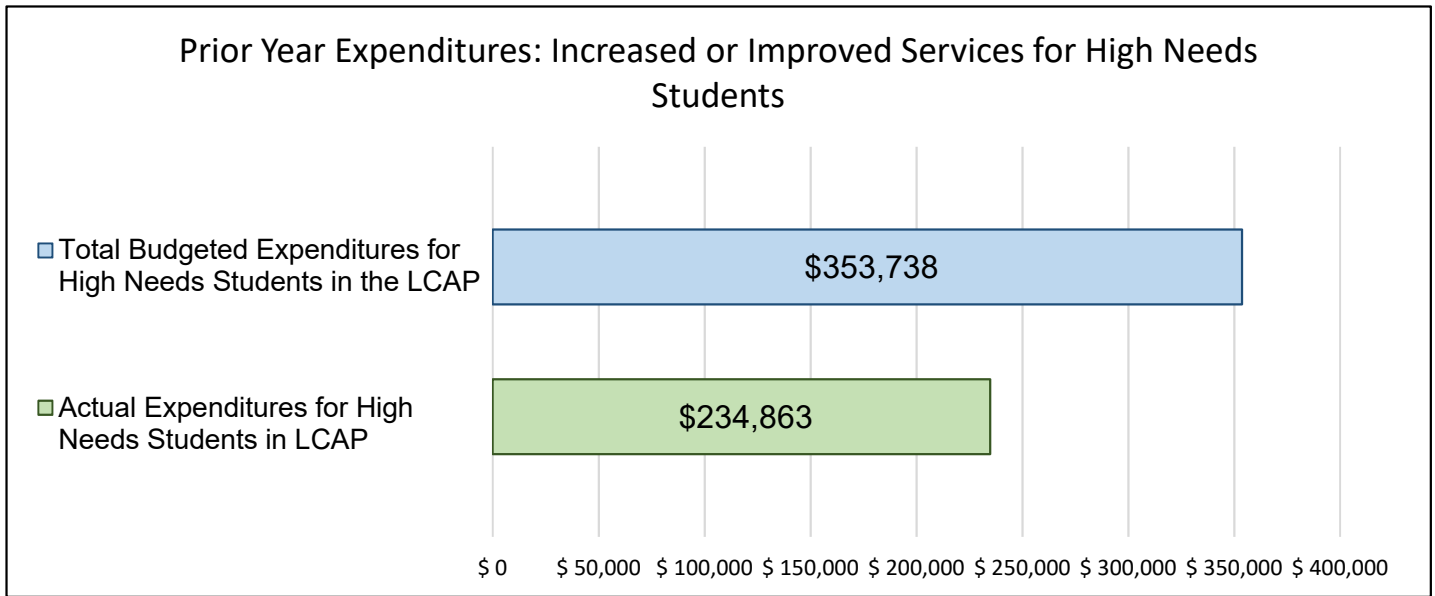
Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, New Village Girls Academy is projecting it will receive \$303,340.00 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 \$303,209.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

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

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



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 2022-2023, New Village Girls Academy's LCAP budgeted \$353,738.00 for planned actions to increase or improve services for high needs students. New Village Girls Academy actually spent \$234,863.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of \$118,875.00 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.]

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 2023-24

General Information

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

New Village Girls Academy serves approximately 79 students in grades 9-12 with the following demographics: 92% Hispanic, 5% African American, 1% Asian, 1% White, 14% Students with Disabilities (SWD), 30% English Learners (EL), 6% Foster Youth (FY), 11% Homeless Youth (HY), and 98% Socioeconomically Disadvantaged (SED). Our students develop an individual learning plan designed to meet college acceptance requirements, and 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.

New Village Girls Academy is a Dashboard Alternative Status School (DASS) because at least 70% of our students meet at least one of the California Department of Education’s high-risk categories for not completing high school. NVGA’s students are young women of color; 96% qualify for free or reduced-price lunch program.

NVGA provides all students with a rigorous A-G approved courses, in addition to courses to pursue vocational training and/or prepare for a meaningful career through our internship and mentoring programs. Our program supports students with their development of social and professional networking skills. The investment we make in providing an all-encompassing education experience makes it possible for our students to materialize college going

goals- as first generation college students. Annually, our students are admitted to the UC/CSU public universities, attend community colleges or a vocational school. NVGA's college acceptance rate surpasses that of other comparable DASS schools.

New Village uses a student interest based approach to learning. All scholars engage in authentic learning, situated in the local community. It is expected that scholars engage with feedback from their peers and educators to regularly iterate on their learning. The Big Picture Learning (BPL) is an international leader in high school advisory and internship programs. New Village uses the Big Picture Learning as a framework to create and refine school-wide systems and structures, including Developing scholars' social capital through career awareness and internships, supporting project-based learning design, and successfully leveraging the Advisory model.

At NVGA, all courses have written competencies aligned to the California Common Core State standards and the Mathematical Practices. In core courses such as math, history, science, and English teachers often use the framework of 'backwards lesson planning' in which they personalize their learning goal for the unit being taught and may reflect upon an essential question such as what students create in Advisory. This allows them to become familiar with a learning goal in a common core class that reflects an essential question they will need to later create. The learning goal the teacher sets is based on the curriculum and needs of the class. In English class discussion, questions that spark participation and interest in class conversation are all created from the essential question linked to the unit and help to bring students back to the main learning objective each and every day. Writing prompts that allow students to critically think about real-world situations, along with assignments and projects that allow students' choice will all reflect the main learning goal that is based upon the curriculum unit's essential question.

The most recent revisions of the competencies allow for greater accessibility and create the necessary space for students to explore within the frameworks provided by the content areas standards in conjunction with the Big Picture Learning goals, which align to the content areas: Personal Qualities, Quantitative Reasoning, Empirical Reasoning, Communication, Social Reasoning, and Knowing How to Learn.

