

Local Control and Accountability Plan

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



NEW DESIGNS CHARTER SCHOOL

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

New Designs Charter School located just south of downtown Los Angeles was founded in 2003 with the goal of developing an exemplary school offering high-quality, college-preparatory education to prepare students to succeed in a global, diverse, and technology-rich society. Currently the school serves approximately 900 students in grades 6-12 and employs approximately 100 staff members. The school prepares its students for post-secondary academic and career opportunities and success by providing excellent professional development for teachers; encouraging the use of evidence-based teaching strategies in the classrooms; and providing a rigorous curriculum that has enrichment and intervention programs for all students. Both middle and high school students are exposed to a wide-ranging curriculum. In high school, students choose among four career pathways in the areas of medicine, law, technology, finance and engineering. Students also gain from partnerships the school has with local organizations including local community and technical trades colleges. The school is developing a data driven culture

that seeks to respond, and address felt needs in the school community in all areas covering academic, social-emotional, cultural and safety concerns.

New Designs serves a diverse community located in the University Park area of South Los Angeles. This is a historically underserved area with a median household income significantly below the state average, a poverty rate of 19% with 89% of the population living in rental residencies. Over the years, the school's enrollment has consistently mimicked the demographic changes taking place in the community served and 94% of enrolled New Designs Charter students are considered socio-economically disadvantaged.

Basic demographics indicate that 88% of students are of Hispanic descent, 6% African-American, 6% comprise Filipino, two or more races and unreported, 9.6% are Students with Disabilities (SWD), 14% are English Learners, 0.5% Foster Youth, and 84% qualify for free/reduced lunch. The students attending New Designs are drawn from surrounding elementary, middle and high schools. The school has consistently had 100% of its graduating seniors meet or exceed the A-G requirements for admission to UC/CSU. In 2019-20 there were no standardized state tests conducted to provide objective achievement metrics by which to measure student progress. On March 13, 2020, New Designs Charter followed many other schools in the state by closing its campuses to in-person learning and switching to distance learning. The school had to quickly pivot to provide a viable on-line learning program to its students as well as other services it still could provide, like meals distributions.

Over time COVID-19 rates of infection began to decline in the county and schools were allowed to open to in-person learning for a few students in certain grader levels starting with elementary and middle schools subject to certain conditions. The Covid-19 pandemic, school closures, distance learning and schools re-openings have all presented an evolving and new reality that the school and its stakeholders have to anticipate and address in the Local Control Accountability Plan, at least in the short term. Options that need consideration include hybrid learning options, distance learning options and in-person learning options.

Reflections: Successes

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

Data from the [2019 CA Dashboard for New Designs Charter School](#)

Chronic Absenteeism Indicator 2019: "Blue" All Students 2.5% chronically absent/declined 7.2%;

"Green" Students with Disabilities (3% chronically absent/declined 8.4%),

"Blue" African American (2.4% chronically absent/declined 2.3%),

"Blue" English Learners (1.6% chronically absent/declined 7.2%),

"Blue" Hispanic (2.2% chronically absent/declined 7.7%),

"Blue" Socioeconomically Disadvantaged (2.6% chronically absent/declined 6.8%)

Suspension Rate Indicator 2019: "Blue" All Students 0.5% suspended at least once

"Blue" student groups

“Blue” African American 0% suspended at least once

“Blue” Hispanic 0% suspended at least once

“Blue” Socioeconomically Disadvantaged 0.5% suspended at least once

“Blue” Students with Disabilities 0% suspended at least once

“Green” student group English Learners 0.9% suspended at least once

Graduation Rate Indicator 2019: “Green” All Students 88.9% graduated/increased 7.5%;

“Green” Hispanic (91.3% graduated/increased 10.9%),

“Green” Socioeconomically Disadvantaged (89.7% graduated/increased 8.3%);

“No color” African American (81.8% graduated)

College/Career Indicator 2019: “Blue” All Students 81.2% “Prepared”;

“Blue” student groups - Hispanic (81.9% prepared),

“Blue” Socioeconomically Disadvantaged (81.7% prepared);

“No Color” African American (83.3% prepared)

Local Indicators 2019: All “Met”

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.

Data from the [2019 CA Dashboard for New Designs Charter School](#)

English/Language Arts Indicator 2019: “Orange” All Students (-11.4 DF3)

“Red” Students with Disabilities (-94.8 DF3)

“Orange” English Learners (-54.8 DF3), Hispanic (-12 DF3), English Learners (-10.7 DF3)

“Yellow” African American (-13.5 DF3/increased 5.2 points)

The 2019 Dashboard ELA indicators for the school show three specific subgroups performing below expectations. Specifically, students with disabilities were in “Red” at 94.8 points below standard, ELs in “Orange: at 54.8 points below standard and African American students in “Yellow” at 13.5 points below standard. This low performance is an area of need for our school. A root cause analysis done showed that despite their varying degrees of distance below standard, the causes for the poor performance were similar in nature.

As a result, the school undertook to implement an improvement plan that constituted a number of strategies that in total reinforced a common goal of providing evidence-based instructional strategies and supports, giving teachers relevant staff development, giving an initial diagnostic assessment to establish a base-line for student performance, giving periodic assessments to students as a monitoring tool and data

collection point to reassess strategies, and the facilitation of teacher collaboration as well as peer to peer collaboration among students. The components of the plan and strategies follow below.

- As a result, the school undertook to implement an improvement plan for ELA that constituted a number of strategies that in total reinforced a common goal of providing evidence-based instructional strategies and supports, giving teachers relevant staff development, giving an initial diagnostic assessment to establish a base-line, doing periodic assessments of students as a monitoring tool and data provision point to reassess strategies, and the facilitation of teacher collaboration as well as peer to peer collaboration among students. The components of the plan and strategies follow below.

