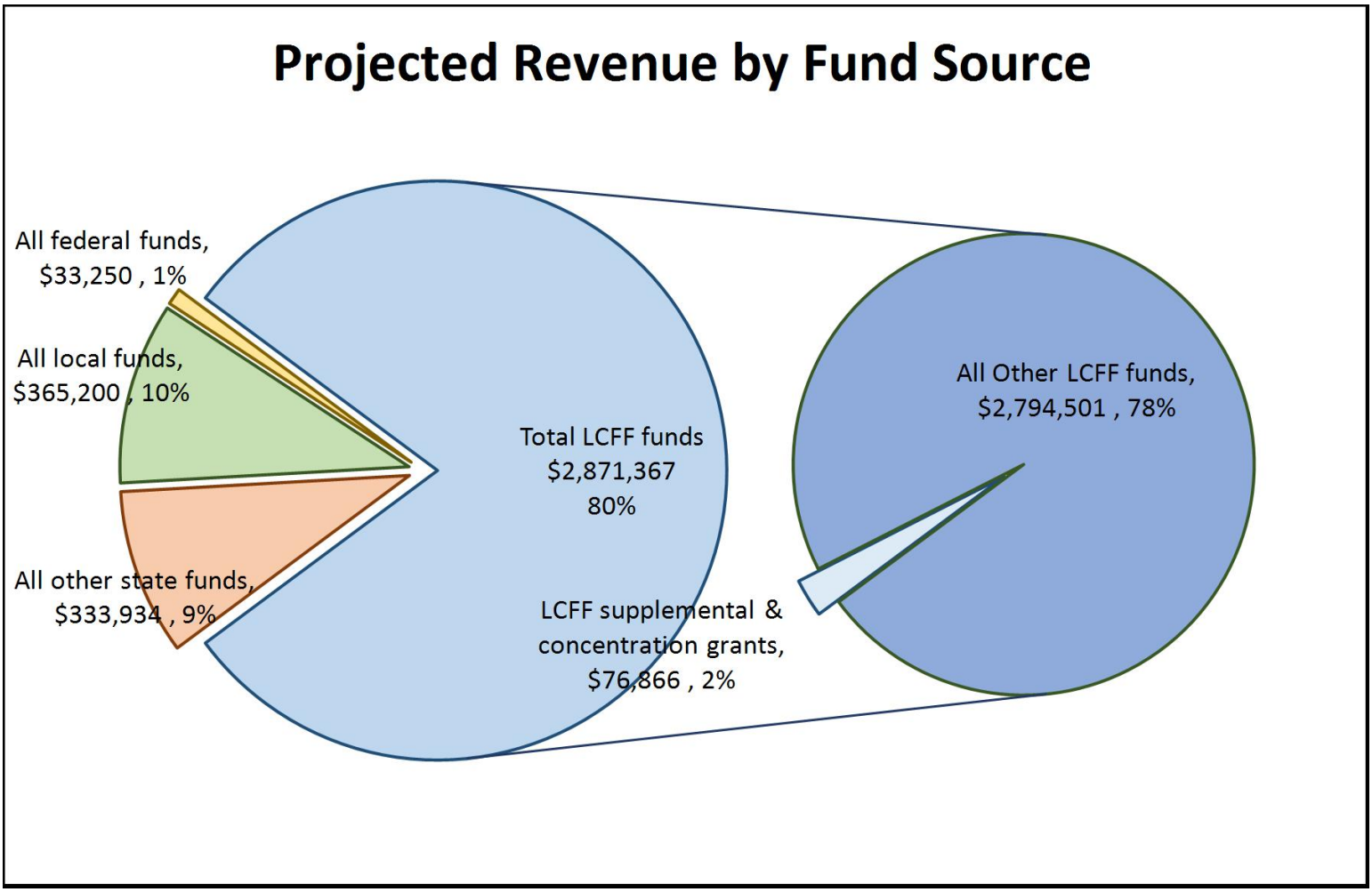
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Novato Charter School
CDS Code: 21-65417-6113229
School Year: 2023-24
LEA contact information:
Nikki Lloyd
Administrative Officer
nlloyd@nusd.org
(415) 883- 4254