New Village Girls Academy is a safe haven for learning for young women who have faced challenges in their lives many other students may not have to face so early. With this in mind our school may be slightly different from the traditional Big Picture Learning environment. We are implementing the Big Picture Learning framework while allowing our students to work at their own pace and become more adapted to the competencies of what a Big Picture Learning School specific goals are. Additional recent one-on-one training of the overall model of the Big Picture Learning Framework has helped teachers re-adjust lessons and curricular goals as needed to meet the expectations of our specific framework. These competencies and learning goals also allow for students of diverse backgrounds and differing cultural experiences to demonstrate deeply personalized learning, growth, and preparedness that extend well beyond what an exam-based competency system can reveal.

New Village Girls Academy is part of the Big Picture Learning network, a global network of over 275 schools, focused on evolving education to using an equity-lens while student centered. Big Picture educators and educational institutions believe that learning in and with the community is as important as classroom-based learning. Additionally, our organization is governed by a 17-member volunteer board of directors with support from an advisory council. We adhere to our mission to provide high quality, engaging educational opportunities with integrated support services for young women, especially those for whom the challenging circumstances of their lives have led to previous school failure and alienation. Enrollment is open to all young women residing in Los Angeles County, ages 14 to 21, however, we intentionally seek and serve vulnerable, underserved and forgotten young women who are facing extreme personal circumstances with needs that cannot be met in a traditional high school.

Our philosophy recognizes that our students’ critical, unmet needs must be addressed first, then developing their understanding that a commitment to education leads to a better future. In our safe learning environment, disadvantaged young women learn to develop new leadership and life skills, strive for physical and mental wellness, and prepare for post-secondary education and career training.

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 performance on the 2022 CA School Dashboard by indicator and student group:



New Village Girls Academy is proud of the following accomplishments from the 2022 CA School Dashboard and local data:

- “Very High” performance level for the Suspension Rate Indicator all students 0%.
- All Local Indicators earned a “Standards met” on the 2022 CA School Dashboard.

New Village Girls Academy is a Big Picture Learning School that places a strong emphasis on the teacher’s ability to establish and maintain meaningful and holistic relationships with all educational partners, promote robust academic rigor, and intentionally ensure that our programming as a school is relevant to the families and community we serve. These principles have led us to follow a teacher observation tool focused on the following concepts; relationships, relevance, and rigor.

During instruction our teachers use empowering, asset-oriented, and restorative language when speaking to and about students. They connect subject matter to meaningful, real-life contexts and to students’ prior knowledge, background, life experiences, and interests. In addition, they design and execute learning experiences that require varied Depth of Knowledge (DOK) Levels. Through this practice, students are provided with the opportunity to share their prior knowledge, background, life experiences, and interests with their peers and teachers. This allows students to be able to respond to what they’re learning and why (the purpose); and then document evidence of their learning.

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.

New Village Girls Academy has identified the following areas of need for significant improvement based on a review of the Dashboard and local data:

- “Very Low” Graduation Rate for all students (52.8%); and the following student groups: English Learners (35.3%); Socioeconomically Disadvantaged (52.8%); and Hispanic (46.9%).
- Eligible for CSI (Grad Rate)

New Village Girls Academy has identified three significant developments and successes that impacted the educational program at NVGA:

1. COVID-19 Pandemic: The pandemic affected the school community in ways specific to the overall needs of this student population. The school successfully provided technology, broadband access and computers to students who lacked such access at home or were displaced during the pandemic. The school assumed the responsibility of providing mental health services, basic needs and supportive services for the students and their families, including takeaway breakfast and lunch meals throughout the school year.

2. Leadership and staffing changes: To meet the expanding responsibilities of the school staff for the students and their families, NVGA increased support staff, added a designated ELD teacher, a development and compliance manager, meditation coach and additional content teachers.

3. Expansion of services and programming: In response to academic, social, and emotional needs of the students, NVGA implemented updated curriculum, including the expansion of Big Picture Learning, academic supports, college, and career readiness programs such as advisory and expanded internship opportunities, to better address the skills and credit deficits of our student body.

Although many of the aforementioned actions were taken in response to the COVID-19 pandemic, we have chosen to maintain these services and resources as they have proven to be critical for our school to acclimate to a post-pandemic world.

English Language Arts: Students who enroll at NVGA typically arrive with a history of general deficiencies in academic performance. It is not uncommon that we see students reading at the 2nd grade level however we also rarely enroll students classified as exceeding proficiency in both ELA and math. As a response to these learning challenges, ELA instruction at NVGA is guided by competencies derived from the Common Core ELA standards. The competencies are used as the guidepost for deeply reflective and iterative learning experiences for students that focus on consistent and frequent feedback, cross-curricular support, as well as opportunities for synthesis, growth, and reflection. Teachers rely on student feedback to identify opportunities for re-teaching, alternative means to demonstrate learning, and progress to mastery.

Teachers are provided intense Big Picture Learning professional development and curricular planning resources that focus on the following domains: empirical, quantitative, communication, social, and personal qualities. Furthermore, teachers are strongly encouraged to use Bloom's Taxonomy and Webb's Depth of Knowledge to evaluate the quality of student inquiry and utilize rubrics to develop metacognition regarding assigned work. These efforts have led to programming that has helped students both build their academic proficiency which in turn has resulted in better student engagement and, for many, the skill necessary to not only seek post-secondary education but also gain acceptance into CSU and UC educational institutions.

Math: Students generally arrive at NVGA with documented histories of academic difficulties in the area of math. NVGA continues to make strong efforts at utilizing existing internal and state data to drive instruction while also taking into account that at times, data can be limited due to the very special circumstances of our students.

In order to help mitigate issues related to math proficiency, NVGA monitors performance data generated by the Star Renaissance assessment programs and has adopted the use of the IXL electronic platform that has provided teachers with support in curriculum planning, real-time diagnostics, personalized guidance, and actionable analytics. With the support of IXL, students are provided with instant visual aids that help with conceptualizing fundamental mathematical principles and via real-time diagnostics, teachers are able to accurately monitor student progress. This year, our lead math teacher has established growth goals to increase student proficiency outcomes by 10 points in algebra and to date, he has exceeded the aforementioned goal by 15 points. Additional goals include more parent involvement in IXL (which is a feature offered on the platform) and continued coaching in Big Picture Learning pedagogical practices to better address project based learning activities.