-Use of i-Ready diagnostic data to assess current student achievement levels and then teaching to the needs of the students using appropriate strategies to address those needs.

- Using screening and progress monitoring to provide data around learning loss and determining supports needed to make it up.

- Employing remedial and intervention measures to supplement learning in core classes e.g. (1) students take an Academic Enrichment class weekly in math and ELA to reinforce concepts and foundational learning implemented in the core classes, (2) Providing tutoring and homework help in before and after-school sessions across content areas, and (3) Providing instruction in mandatory Saturday classes held on alternate weekends for middle and high school.

-Focus on reading and literacy improvement in weekly Sustained Silent Reading (SSR) sessions at all grade levels. Informing philosophy is that reading has associative benefits that are foundational in improved student achievement across content areas.

-A deliberate focus on assessments (formative and summative) to ensure understanding as well as provide a track of performance for each student to enable tailoring any subsequent help to their specific needs.

- Providing professional development that responds to identified needs, that leads to teacher growth and providing it on a recurring basis, not as a once off event. This means having an effective and consistent implementation of professional learning and coaching. Growing or creating arrangements for teachers and school leaders to develop evidence-based interventions and differentiation strategies to help low performing students – i.e., development of professional learning community culture. Establishment of an effective and consistent post training support program (materials, space, time and evaluation) for teachers to apply, refresh and reflect on knowledge and practices in evidence-based interventions and differentiation of instruction to low performing students.

Mathematics Indicator 2019: “Orange” All Students (-78 DF3)

“Red” English Learners (-115.7 DF3)

“Orange” African American (-77.3 DF3),

“Orange” Hispanic (-79.3 DF3),

“Orange” Socioeconomically Disadvantaged (-77 DF3),

“Orange” Students with Disabilities (-161.5 DF3)

The 2019 Dashboard Math indicators for the school show five subgroups performing below expectations. English Learners with a “Red” indicator are at 115.7 points below standard. The remaining four subgroups are all in “Orange” category but are at varying degrees from below standard. The African Americans are 77.3 points below standard, Hispanic students are at 79.3 points below standard, Socio-economically Disadvantaged at 77 points below standard and students with disabilities at 161.5 points below standard. Similar to the ELA

low performance, a root cause analysis done showed that despite their varying degrees of distance below standard, the causes for the poor performance among the subgroups were similar in nature.

As a result, the school undertook to implement an improvement plan for Math that constituted a number of strategies that in total reinforced a common goal of providing evidence-based instructional strategies and supports, giving teachers relevant staff development, giving an initial diagnostic assessment to establish a base-line, doing periodic assessments of students as a monitoring tool and data provision point to reassess strategies, and the facilitation of teacher collaboration as well as peer to peer collaboration among students. The components of the plan and strategies follow below.

- Use of i-Ready diagnostic data to assess current student achievement levels and then teaching to the needs of the students using appropriate strategies to address those needs.

- Using screening and progress monitoring to provide data around learning loss and determining supports needed to make it up.

- Employing remedial and intervention measures to supplement learning in core classes e.g. (1) students take an Academic Enrichment class weekly in math and ELA to reinforce concepts and foundational learning implemented in the core classes, (2) Providing tutoring and homework help in before and after-school sessions across content areas, and (3) Providing instruction in mandatory Saturday classes held on alternate weekends for middle and high school.

- Focus on reading and literacy improvement in weekly Sustained Silent Reading (SSR) sessions at all grade levels. Informing philosophy is that reading has associative benefits that are foundational in improved student achievement across content areas.

- A deliberate focus on assessments (formative and summative) to ensure understanding as well as provide a track of performance for each student to enable tailoring any subsequent help to their specific needs.

- Adoption and focus of student-centered, and active learning instructional practices for students with disabilities in classrooms.

- Providing professional development that responds to identified needs, that leads to teacher growth and providing it on a recurring basis, not as a once off event. This means having an effective and consistent implementation of professional learning and coaching. Growing or creating arrangements for teachers and school leaders to develop evidence-based interventions and differentiation strategies to help low performing students – i.e., development of professional learning community culture. Establishment of an effective and consistent post training support program (materials, space, time and evaluation) for teachers to apply, refresh and reflect on knowledge and practices in evidence-based interventions and differentiation of instruction to low performing students.

English Learner Progress Indicator 2019: “Low” 38.5% making progress towards English language proficiency

New Designs Charter School continually analyzes data to determine what factors may have played a role in student performance outcomes. The analyses focus on both positive and negative aspects as sources of building materials for solutions and best practices.

Our analyses showed that the slow progress towards English proficiency as marked by the “low” indicator of 38.5% was due to insufficient supports for ELs in areas of academic instruction, intervention appropriate for the need (i.e.- language, processing, etc.) and other additional factors such as culture, attitudes, student fatigue etc. When supporting English Learners, the challenge is determining how to assist students to successfully engage with core content while learning the multiple aspects of the English language.

The following steps were taken or are being taken to provide solid support that would move students to proficiency within expected timelines if not quicker.

A focus on classroom structures where ELs are provided a more accelerated and rigorous structure in the ELD class. Supports are more specific and addressed language development with higher rigor and thought process that levels to their status on the spectrum of ELs. This includes aspects and strategies that help with exposure to analysis, argumentative essays and tasks that are reflective of the augmented rigor found in both middle and high school grade level core classes. Mimicking rigor in core classes eases transition into the core area classes by building the students' confidence levels. Teachers provide explicit instruction with language supports and language development strategies, and methodology to accelerate learning of complex reading and writing.