English Learner Progress Indicator: In the last 5 years, New Village has seen an increase in the amount of new arrivals/English Language Learners that enroll in our school. In order to comprehensively support our English Language Learners, multiple initiatives have been implemented. The school's EL

population exceeded 30 students in the 2021-2022 school year which allowed for the inclusion of a classroom aide to support serving their needs. Additionally, in the 2020 school year, EL students began working on www.lexia.com for individualized English language practice and mastery monitoring. NVGA intentionally hired a credentialed ELD teacher to join our staff in 2021-2022. To further employ additional resources, our students began an EL-specific internship in collaboration with [Advot Project](#) to acquire English skills through improvisation, various art mediums, and discussions. Finally, our EL students participate in weekly Zoom meetings for peer to peer language exchange with students attending our sister school, Wildwood Academy, to practice their English speaking skills.

Bilingual instruction and translation (by staff or via Google translate) continue to also be provided to EL students in all content areas and science content are taught in bilingual classrooms in collaboration with the California science center. Students are also encouraged to develop English language skills through advisory initiatives including English reading circles and “all English Mondays”. In addition, all staff participate in professional development focused on providing accommodations to EL students to emphasize their language acquisition across content areas. As we dedicate these resources to our EL programming, we have been able to see our students become more and more proficient and expect to see more students RFEP during this year’s testing season.

HS Graduation Rate: New Village Girls Academy, is a Dashboard Alternative Status School (DASS) because at least 70% of our students meet at least one of the California Department of Education’s high-risk categories for not completing high school. NVGA’s students are young women of color; 96% qualify for free or reduced-price lunch program.

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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

Highlights of the 2023-24 LCAP:

- Robust professional development and coaching - Big Picture Learning
- Coaching on DEI/Restorative Practices
- STEM Courses offered at the CA Science Center
- Attendance & Graduation Liaison
- Outdoor Education & Sports Coordinator
- Added French (Foreign Language course)

New Village Girls Academy will also continue to strengthen and systematize MTSS to align to the school's multiple ongoing initiatives: Community School Implementation, STEM, Learning Through Internships (LTI), Wellness Program, College readiness; and evidence-based interventions to increase graduation rates.

New Village Girls Academy has developed its 2023-24 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)
- 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

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 Charter School was identified for **Comprehensive Support and Improvement** (CSI – Grad Rate) as a result of the school’s performance on the 2022 CA Schools Dashboard.

New Village Girls Academy’s leadership team conducted a comprehensive needs assessment that included the input and feedback from our educational partners: that includes administrators, teachers, classified support staff, students, and parents (including those representing Unduplicated Pupils and Students with Disabilities). The development of our CSI Plan and use of CSI Funds included multiple steps, meetings, and discussions with our educational partners; and a review of the school’s budget.

DATA: The types of data that was compiled, reviewed, and analyzed to inform the CSI Plan included:

- Dashboard metrics: SBAC/CAASPP, state indicators, and local indicators
- Additional state-mandated assessments: CA Science Test, ELPAC Summative
- local assessment: STAR Reading, & Math
- Staff, student, and parent survey results
- internal data: Incidents, referrals, SEL data, classroom observations, etc.
- Feedback from PAC, ELAC, parent meetings; staff meetings and discussions with students.

Then a root cause analysis (see “identified need” section of the LCAP) took place for each dashboard indicator.

Using the resource equity tool, developed by the [Alliance for Resource Equity](#) including the 10 dimensions of education resource equity, to identify strengths and gaps at our school, our educational partners identified the following resource inequities:

- Dimension 2: Teacher Quality & Diversity: Recruitment practices can improve in order for the teaching workforce to better reflects students’ racial and linguistic diversity (Latino, Black, and Spanish-speaking)
- Dimension 5: Instructional Time & Attention: Consistent attendance rates is a challenge NVGA hopes to improve through the implementation of evidence-based interventions (CSI Funded). This will support students’ access to high quality instructional time and teacher attention.
- Dimension 6: Positive & Inviting School Climate: PBIS is an evidence-based intervention strategy that NVGA will receive coaching/training through LACOE CoP; to adequately support all students and create consistent, fair rules. The goal is to create positive relationships with staff and students that create and support feelings of belonging, and effective social-emotional learning opportunities.

The findings from the comprehensive needs assessment, identification of resource inequities, and CSI planning have been embedded throughout the goals and actions in the 2023-24 LCAP and use of state, federal, and CSI funds to address overall schoolwide, and student needs. The 2023-24 LCAP is a comprehensive plan that addresses the 8 State Priorities, 2022 CA School Dashboard findings, LCAP goals, and actions, integrating SPSA, and CSI Plan requirements into one document for transparency and accessibility for our educational partners.

New Village Girls Academy’s Leadership team is supporting in the identification and selection of resources and evidence-based intervention to address the low graduate rate, that were identified during the comprehensive needs assessment, and identified as “moderate” and “strong” evidence by the What Works Clearinghouse (WWC), which focused on preventing dropouts in secondary schools, four evidence-based recommendations. New Village Girls Academy will implement the three recommendations with the highest tier of evidence:

1. Engage students by offering curricular and programs that connects schoolwork to engaging real world applications. To improve high school graduation rates, NVGA will implement the following a contract with Big Picture Learning for Instructional Coaching.

The Principal and Teachers will participate in comprehensive ongoing Instructional Coaching that will focus on the following areas: Project-based learning; Learning through interests/internships, advisory structure, public displays of learning and strategies for personalization. Big Picture Learning will provide 45 coaching days and mentoring for the principal to build capacity and expertise.

2. Provide high dosage evidence-based tutoring support: The Academic & Graduation Liaison (new position) will provide high dosage evidence-based tutoring during the instructional day and afterschool;
3. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support. The Academic & Graduation Liaison provide social work case management in collaboration with the Counselor & MSW, to address the student’s barrier to graduate; and re-engage our students using our tiered reengagement strategies to ensure they are on-track to graduate.