Push-in Intervention where the paraprofessional enters the class to assist at the directions of the classroom teacher or student(s) enter break-out rooms to receive the support they need. Such support includes assistance with assignments that students may have or elaborations on things they did not initially grasp in the class.

Use of Achieve3000 as an intervention tool. This program was selected because of the unique qualities that meet the needs of the individual EL students. Achieve 3000 is based on the California English language development standards and provides differentiated reading texts, assignments, and discussion based on the student's individual language reading proficiency. The grade complexity is not minimized. All students access the same lesson on grade level. The program provides differentiated language based on reading Lexile levels. This program adapts and automatically adjusts as the reader grows and achieves higher Lexile levels.

Employing and elevating the practice of Sustained Silent Reading (SSR): The intention is to raise the practice of SSR to a practice that becomes an integral cultural part of the school. Literacy diagnostics from Achieve3000, iReady, or Study Island demonstrated that many of our ELs had a reading level below their grade levels. The identified reading comprehension level and student grade level/age group reflected a huge gap between actual literacy and grade-level content requirements. To address this need, NDCS purchased Reading Novels that students read during SSR and can also borrow out of the library during other times they wish to read a bit more.

Pull out Intervention and support: Students are pulled from elective class and provided with individualized or small group instruction and intervention by the EL Coordinator and EL Paraprofessional. The instruction can range from phonemic awareness to grammar and syntax, literacy comprehension, or test prep awareness. Metacognition is always a part of the intervention because the aim is to enable the student to become an independent thinker that can evaluate his/her own responses and progress. Working in this manner often allows the student to reflect or clarify the procedure, academic language, and construct an effective response to the tasks assigned. During Distance Learning, this specific time intervention has transferred from in-person contact to on-line intervention via google classroom platforms and google meets. There are several sessions for tutoring specific to grade level, language and language proficiency. The students however, can enter whichever session feels comfortable to them.

Provision of professional development attuned to the needs of ELs. Teachers undergo training in - Universal Design for Learning (UDL) with discussions and collaboration focusing on among other groups with low performance scores, the specific needs of English Learners. Collaboration among teachers allows for a continuity of instruction, best practices, and strategies for the subgroups and showcases strategies and practices that have been effective for specific subgroups or specific students. In the lesson plan design, teachers are encouraged to use performance tasks, group projects, hands on tasks and relevancy to help the learners make meaning of the more complex problems and questions of the subject area.

Emphasis on the Social and Emotional Wellness component: The school realizes and acknowledges the toll the pandemic is having on all students and especially those with limited English speaking skills who now found themselves learning remotely. Taking care of the social and emotional aspects would create a less stressful environment conducive to learning.

LCAP Highlights

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

There was agreement on the school’s plans to continue with the goals and actions from the previous plan. COVID-19 had interrupted the learning for the year and had prevented full implementation of the goals and activities envisaged in the previous plan. The current plan will continue a focus on efforts to support all students and especially those vulnerable subgroups consisting English Learners, Foster Youth, Homeless students, students with disabilities and low-income students. About 89% of students at New Designs are in the low-income category. As a result of the needs brought about by COVID-19, New Designs will provide additional support in Mental Health and Student Social-Emotional Well-Being. This will include hiring additional Mental Health support staff as well as intervention programs to support students and staff.

The three goals are designed to address the aspects in all eight state priorities,

GOAL 1: Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups, including student mental health and social emotional well-being; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school’s mission and goals. (State Priorities: 4, 5, 7; Local Priorities: 7)

GOAL 2: Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever- changing Global world and ensure their college and career readiness. (State Priorities:1, 2, 8; Local Priorities:1, 2)

GOAL 3: Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment. (State Priorities: 3, 6;Local Priorities: 3, 6)

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 Designs Charter has not been identified by the CDE for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

New Designs believes in the critical role all stakeholders play in shaping the organization and the products or outcomes it produces. The school consulted and communicated with the school leadership, parents, teachers, students and the community throughout the year. This process was made even more critical by the unusual situation of operating in a pandemic with a lot of uncertainty and students learning under a different format. All this required the school to take quick actions, have correct information and keep all stakeholders informed. School Site Council meetings, ELAC meetings, Staff meetings, Virtual Coffees with the Principal and general parent informational meetings were some of the modes used to communicate. Surveys were administered to the administrators, teachers, parents and students.

Administrators/Teachers/Parents: (*planning and strategy meetings, consultative meetings, surveys, informational meetings*) **ELAC** - 12/17/2020; 2/25/2021; 3/25/2021; 3/25/2021; 5/26/2021; **School Site Council** - 12/17/2020; 2/24/2021; 3/24/2021; 5/26/2021; **Coffee with Principal** - 12/16/2021; 1/20/2021; 2/17/2021; 3/17/2021; 4/14/2021, 5/12/2021; Parent Institute - 12/16/2021; 5/1/2021; Staff Meetings - 1-11-2021; CMO/School Leaderships Strategic Planning Meetings - (confirm dates and agenda) Staff meetings mainly focused on strategies to improve student performance in areas shown with low performance on the dashboard and in alignment with goals 2, 1 and 3 of our LCAP.

Students: school climate and student wellness surveys 9/16/2020; 5/2021 (upcoming)

SELPA Administrator : consultations with the SELPA took place through several meetings and calls to review performance of special education students leading to creation of plans of action to address low performance for the subgroup. Meetings and calls on following dates 11/20/2020; 11/23/2020;12/4/2020; 12/7/2020; 2/15/2021; 3/15/2021 and 5/10/2021.