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’s (Administrative) Leadership Team will monitor the implementation of the CSI Plan through monthly collaboration Leadership meetings. Data will be collected and analyzed by the Leadership team on the implementation of the interventions, including classroom walkthroughs and observations by the administrative team. Implementation will also be monitored by the Leadership team through data collection and analysis during professional development and coaching sessions.

The evaluation of the CSI Plan will be led by NVGA’s Leadership Team, with the input and feedback from coaches, instructional staff (teachers), Academic & Graduation Liaison, Counselor, Community Schools Coordinator, and the collection of data including student achievement data, local assessments (STAR Reading/Math), Transcript reviews, attendance, classroom observation and walkthroughs, and surveys.

NVGA will monitor the effectiveness of the CSI plan through the collection of state-mandated assessments, Academic grades, Transcript reviews, Graduation Rates, and local assessment data (STAR Assessments), formative/summative assessments, local data (attendance, discipline), school climate surveys, dashboard indicators and student feedback. The data that will be collected, disaggregated, and analyzed by NVGA’s leadership Team and reviewed on a quarterly basis to measure effectiveness, allocation of resource, and ensure outcomes are being met. NVGA will collect data that it determines to be sufficient data to monitor and evaluate effectiveness of the CSI Plan.

Engaging Educational Partners

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

New Village Girls Academy engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP and the CSI Plan through the following methods/venues:

- **Principal & Leadership** were consulted during monthly Leadership meetings (August 2022 – June 2023). Discussions took place on the progress of the LCAP goals, actions, and metrics, 2022 Dashboard, state and local data, development of the 2023-24 LCAP and CSI Plan.
- **Teachers** were consulted in-person during weekly professional learning (Thursdays) and were surveyed. Discussions took place on the progress of the LCAP goals, actions, and metrics, 2022 Dashboard, state and local data, development of the 2023-24 LCAP and CSI Plan.
- **Other School Personnel** were consulted in-person during weekly professional learning (Thursdays) and were surveyed. Discussions took place on the progress of the LCAP goals, actions, and metrics, 2022 Dashboard, state and local data, development of the 2023-24 LCAP and CSI Plan.
- **Students** were consulted during Advisory class via online survey. Discussions took place on the progress of schoolwide goals (LCAP goals), 2022 Dashboard, development of the 2023-24 LCAP and CSI Plan.
- **Parents** were consulted during bi-monthly meetings and were surveyed. Discussions took place on the progress of the LCAP goals, actions, and metrics, 2022 Dashboard, state and local data, development of the 2023-24 LCAP and CSI Plan.
- **Parent Advisory Committee (PAC)** which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during bi-monthly meetings and were surveyed. Discussions took place on the progress of the LCAP goals, actions, and metrics, 2022 Dashboard, state and local data, development of the 2023-24 LCAP and CSI Plan.
- **ELAC/DELAC/EL-PAC** were consulted during in-person meetings. Discussions took place on the progress of the LCAP goals, actions, and metrics, 2022 Dashboard, state and local data, development of the 2023-24 LCAP and CSI Plan.
- **Community Schools Steering Committee**: were consulted on (2/28/23 and 3/9/23) and were surveyed. were consulted in-person during weekly professional learning (Thursdays) and were surveyed. Discussions took place on the progress of the LCAP goals, actions, and metrics, 2022 Dashboard, state and local data, development of the 2023-24 LCAP and CSI Plan.
- **SELPA**: (LAUSD) was consulted on May 30, 2023 (Program Specialist). LAUSD's SELPA Program Specialist feedback to NVGA was to provide clarification on the plan. A revised response was submitted to LAUSD's SELPA Program Specialist on 6/1/23.

A summary of the feedback provided by specific educational partners.

New Village Girls Academy consulted with its required educational partners and the following is feedback that was collected:

- Principal & Leadership feedback: Provide coaching on instructional practices: Big Picture Learning; and Restorative Practices to address student academic needs and CSI (graduation rate); hire an Academic & Graduation Liaison that will provide academic tutoring support and re-engage students to ensure they are on the path to graduate by removing barriers to learning.
- Teachers requested to receive ongoing robust coaching in areas they need more support in: Big Picture Learning; restorative practices, meditation, and classroom management.
- Other School Personnel feedback – would like to receive coaching to address EL & SWD learning needs; would like to participate in BPL Coaching and Restorative Practices.
- Student feedback – they would like sports and recreation, and to connect classroom learning to real world applications/experiences.
- Parents requested tutoring services, and summer school (Credit recovery) to graduate.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities feedback – Continue to provide technology devices to students to complete coursework, tutoring services, credit recovery, address Health & fitness needs, and school safety.
- ELAC/DELAC/EL-PAC feedback the need to support ELs to graduate on-time (prevent dropouts); with tutoring services during the instructional day and afterschool.
- SELPA: no additional feedback was provided.

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

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 2: Coaching – Big Picture Learning
- Goal 1, Action 2: PBIS training; Coaching on DEI/Restorative Practices
- Goal 1, Action 3: STEM courses offered at the CA Science Center (experiential, hands-on learning experiences)
- Goal 2, Action 4: Learning through Internships
- Goal 2, Action 5: Academic & Graduation Liaison
- Goal 2, Action 5: Summer School (Credit Recovery)
- Goal 2, Action 6: Outdoor Education & Sports
- Goal 2, Action 7: Chromebooks for student use

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.

Continue to provide BPL professional development and coaching for educators to build teacher capacity, expertise, and continue to strengthen this goal.

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	2022-23: 100%		100%
Implementation of the Academic content & performance Standards – measured using (Source) CDE’s Local Indicator Priority 2	2020-21: Implementation	2021-22: Implementation	2022-23 Implementation Academic Standards		2023-24: Implementation
	Academic Standards	Academic Standards			Academic Standards
	ELA	ELA			ELA
	ELD	ELD			ELD
	Math	Math			Math
	NGSS	NGSS			NGSS
	History	History			History
	Health	Health			Health
	PE	PE			PE
	VAPA	VAPA			VAPA
	World Language	World Language			World Language
% Of Fully credentialed &	2020-21: 67%	2021-22: 50%	2022-23: 60%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned Teachers	Source: CalSAAS/CALPADS	Source: CalSAAS/CALPADS	Source: CalSAAS Reporting		
% 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	2022-23: 100% Source: Master Schedule		100%

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 appropriately credentialed teachers that will provide instruction in all 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 2023-24 academic school year, and an additional 2 non-instructional days during the academic year to focus on data analysis, tiered supports, instructional practice, strategies to support ELs, and the CSI Plan implementation. Our teachers will also participate in weekly Professional Development and/or staff development.</p>	\$1,038,340	Y
2	PROFESSIONAL DEVELOPMENT	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 2023-24 academic school year, and an additional 2 non-instructional days during the academic year of professional development to focus on data analysis,	\$146,250	N

Action #	Title	Description	Total Funds	Contributing
		<p>tiered supports, instructional practice, strategies to support ELs, and CSI Plan implementation.</p> <p>NVGA was identified as eligible for Comprehensive Support & Improvement (CSI). The Principal and Teachers will participate in comprehensive ongoing Instructional Coaching that will focus on the following areas: Project-based learning; Learning through interests/internships, advisory structure, public displays of learning and strategies for personalization. Big Picture Learning will provide 45 coaching days and mentoring for the principal to build capacity and expertise.</p> <p>Additional key areas of focus of professional learning include:</p> <ul style="list-style-type: none"> • Diversity, Equity & Inclusion (DEI) • Health & Wellness Practices • Cultural Competency • PBIS, Meditation, Restorative Practices • Modifications & Accommodations: Students with Disabilities (PBIS) • PBIS (LACOE) <p>The principal will provide instructional coaching, shadowing, teaching, and lead 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. 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.</p>		

Action #	Title	Description	Total Funds	Contributing
		To support teacher effectiveness and credential clearance, New Village Girls Academy will reimburse teacher induction expenses.		
3	CORE CURRICULAR PROGRAM NEEDS	<p>NVGA has adopted standards aligned curriculum across all disciplines; and will ensure all students have access to curricular and instructional materials. Purchases will include consumables, and supplemental materials.</p> <p>An area of concern is student performance in science courses and the CA Science Test (CAST). In order to engage our students in STEM course, through rigorous experiential hands-on learning approach, NVGA students will take their STEM courses at the CA Science Center led by Scientists in specialized fields. We anticipate this to result in higher attendance rates, improved academic performance (grades), improved CAST results and elicit the interest of our students to pursue a career in a STEM related field.</p>	\$111,490	Y

Goal Analysis for 2022-23

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 1: Due to teacher shortages substitute teachers were acquired for part of the year, until the position was filled with a credentialed teacher.

Action 3: Replacement core curriculum/consumables were previously purchased therefore no purchases were required this school year.

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

Action 1: Due to the vacancy for a portion of the school year, there was a small material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3: No purchases required, therefore no cost.

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

New Village uses a student interest based approach to learning. All scholars engage in authentic learning situated in the local and global community. It is expected that scholars engage with feedback from their peers and educators to regularly iterate on their learning.

The Big Picture Learning Coach provides key training, coaching, and professional development to faculty and staff in order to continue strengthening this goal. More training, coaching, and modeling for teachers and out of classroom staff will continue to help New Village reach this goal.

All courses have written competencies that are aligned and based on the California Common Core State standards and the Mathematical Practices. In core class subjects such as math, history, science, and English teachers often use the framework of ‘backwards lesson planning’ in which they personalize their learning goal for the unit being taught and may reflect an essential question such as what students create in Advisory. This allows them to become familiar with a learning goal in a common core class that reflects an essential question they will need to later create. The learning goal the teacher sets will be based on the curriculum and needs of the class. In English class discussion questions that spark participation and interest in class conversation are all created from the essential question linked to the unit and help to bring students back to the main learning objective each and every day. Writing prompts that allow students to critically think about real-world situations, along with assignments and projects that allow students’ choice will all reflect the main learning goal that is based upon the curriculum unit’s essential question.

Big Picture Learning Coach provides key training, coaching, and professional development to faculty and staff in order to continue strengthening this goal. More training, coaching, and modeling for teachers and out of classroom staff will continue to help New Village reach 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.

No changes will be made to the planned goal, metrics, desired outcomes for the 2023-24 school year as NVGA continues its focus on multiple schoolwide initiatives (MTSS, Community Schools, STEM, Wellness Program, College Readiness (CCR); evidence-based intervention to increase graduation rates) to improve outcomes for all students.

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 continue to expand and strengthen our schoolwide initiatives to improve student outcomes: MTSS. Community Schools, STEM, Wellness Program, College Readiness (CCR); evidence-based intervention to increase graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 31.58% Met or Exceeded standards	2020-21: 18.75% Met or Exceeded standards	2021-22: 47.83% Met or Exceeded standards		48%
CAASPP Math Source: CDE	2018-19: 0% Met or Exceeded standards	2020-21: 9.09% Met or Exceeded standards	2021-22: 4.17% Met or Exceeded standards		8%
% Of Students Prepared for College as measured by EAP ELA Source: CDE	2018-19: 10.53%	2020-21: 6.25%	2021-22: 4.35%		6%
% Of Students Prepared for College as measured by EAP Math Source: CDE	2018-19: 0%	2020-21: 0%	2021-22: 0%		2%