A summary of the feedback provided by specific stakeholder groups.

Students: Students were asked to share their perceptions across a range of issues that included their well-being, their perceptions of their educational programs and of their school in general. We share below some of the responses to the questions posed.

- 94.7% felt great, good, or okay.
- 70.3% strongly agreed/agreed that the school promoted success for all students.
- 78.1% strongly agreed/agreed that their teachers go out of their way to help students.
- 64.5% strongly agreed/agreed that the school offered them support to learn better and achieve at a higher level.
- 64.6% strongly agreed/agreed that adults at the school cared for them.
- 43.3% strongly agreed/agreed that the school has clean and well-maintained facilities and properties.
- 49.5% strongly agreed/agreed that the school provided them with textbooks and materials.
- 80.8% strongly agreed/agreed that the school provided them with technology to be successful in distance learning.
- 36% strongly agreed/agreed that the school sought parental inputs and involvement in the development of the schools, curricular and extracurricular activities.
- 75.5% strongly agreed/agreed that the school offered them activities and programs that prepared them for college.

- 76.2% strongly agreed/agreed that the school offered them activities and programs that prepared them for career.
- 45.1% strongly agreed/agreed that they felt safe and connected to the school.

Staff were asked to share their opinions and preferences across a range of issues that included their well-being, their perceptions of the educational programs they taught and areas they thought should have funding priority. We share below some of the responses to the questions posed.

- 80% strongly agreed/agreed that New Designs has sufficient technology equipment and resources to meet the learning needs of all students.
- 96% strongly agreed/agreed that New Designs has clean and well-maintained facilities and properties.
- On the question “In your opinion, what are the 3 areas from the list below you think prioritization and most funding or resources should be applied?”
 - o 56% picked “Providing school based mental health supports (counselling, social-emotional) for both students and all staff.”
 - o 52% picked “Improving student learning in Math.”
 - o 44% picked “Improving student learning in ELA.”

Meetings were held with staff and parents where they had the opportunity to provide input. The meetings were conducted in virtual settings using the zoom meeting platform. Question and answer sessions focussed on educational programs and reviews of student performance in distance learning. Student learning needs, staff instructional needs and parental informational needs were identified. In surveys the most prevalent concern and need was the social emotional needs of students, staff and even families that were facing unprecedented pressures brought about by COVID-19. The uncertainty of the situation brought about tremendous stress on both staff and families and their students. Another need voiced was for increased and improved technology,

SELPA Administrator: input in root cause analysis for low performance - focus on professional development, remedial and intervention actions, improvements in literacy and application of evidence-based strategies. Continue to refine plan of action to improve in areas identified in Dashboard specifically in ELA and mathematics for students with disabilities.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The school received feedback from stakeholders that covered several areas. Primary, however, was an identified need for Mental Health and Social-Emotional Well-Being of students and staff. Social emotional well-being has been an influential undercurrent informing instruction during distance learning. It has been added to the LCAP resulting in additional actions and services being added to Goal 1. These additions are for increased Mental Health and Social-Emotional Well-Being for students through increasing Counselors available to students. New Designs has also added related programming that includes partnership for training and activities for students and staff with an outside professional group – A Thousand Joys – that specializes in mental health and social-emotional well-being.

Goals and Actions

Goal 1

Goal #	Description
1	Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups, including student mental health and social emotional well-being; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school's mission and goals. (State Priorities: 4, 5, 7; Local Priorities: 7)

An explanation of why the LEA has developed this goal.

There is a need to analyze, and disaggregate student achievement data to inform instruction and academic interventions; improve high school graduation rates, reduce high school dropout rates; and improve the percentage of students prepared for college as measured by EAP results (ELA & Math). This goal was continued from the previous LCAP as we have made gains in creating the infrastructure to address the area of data analysis. However, we are increasing our efforts to embed data systems in professional development and teacher use of data to drive their instruction decisions in lesson planning, and determining the appropriate interventions based on student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth SBAC ELA Meets/Exceeds Standards Grades 6-8	2019 SBAC ELA Grades 6-8 Met/Exceeded 42% All Students 33% Grade 6 45% Grade 7 47% Grade 8				2024 SBAC ELA Grades 6-8 Met/Exceeded 51% All Students 42% Grade 6 54% Grade 7 56% Grade 8
Annual Growth SBAC Math Meets/Exceeds Standards Grades 6-8	2019 SBAC Math Grades 6-8 Met/Exceeded 23% All Students 18% Grade 6 26% Grade 7 26% Grade 8				2024 SBAC Math Grades 6-8 Met/Exceeded 38% All Students 33% Grade 6 41% Grade 7 41% Grade 8

Annual Growth SBAC ELA Meets/Exceeds Standards Grade 11	2019 SBAC ELA Met/Exceeded Grade 11 75% All 74% SED 78% Hispanic				2024 SBAC ELA Met/Exceeded Grade 11 84% All 83% SED 87% Hispanic
Annual Growth SBAC Math Meets/Exceeds Standards Grade 11	2019 SBAC Math Grade 11 Met/Exceeded 23% All 23% SED 22% Hispanic				2024 SBAC Math Grade 11 Met/Exceeded 50% All 50% SED 39% Hispanic
Increase % of students that pass AP exams with a score of 3+ annually	2% AP Passage Rate with score of 3+				6% AP Passage rate with score of 3+
Increase % of students who complete CTE Pathway	7% Students completed CTE pathway				13% students who complete CTE pathway
Cohort Graduates Meeting UC/CSU Course Requirements A-G	78.5% Cohort Graduates Meeting UC/CSU Course Requirements (Source: Ed-Data)				100% Cohort Graduates Meeting UC/CSU Course Requirements
% of Grade 11 students who are "Prepared" as measured by the CA Dashboard College/Career Indicator	2019 CA Dashboard College/Career Indicator 81.2% "Prepared" All Students (Blue) 81.7% SED (Blue) 83.3% African American (No Color) 81.9% Hispanic (Blue)				2024 CA Dashboard College/Career Indicator 90% "Prepared" All Students 90% SED 90% African American 90% Hispanic

CA Science Test (CAST)	2019 CAST Met/Exceeded 27% All Students				2024 CAST Met/Exceeded 50% All Students
English Learner Reclassification Rate	34.7% Reclassification for 2019-20 (Source: Ed-Data)				2023-24 Reclassification Rate > 30 %
% of EL who progress in English proficiency as measured by ELPAC	38.5% English Learners making progress towards English language proficiency (Source: 2019 CA Dashboard)				> 45% English Learners making progress towards English language proficiency
High School graduation rates	89.8% Graduation Rate (Source: Ed-Data)				100% Graduation Rate
Decrease Middle School dropout rate	0.9% middle school dropout rate				Maintain MS dropout rate less than 1%
Decrease High School dropout rate	3.4% Cohort Dropout Rate (Source: Ed-Data)				<1% High School Cohort Dropout Rate
% of students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study	100% Students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study				100% Students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study
Maintain Chronic Absenteeism rates under 2%	2019 CA Dashboard Chronic Absenteeism Rate 2.5% (Source: 2019 CA Dashboard)				Maintain Chronic Absenteeism rates under 2%

Maintain attendance rate >95%	89% Attendance rate			93% attendance rate
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Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Supplemental Curricula, Local Assessments and Data-Driven Interventions	<p>Employ local assessment to gather data on student progress on skills and standards. Data from these assessments are regularly reviewed and disaggregated to implement research-based interventions to address students learning needs:</p> <ul style="list-style-type: none"> - Assessments: Achieve3000 (Grades 6-8) (\$11,915 to 4410) - LCFF, iReady (Grades 6-8) (\$24,690 to 4100) - title I, Study Island (Grades 6-12) (\$7,580 - 4100) - title I - CAASPP Boot Camps (ELO) Rigorous practice and reinforcement of CCSS skills in Math and English supported by instructional aides (additional hours) - Academic Enrichment (AcE) utilizes i-Ready Diagnostic and i-Ready Curriculum for Math and ELA intervention. - Provide Edge curriculum for HS ELs. - Provide APEX as a course credit recovery. - Provide Intersession classes for middle school students that need to make for failed classes. - Summer Bridge Program is offered to newly-enrolled students as part of the New Student-Parent Orientation or onboarding purposes. (grades 6 & 9; any new enrollees) 	\$44,185 (\$11,915 - LCFF S&C; \$32,270 - title I, 100% non-personnel)	YES (\$11,915)
1.02	Positive School Climate for Students (LCFF)	<p>Student activities/recognition:</p> <ul style="list-style-type: none"> - Academic awards (Principal Honor Roll, Honor Roll and On the Road to Honors - Non-academic awards (perfect attendance, Student of the Year, Leadership Award, Service Award, Most Improved) - Recognitions/celebrations <p>Object 5812 has \$9840 budgeted to it. All LCFF</p>	\$9,840 (100% LCFF; 100% non-personnel)	Y (\$9,840)
1.03	After-school Tutoring & Credit Recovery	Provides opportunity for all students to recover classes/courses they failed. This program also extends additional assistance to students who	\$9,600 (100% non-	

		need additional academic support to master grade level CCSS. APEX - \$9600 - title I - 4410	personnel and title I	
1.04	Enrichment & Engagement Opportunities for Students	<p>Activities to promote student learning and engagement (staffing, programs and strategies). New Designs will implement the following activities and programming to provide students with relevant out-of-class experiences</p> <ul style="list-style-type: none"> ● field trips ● student clubs and organizations ● CIF sporting opportunities (baseball, basketball, soccer, track & field, softball etc) ● Student council MS/HS ● Learning celebrations ● Educational competitions (science fairs/Olympiad, inter school debating society, Robotics club) ● School culture and learning celebrations <p>Students are encouraged to actively participate in academic competitions which include, but not limited to: Math Quiz Bowl, Science Olympiad, Debate and the like. (Object code 5842 - \$35,429 budgeted to LCFF)</p>	\$35,429 (100% non-personnel and LCFF)	
1.05	Advisory Courses	<p>Advisory classes that meet twice a week for 30 minute each:</p> <ul style="list-style-type: none"> ● MS - students learn study and test taking skills, Habits of Mind and executive functions critical to success in career and college ● HS - students learn to prepare for career and college, navigate financial aid, financial literacy, resume writing, interviewing etc. (Naviance) <p>(Vendor = Naviance, 4410 - LCFF S&C Funds, \$12,600)</p>	\$12,600 (100% LCFF S&C, 100% non-personnel)	YES (\$12,600)
1.06	Course access and college/career readiness	<p>Preparing students to learn and work in the 21st century. The school provides a broad course of study beyond core courses designed to make students valuable citizens of society. These courses are in a variety of areas that include:</p> <ul style="list-style-type: none"> ● Physical education ● MS Technology ● AP courses ● CTE Pathway courses <ul style="list-style-type: none"> ○ Law and Diplomacy ○ Information technology 	\$4,000 LCFF S&C, non-personnel	YES (\$4,000)