CA Science Test: Gr 12 Source: CDE	2018-19: Not reported by CDE because <11 students tested	2020-21: Not reported by CDE because <11 students tested	2021-22: 0% Met or Exceeded Standards		5%																																																																												
A-G Completion Rate	2019-20: 100% Source: Dataquest	2020-21: 100% Source: Dataquest	2021-22: 100% Source: Dataquest		100%																																																																												
Attendance Rate	2019-20: 76.4% Source: CALPADS	2020-21: 72% Source: CALPADS	2021-22: 66.2%		72%																																																																												
Chronic absenteeism Rate Source: Dataquest	<table><tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr><tr><th rowspan="2">Source: Dataquest</th><th colspan="2">2018-19</th></tr><tr><th>Count</th><th>Rate</th></tr><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></table>	CHRONIC ABSENTEEISM			Source: Dataquest	2018-19		Count	Rate	Schoolwide	18	15.9%	Hispanic	16	17.2%	EL	6	20.0%	Homeless	--	--	SWD	2	9.5%	SED	18	16.1%	<table><tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr><tr><th rowspan="2">Source: Dataquest</th><th colspan="2">2020-21</th></tr><tr><th>Count</th><th>Rate</th></tr><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></table>	CHRONIC ABSENTEEISM			Source: Dataquest	2020-21		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%	<table><tr><th colspan="3">2021-22 Chronic Absenteeism</th></tr><tr><th></th><th>Number</th><th>Rate</th></tr><tr><td>Schoolwide</td><td>87</td><td>84.5%</td></tr><tr><td>Hispanic</td><td>80</td><td>85.1%</td></tr><tr><td>EL</td><td>26</td><td>81.3%</td></tr><tr><td>Homeless</td><td>16</td><td>88.9%</td></tr><tr><td>SWD</td><td>15</td><td>93.8%</td></tr><tr><td>SED</td><td>84</td><td>84.8%</td></tr></table>	2021-22 Chronic Absenteeism				Number	Rate	Schoolwide	87	84.5%	Hispanic	80	85.1%	EL	26	81.3%	Homeless	16	88.9%	SWD	15	93.8%	SED	84	84.8%		20%
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SWD	15	93.8%																																																																															
SED	84	84.8%																																																																															
HS Dropout Rate	2019-20: 48.5% Source: Dataquest	2020-21:36.8% Source: Dataquest	2021-22: 44.8% 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	2021-22: 51.7% Source: Dataquest		53% (4-year) 65% (5-year)																																																																												
Suspension Rate	2019-20: 0% Source: Dataquest	2020-21: 0% Source: Dataquest	2021-22: 0% Source: Dataquest		<1%																																																																												
Expulsion Rate	2019-20: 0% Source: Dataquest	2020-21: 0% Source: Dataquest	2021-22: 0% Source: Dataquest		0%																																																																												
% Of EL who made progress toward English Proficiency measured by ELPAC Source CDE	2020-21: 4.55%	2021-22: 0% Proficient	2022-23: results pending		10%																																																																												

Reclassification Rate	2020-21: 42.2% Source: Dataquest	2021-22: 44.3% Source: Dataquest	2022-23:40.5% Source: Dataquest		10%
% EL with access to CCSS & ELD Standards	2020-21: 100% Source: SARC	2021-22: 100% Source: Textbook inventory	2022-23: 100% Source: Textbook inventory		100%

New Village Girls Academy is a DASS School: therefore, the following metrics do not apply:

- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher

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.	\$89,218	N
2	STRENGTHENING EL PROGRAM & SERVICES	<p>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.</p> <p>The Instructional Aide will provide supplemental support for ELs in designated ELD through small group instruction</p> <p>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,</p>	\$26,200	N

		<p>oracy, conversational English, and develop social norms. This program has resulted in high levels of engagement among</p> <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 Special Education Team will provide instructional and social emotional support as outlined by the students Individualized Education Program (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. 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> <p>Special Education Professional Development will include information on Exit IEPs (for graduating students), training on providing a space for SWD of all ranges given that we have students with physical challenges (ex. wheelchair accessibility, etc.).</p> <p>RSP will collaborate with general education staff weekly during prep periods or afterschool time to modify lessons, implement accommodations in the classroom, provide appropriate support in the classroom, co-teach, and</p>	\$277,119	N

		<p>analyze data. The data includes STAR data, work samples, and data from online learning platforms (google classroom , IXL, no red ink), which will be used to ensure the planning of curriculum and implementation of accommodations for SWD. IEP goals will be utilized to streamline support during academic planning.</p> <p>Modifications and accommodations are communicated as the SPED team holds IEP meetings periodically so teachers and staff can have access. This communication will be ensured via weekly and biweekly meetings and emails amongst teachers and the SPED team.</p> <p>General Education teachers have access to student IEPs.</p> <p>SPED team meets weekly to ensure compliance is met as well, accommodations are monitored and ensured on a daily basis as the RSP teacher does push in and pull out services with students and is in the classroom. SPED team will ensure compliance by continuing weekly service tracking via Welligent and reviewing 200 (timeline) and 300 (service minutes) reports to ensure that SPED compliance is met and to plan for future compensatory time if there are students needing services due to chronic absences for example.</p>		
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. NVGA will expand college-preparatory course offerings to include French (foreign language); and Data Science (Math)</p>	\$231,148	Y

		<p>All students meet with Counselor to develop their college A-G plan, select courses, participate in dual enrollment, college-planning (including financial aid), assess/monitor progress toward graduation,</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 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>		
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		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.		
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 	\$140,593	N
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>	\$114,363	Y

		NVGA will hire a Sports Coordinator to offer Outdoor Education and Physical Fitness for our students including Yoga and mindfulness.		
7	CLOSING THE DIGITAL DIVIDE	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.	\$56,301	N

Goal Analysis for 2022-23

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.

No substantive differences in 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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches through:

- Daily writings in notebooks - formative assessment (daily progress)
- Icebreakers - daily conversation using dice to respond to questions in Spanish (formative) - see Student Work Samples
- Projects - summative assessment - see Student Work Samples
- Rubrics - see cover letter rubric used in Advisory
- Checking for understanding followed by reteaching if necessary
- Circling

Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. Strategies include:

- Constant feedback during independent practice time
- Provide feedback within 48 hours at most
- Provide answer key in math as a tool to assist them in finding their own mistakes
- Use scaffolding to help students identify areas of growth

At NVGA, a mental health intake is collected at the time of enrollment and school climate surveys are collected three times each year to help design wellness programming and refer students to additional resources in alignment with our MTSS.