		<ul style="list-style-type: none"> ○ Finance academy ○ Medical Sciences ● SAT/ACT Prep workshops (object 4200 - \$4,000 LCFF) ● CAASPP Academy\Naviance planning for HS <p>Cost included in salaries listed below in goal 2, and Naviance in 1.09 above)</p>		
1.07	Student Mental Health and Social-Emotional Well-Being	<p>Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes:</p> <ul style="list-style-type: none"> ● Addition of Mental Health staff and support. ● Increased counseling services ● A Thousand Joys program - ● Student and Staff training on mental health awareness ● Implementation of Social Emotional curriculum and creation of "Wellness Spaces" <p>Cost included in goal 2 (salaries and PD)</p>	Cost included in goal 2	
1.08	Contracted Services for Special Education	<p>Related Services support and school based support staff to schedule IEPs, provide instructional support and social emotional support Hire assistant to schedule IEP, liaise with parents</p> <p>Salaries included in goal 2 below. Included here are non salary SPED costs.</p> <p>5810 - \$170,985 FED SPED, 5810 - \$271,456 State SPED</p>	\$442,441 (\$170,985 Federal, \$271,456 State; 100% non-personnel)	

Goal 2

Goal #	Description
2	Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever- changing Global world and ensure their college and career readiness. (State Priorities:1, 2, 8; Local Priorities:1, 2)

An explanation of why the LEA has developed this goal.

There continues to be a need to improve the quality of instruction using high leverage strategies to address student achievement and outcomes. Additionally, ND is working to align its classroom observations, evaluation, and instructional coaching support for impactful

outcomes as evidenced by performance data. We remain committed to ensuring all teachers are appropriately credentialed and assigned to courses and students as required by the CCTC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																								
% of teachers who are appropriately credentialed and assigned	100% Teachers who are appropriately credentialed and assigned				100% Teachers who are appropriately credentialed and assigned																																								
% of students with access to standards-aligned instructional materials	100% Students with access to standards-aligned instructional materials				100% Students with access to standards-aligned instructional materials																																								
Facility Inspection Tool (FIT) Score	Facility Inspection Tool (FIT) Score - “Good”				Maintain (FIT) Score - “Good”																																								
Implementation of academic content standards for all students, including access for English learners, as measured by the Local Indicator Rubric	Full Implementation of academic content standards for all students, including access for English learners <table border="1" data-bbox="394 987 680 1485"> <thead> <tr> <th colspan="2">2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>4</td></tr> <tr><td>CTE</td><td>4</td></tr> <tr><td>HEALTH</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> </tbody> </table>	2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS		ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	4	CTE	4	HEALTH	4	PE	4	VAPA	4				Full Implementation of academic content standards for all students, including access for English learners <table border="1" data-bbox="1738 987 2024 1485"> <thead> <tr> <th colspan="2">2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>5</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>HEALTH</td><td>5</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> </tbody> </table>	2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS		ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5	CTE	5	HEALTH	5	PE	5	VAPA	5
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	WORLD LANG.	4				WORLD LANG.	5
Increase % of Grade 7 students who meet all 6 areas of the HFZ on the PFT	70% Grade 7 students who meet all 6 areas of the HFZ on the PFT (PFT data 2018-19)					76% Grade 7 students who meet all 6 areas of the HFZ on the PFT	
Increase % of Grade 9 students who meet all 6 areas of the HFZ on the PFT	75% Grade 9 students who meet all 6 areas of the HFZ on the PFT (PFT data 2018-19)					81% Grade 7 students who meet all 6 areas of the HFZ on the PFT	

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Certificated Staff (LCFF, Unrestricted Lottery, AB602, EPA, Title I, IPI, ESSER)	Salaries and benefits for the following certificated employees (all 1000 level employees salaries and benefits): \$4,839,526 total broken down as follows: \$100,758 - title I \$123,729 - unrestricted lottery \$44,373 - state SPED \$1,775,910 - EPA \$1,161,399 - ESSER II \$316,385 - IPI \$1,316,972 - LCFF with 100% being S&C 33 Certificated Teachers 1 Principal 1 Counselor 1 Math Interventionist(Lead implementation/alignment of CCSS coaching, PD and assessment, common instructional practices) 2 Deans 1 Curriculum Specialist 2 RSP	\$4,839,526	YES (\$1,316,972)
2.02	Classified Office Staff (LCFF, ESSER, AB602, School Nutrition, Title I)	Salaries and benefits for the following classified employees: 1 Office Manager 1 Office Manager Assistant	\$2,686,230	YES (\$998,479 S&C)

		<p>1 Safety Personnel 1 Data Coordinator 1 Business Manager 1 Technology Coordinator/Class Technology Assistant 1 Recruitment Coordinator 3 Custodians</p> <p>All 2000 level employees BESIDES 2100 - instructional Aides (costs are listed in 2.03 for 2100). Costs are:</p> <p>\$2,686,230 broken down as follows: \$244,297 - nutrition \$444,975 - ESSER II \$1,996,958 - LCFF with 50% being S&C (\$998,479 S&C)</p>		
2.03	Classified Instructional Aides (AB602, Title I)	<p>Salaries and benefits for the following classified employees: 2 Special Education 2 English Language Development 2100 - object code</p> <p>\$244,523 broken down as follows: \$61,472 - title I \$83,092 State SPED \$66,641 - ELO \$33,318 - 100% LCFF S&C</p>	\$244,523	YES (\$33,318 S&C)
2.04	Core Curriculum: Software Licenses and software Upgrades, New Purchases, (LCFF, ESSER)	<p>Springboard Mathematics and English (Grades 6-12) History Alive - Social Studies (Grades 6-12) Houghton-Mifflin Harcourt Science (Grades 6-12) Defined STEM (Grades 6-8) McGraw Hill - Career Pathways (Grades 9-12) Naviance (High School) School Connect - Advisory SEL-aligned curriculum (High School) Second Step - Advisory SEL-aligned curriculum (Middle School)</p> <p>All software licenses (4410) besides costs listed in 1.01 and 1.09 relating to 4410 estimated amounts. Total is \$60,485 with \$50k being ESSER and \$11,485 being LCFF</p>	\$60,485	
2.05	Staff Professional Development (LCFF, Title II)	<p>PBIS Training (LACOE) Springboard English, Mathematics and English Learners (Curriculum Associates) English Learners (LACOE)</p>	\$60,826	