The school also partakes in weekly “shout outs” that entail students being celebrated weekly, whether it is a school accomplishment, a birthday, or a recognition for demonstrating positive behavior on campus.

Community based partnerships with Heluna Health, Homies Unidos, and mental health agencies, have also provided support for students that are struggling with behavior and in need of out of school interventions. These organizations help support students with engagement in programs and community volunteering which helps students gain access to connect with positive adults and peers or get hours for internship.

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.

No changes will be made to the planned goal, metrics, desired outcomes for the 2023-24 school year as NVGA continues its focus on multiple schoolwide initiatives (MTSS, Community Schools, STEM, Wellness Program, College Readiness (CCR); evidence-based intervention to increase graduation rates) to improve outcomes for all students.

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.

To improve overall student outcomes, it's critical to engage families and community members as partners to re-engage our students and in alignment with our Community Schools model to improve graduation rates and student academic outcomes.

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	2022-23: 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	2022-23: 77% Sense of safety 83% 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	2022-23: 90% Sense of safety 90% School connectedness' Source: Internal Survey		>90 %
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 100% Sense of safety 100% School connectedness	2021-22: 72% Sense of safety 54% School connectedness	2022-23: 82% Sense of safety		>90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Internal Survey	Source: Internal Survey	82% School connectedness' Source: Internal Survey		
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	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 4 8. 5		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	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 5 3. 4 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) CCSPP Steering Committee 	\$140,438	N

		<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>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria. Interpreter services will be provided for all schoolwide and parent events and upon request.</p>		
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 (cost identified in Goal 2, Action 4) will design and host community building events that support the school's mission, our students, and their families.</p> <p>The role of the Community & Parent Liaison will be to build family members' capacity to foster social and emotional learning supports in the home and actively engage connecting families with community services. The Community & Parent Liaison will initiate and maintain close relationships with parents and family members in order to foster home-school connections; conduct home visits and wellness checks to assess home-based needs and determine what supports are needed to promote each student's educational and positive youth development. In addition, the Community & Parent Liaison will inform parents of all school policies and advocate for parent voice in parent committees; provide direct and referral services to family members during crises related to issues such as housing, food security, accidents, illnesses, mental health, and substance abuse; proactively encourage parents and family members to become meaningfully involved with NVGA through participation in school-based activities such as Back to School Nights, Open Houses, Parent/Teacher Conferences, College FAFSA Nights, and other school events; and lead parent and family education on topics such as strategies for fostering positive socio-emotional environments in the home, building emotional resilience, and effectively partnering in a young woman's education and healthy development.</p>	\$102,578	N

		OneCall is a service utilized by staff to send schoolwide messages to keep students, parents, and guardians informed of school events.		
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. Annually, the Facility Inspection Tool (FIT) report will be completed and will address any issues/findings in a timely manner. FIT results will be reported annually in the SARC, CA School Dashboard, and LCAP.	\$215,198	N

Goal Analysis for 2022-23

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.

No substantive differences in 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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

NVGA has systems that support the learning and impact the well-being of students. The parent liaison provides support to students by conducting home visits and supporting students with supplies such as baby items for our pregnant and parenting students.

NVGA hosted numerous events onsite to engage families, students, and community members.

The principal hosts weekly office hours in-person and virtually to meet with families.

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.

No changes will be made to the planned goal, metrics, desired outcomes for the 2023-24 school year as NVGA continues its focus on multiple schoolwide initiatives (MTSS, Community Schools, STEM, Wellness Program, College Readiness (CCR); evidence-based intervention to increase graduation rates) to improve outcomes for all students.

New Village is working to increase family participation and engagement that impacts student learning. There is a need to Increase parent involvement in unique and appropriate ways that reflect the reality of our families, their constraints and needs.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$303,340	\$36,112

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
39.06%	0%	\$0	39.06%

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.

New Village Girls Academy has identified three significant developments and successes that impacted the educational program at NVGA:

1. COVID-19 Pandemic: The pandemic affected the school community in ways specific to the overall needs of this student population. The school successfully provided technology, broadband access and computers to students who lacked such access at home or were displaced during the pandemic. The school assumed the responsibility of providing mental health services, basic needs and supportive services for the students and their families, including takeaway breakfast and lunch meals throughout the school year.
2. Leadership and staffing changes: To meet the expanding responsibilities of the school staff for the students and their families, NVGA increased support staff, added a designated ELD teacher, a development and compliance manager, meditation coach and additional content teachers.
3. Expansion of services and programming: In response to academic, social, and emotional needs of the students, NVGA implemented updated curriculum, including the expansion of Big Picture Learning, academic supports, college, and career readiness programs such as advisory and expanded internship opportunities, to better address the skills and credit deficits of our student body.

Although many of the aforementioned actions were taken in response to the COVID-19 pandemic, we have chosen to maintain these services and resources as they have proven to be critical for our school to acclimate to a post-pandemic world.

New Village Girls Academy conducted a needs assessment using multiple forms of data including assessments and LCAP metric to identify the needs of our Unduplicated Pupils and how to effectively meet those needs. The following LCAP Goals and Actions will be provided on a “schoolwide” basis, are principally directed towards, and effective in meeting NVGA’s Goals for its Unduplicated Pupils (UP).

- Goal 1, Action 3: An area of concern is student performance in science courses and the CA Science Test (CAST). In order to engage our students in STEM course, through rigorous experiential hands-on learning approach, NVGA students will take their STEM courses at the CA Science Center led by Scientists in specialized fields. We anticipate this to result in higher attendance rates, improved academic performance (grades), improved CAST results and elicit the interest of our students to pursue a career in a STEM related field.
- Goal 2, Action 4: All students meet with Counselor to develop their college A-G plan, select courses, participate in dual enrollment, college-planning (including financial aid), assess/monitor progress toward graduation,

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. All students are enrolled in Advisory led by the Counselor, 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.