		<p>Math and Science (LACOE) (Professional Learning Communities supports) Culturally relevant pedagogy Danielson Teacher Evaluation Program Data gathering and analysis Cross Curricular Best Practices Academic Discourse Designing 5 Es Lesson Plans Social Emotional Well-Being Effective Strategies for Addressing Learning Loss Effective strategies for increasing math achievement Supporting Most Vulnerable Populations in the Classroom Universal Design for Learning - differentiated instruction</p> <p>Total PD and Travel (5200 and 5210) is \$51,826 with \$40439 - title II and \$20,387 for LCFF</p>		
2.06	Special Education Program - Option 3 (FUNDING SOURCE?)	<p>MOU established with LAUSD for membership in the charter school consortium for Special Education to provide special education services to students in accordance with their individual IEPs.</p> <p>Special Education staff professional development (legal issues, processes, compliance and writing legally defensible IEPs) = Legal firm Young, Minney & Corr LLP</p> <p>20% of 5805 and 5807 (legal services and settlements) and 100% of SPED Encroachment fee (7141) Total cost is \$169,477 broken down as follows: \$142,477 state SPED \$27,000 LCFF</p>	\$169,477	
2.07	Facility Lease & Maintenance (LCFF, SB740)	<p>Providing the school community with a safe, clean and well maintained school site. Lease of facility, maintenance and repair of site and facilities, ensuring safety of site, ensuring a healthy environment with requisite amenities</p> <p>Objects 5450, 5500, 5501,5600, and 5601)</p>	\$2,900,790 (\$770,069 - SB740, \$2,130,721 LCFF base)	
2.08	ELD Program: CA EL Roadmap map implementation Master Plan consolidation (Title III)	<p>Implementation and consolidation of CA EL Roadmap principles.</p> <ul style="list-style-type: none"> • Assets-Oriented and Needs Responsive Schools • Intellectual Quality of Instruction and Meaningful Access • System Conditions that Support Effectiveness 	\$11,854	Y

		<ul style="list-style-type: none"> Alignment and Articulation Within and Across Systems <p>New Designs Charter School will continue to adhere to the District's adapted EL Master Plan. Our teachers utilized Achieve 3000 for MS designated ELD, and intervention. The instructional Coach administered the ELPAC assessments and assisted with identifying EL for reclassification. EDGE Curriculum was adopted for high school designated ELD courses.</p> <p>New Designs Charter School will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and intervention. The EL Coordinator and EL Coordinator Assistants will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use the Springboard ELD Component curriculum.</p> <p>ELPAC assessments and targeted instruction for ELs. Achieve 3000 assessments</p> <p>Majority of funds captured in salaries listed above, plus \$11,854 of title III expenses budgeted to 5810 (educational consultants)</p>		
2.09	Technology & Tech Infrastructure (ESSER II, Title IV, LCFF)	<p>New Designs will purchase technology to enhance instructional experiences for students and teachers. Annual purchases for technology include but not limited to:</p> <ul style="list-style-type: none"> promethean boards for every classroom document readers chromebooks (replacement) and mobile cart headphones pen readers/ assistive technology as needed <p>Budget of 4400 and 4430. Total amounts to \$180,000, broken down as follows: \$50,000 - ESSER II \$29,063 - title IV \$100,937 - LCFF base</p>	\$180,000	

Goal 3

Goal #	Description
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3	Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment. (State Priorities: 3, 6; Local Priorities: 3, 6)
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An explanation of why the LEA has developed this goal.

This goal remains unchanged from the prior LCAP, as COVID has provided us with a great opportunity to be more creative in establishing more methods to connect with families on a host of issues including supporting their student emotionally and academically, how to be an engaged parent, and NDCS UP focus on being a safe and nurturing environment for all students.

New Designs will establish and support formalized structures of parental engagement in policy development (LCAP, SSC, ELAC, general school activities and school improvement forums). Activities must include: Staffing for planning, recruitment and liaising with parents and other stakeholders, parent space, workshops/professional development to build capacity of family engagement; and robust communications structure to maintain sustained engagement (newsletters and other publications)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities	Held SSC (4 meetings) and ELAC (4 meetings) meetings; 5 Parent Town Hall meetings				Hold 5 SSC and 5 ELAC meetings; 5 Parent Town Hall meetings
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities	Attendance for Parent Town Halls (5 meetings), SSC (4 meetings) and ELAC (4 meetings) meetings; Parent attendance at IEP meetings and orientation for SPED				Attendance for 5 Parent Town Halls, 5 SSC meetings, 5 ELAC meetings; Parent attendance at IEP meetings and orientation for SPED
Maintain suspension rates <2%	0.3% Suspension Rate 2019-20 (Source: Ed-Data)				Maintain Suspension Rate <2%