Students are strongly encouraged 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.

- Goal 2, Action 6: 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. NVGA will hire a Sports Coordinator to offer Outdoor Education and Physical Fitness for our students including Yoga and mindfulness.

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

New Village Girls Academy intends to meet its required percentage to increase or improve services using the schoolwide actions described above in Prompt 1. To address the need to improve graduation rates, among our low-income students, and reducing chronic absenteeism rates, we will be adding a position “Attendance and Graduation Liaison,” that will provide evidence-based high dosage tutoring during the instructional day and afterschool; and provide case management to ensure these students do not have any barriers to attendance, learning and graduating on time. The Attendance and Graduation Liaison will also conduct home visits to re-engage them using tiered interventions and providing resources as needed and identified.

CAASPP ELA and Math data demonstrates that low-income students have significant achievement gaps; and are chronically absent at higher rates than other student groups. Discussions with our educational partners identified the need to provide tutoring services and strategies to re-engage them back to school, ensure they are not truant so they will be on the path to graduate on time. These students are also not participating in learning through internships due to their high chronic absenteeism rates. The counselor and the LTI Coordinator will be providing resources and discuss intern place and requirements for these students so they can fully access our educational program and be on the path to graduate.

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.

The additional concentration grant add-on funding will be used to provide substitute teachers (Goal 1, Action 1) that will be used to increase the number of staff providing direct services to students, specifically Unduplicated Pupils (English learners, low-income and foster youth).

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-2024 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,096,002	\$ 548,256	\$ 875,533	\$ 169,445	2,689,236	\$ 2,020,762	\$ 668,474

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1,1	1	1	ADMIN AND EDUCATORS THAT SUPPORT THE ED PROGRAM	\$ 792,793	\$ -	\$ 175,547	\$ -	\$ 968,340
1,1A	1	1A	ADMIN AND EDUCATORS THAT SUPPORT THE ED PROGRAM	\$ 50,000	\$ -	\$ 20,000	\$ -	\$ 70,000
1,2	1	2	PROFESSIONAL DEVELOPMENT	\$ -	\$ 118,750	\$ 27,500	\$ -	\$ 146,250
1,3	1	3	CORE CURRICULAR PROGRAM NEEDS	\$ 90,000	\$ -	\$ 1,250	\$ 20,240	\$ 111,490
2,1	2	1	MEASURING STUDENT PROGRESS-ASSESSMENTS	\$ 0	\$ -	\$ 86,078	\$ 3,140	\$ 89,218
2,2	2	2	STRENGTHENING EL PROGRAMS & SERVICES	\$ -	\$ 26,200	\$ -	\$ -	\$ 26,200
2,3	2	3	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES	\$ -	\$ 42,629	\$ 164,935	\$ 69,555	\$ 277,119
2,4	2	4	PROMOTING A "COLLEGE-GOING" CULTURE	\$ 107,568	\$ 54,275	\$ 21,836	\$ 47,468	\$ 231,148
2,5	2	5	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	\$ 0	\$ 127,071	\$ 7,110	\$ 6,412	\$ 140,593
2,6	2	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	\$ 55,640	\$ 16,794	\$ 41,929	\$ -	\$ 114,363
2,7	2	7	CLOSING THE DIGITAL DIVIDE	\$ (0)	\$ -	\$ 46,301	\$ 10,000	\$ 56,301
3,1	3	1	PARENT INPUT IN DECISION MAKING	\$ -	\$ -	\$ 140,438	\$ -	\$ 140,438
3,2	3	2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	\$ -	\$ 75,003	\$ 14,945	\$ 12,630	\$ 102,578
3,3	3	3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	\$ (0)	\$ 87,534	\$ 127,664	\$ -	\$ 215,198

2023-2024 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
\$ 776,601	\$ 303,340	39.06%	0.00%	39.06%	\$ 303,209	0.00%	39.04%	Total:	\$ 303,209
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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 (%)
1,1A	1	1A	Yes	ALL	0		\$ 50,000	0.00%
1,3	1	3	Yes	ALL	0		\$ 90,000	0.00%
2,4	2	4	Yes	ALL	0		\$ 107,568	0.00%
2,6	2	6	Yes	ALL	0		\$ 55,640	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,167,860.00	\$ 2,092,415.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 999,699	\$ 944,837
1	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 192,500	\$ 169,542
1	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 2,000	\$ -
2	1	MEASURING STUDENT PROGRESS-ASSESSMENTS	No	\$ 3,140	\$ 3,140
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 77,000	\$ 77,000
2	3	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES(SWD)	No	\$ 163,089	\$ 167,089
2	4	PROMOTING A "COLLEGE-GOING" CULTURE	Yes	\$ 179,182	\$ 179,182
2	5	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 43,610	\$ 43,930
2	6	ADDRESSING SOCIAL & EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 59,600	\$ 59,530
2	7	CLOSING THE DIGITAL DIVIDE	No	\$ 46,600	\$ 46,600
3	1	PARENT INPUT IN DECISION-MAKING		\$ -	\$ -
3	2	OPPORTUNITIES TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 131,695	\$ 131,695
3	2	OPPORTUNITIES TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 81,900	\$ 82,025
3	3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 187,845	\$ 187,845

2022-2023 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)
\$ 234,863	\$ 353,738	\$ 234,863	\$ 118,875	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 140,500	\$ 95,353.00	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 52,000	\$ 39,000.00	0.00%	0.00%
2	4	PROMOTING A "COLLEGE-GOING" CULTURE	Yes	\$ 79,338	\$ 18,485.00	0.00%	0.00%
3	2	OPPORTUNITIES TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 81,900	\$ 82,025.00	0.00%	0.00%

2022-2023 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)
\$ 598,255	\$ 234,863	0.00%	39.26%	\$ 234,863	0.00%	39.26%	\$0.00 - No Carryover	0.00% - No Carryover

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).

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