Maintain expulsion rates <1%	0% Expulsion Rate 2019-20 (Source: Ed-Data)				Maintain expulsion rates <1%
Increase participation rate on parent survey	56% Parent participation rate in survey				65% Parent participation rate in survey
Increase participation rate on student survey	93% Student participation rate in survey				97% Student participation rate in survey
Increase participation rate on staff survey	95% Staff participation rate in survey				100% Staff participation rate in survey

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Monthly Coffee with the Principal	Costs associated with monthly meetings with parents to include refreshments Salary is included above. \$1000 is likely to be spent on food/coffee. LCFF base and from 4700	\$1,000 LCFF non-personnel	
3.02	Bimonthly Parent Trainings	Costs associated with parent training to include refreshments, workbooks/materials, translation, etc. Salaries included above. \$2500 estimated for food and refreshments and materials.	\$2500 LCFF non-personnel	
3.03	Parent Recognition Activities	Costs associated with the following parent/student recognition activities (ie decorations, facility rental costs, recognition materials, etc.) Honors Induction Ceremony End of Year Celebration Parent Recognition Object 5602 - Other Space Rental	\$5,905 LCFF non-personnel	

Goal Analysis 2021-22 (To be completed in Spring 2022 as part of the Annual Update process)

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.96%	\$2,218,679

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

The majority of students served by New Designs Charter School are unduplicated students (86%), and the actions identified in the LCAP, will best serve ALL students, including ALL student groups including socioeconomically disadvantaged pupils, foster youth, students with disabilities, and English learners by providing increased/improved services through targeted actions as outlined in the goals.

As a public school firmly committed to continuous improvement, New Designs will monitor multiple data measures to ensure annual student growth at the school and student group levels. Data disaggregated by student groups will regularly be analysed by administration and classroom teachers, as well as periodic reporting on trends to the local governing board.

All actions provided in the LCAP to increase and/or improve services for English learners, low income, and foster youth have been developed based on state and local data, identified need, and supported by feedback from stakeholder groups. The following actions are intentional efforts to increase the growth and achievement of our unduplicated pupils for success in school.

GOAL 1 Actions:

1.01 Supplemental Curriculum, Local Assessments and Data-Driven Interventions: This action is being provided on a schoolwide basis; however, it is necessary to have verifiable data to progress monitor the academic needs of foster, English learners, and our low-income populations. We regularly disaggregate local assessment data to determine the most effective interventions to address students' academic needs in meeting standards. Our data have consistently identified English Learners, foster youth and low-income students being in the lower academic performance ranks in core subjects. These three subgroups comprise about 86% of our student population and CAASPP boot camps help provide intensified and targeted training to boost their performance.

1.02 Positive School Climate for Students This action is being provided on a schoolwide basis to provide baseline data and information critical to serving English Learners, foster youth, and low-income students who have consistently fallen in the Tiers that need intervention. Also, providing the actions on a schoolwide basis serves to increase their overall efficiency and effectiveness.

1.03 After school tutoring – This action is provided on a schoolwide basis; however, our data has revealed that most benefit is for English Learners, foster youth and low-income students who predominantly compose the after-school tutoring group. We regularly disaggregate local assessment and statewide data to determine the most effective interventions to address students' academic needs in meeting standards.

1.04 Enrichment & Engagement Opportunities for Students - while this action is schoolwide, foster youth, low-income learners and English Learners derive most benefit and they have a predominant presence in the central activities for enrichment and engagement .

1.05 Advisory Courses - while this action is schoolwide, foster youth, low-income learners and English Learners derive most benefit as they have a predominant presence in school and require the direction and guidance the programs and activities in Advisory offer.

1.06 Course access and college/career readiness - This action is being provided on a schoolwide basis; however, we regularly review our courses and gather performance data, disaggregate the data to determine the most effective interventions to address English Learners, foster youth and low-income students' academic needs in meeting standards and necessary levels of college and career preparedness.

1.07 Student Mental Health and Social-Emotional Well-Being - This action is being provided on a schoolwide basis; however, special focus is given to the needs of low-income students, foster youth, and English Learners, who are the most vulnerable subgroups that are negatively impacted in most given circumstances and especially now during the pandemic. It provides access to counselling as well as a variety of resources to support the students' well-being.

GOAL 2 Actions

2.01 Certificated Staff - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.02 Classified Office Staff - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.03 Classified Instructional Aides - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.04 Core Curriculum: Software Licenses and software Upgrades, New Purchases - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.05 Staff Professional Development (internal & external) - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.07 Facility Lease & Maintenance - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.09 Technology & Tech Infrastructure - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

GOAL 3 Actions

3.01 Monthly Coffee with the Principal – This action is designed to meet the identified needs of English Learners, low-income students, and foster youth by providing their parents ongoing communication and opportunities to get involved.

3.02 Bimonthly Parent Trainings - This action is designed to meet the identified needs of English Learners, low-income students, and foster youth by providing their parents with training and ongoing communication and opportunities to get involved.

3.03 Parent Recognition Activities - This action is designed to meet the identified needs of English Learners, low-income students, and foster youth by providing their parents with training and ongoing communication and opportunities to get involved and recognised as part of the school's community.

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

Data monitoring, stakeholder feedback, and data-driven decision-making lie at the heart of the local Control Funding Formula (LCFF) to improve outcomes for students belonging to the most vulnerable student groups. New Designs' minimum proportionality to increase/improve services to unduplicated pupils is approximately 28.96%, or equivalent to \$2,218,679. With approximately 8 out of every 10 students meeting the definition of "unduplicated", the most effective use of funds in the NDCSUP budget and LCAP is to apply funds on a schoolwide basis when considering increased/improved services, except where the needs of a particular student group are highly specific as is the case with low income, foster youth and English learners.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 services
- 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.