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

Budget Overview for the 2023-24 School Year

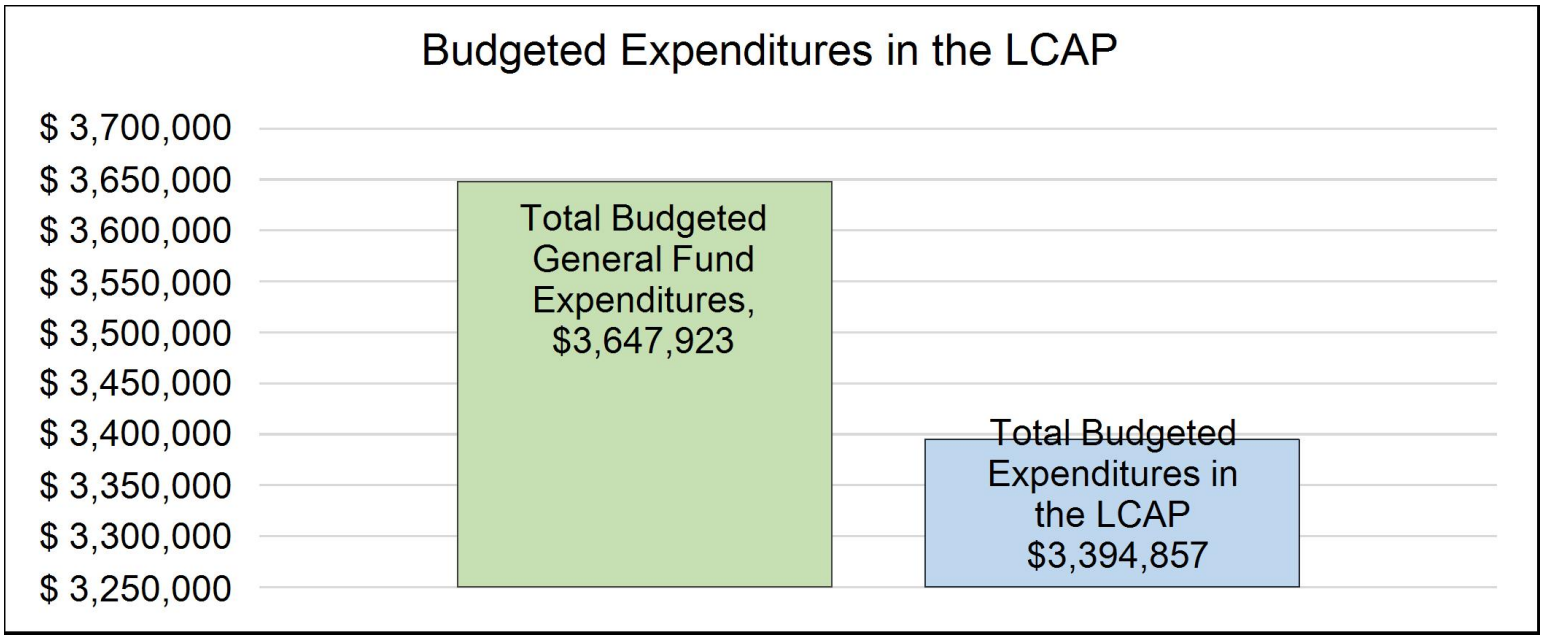


This chart shows the total general purpose revenue Novato Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Novato Charter School is $3,603,751, of which $2871367 is Local Control Funding Formula (LCFF), $333934 is other state funds, $365200 is local funds, and $33250 is federal funds. Of the $2871367 in LCFF Funds, $76866 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Novato Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Novato Charter School plans to spend $3647923 for the 2023-24 school year. Of that amount, $3394857 is tied to actions/services in the LCAP and $253,066 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

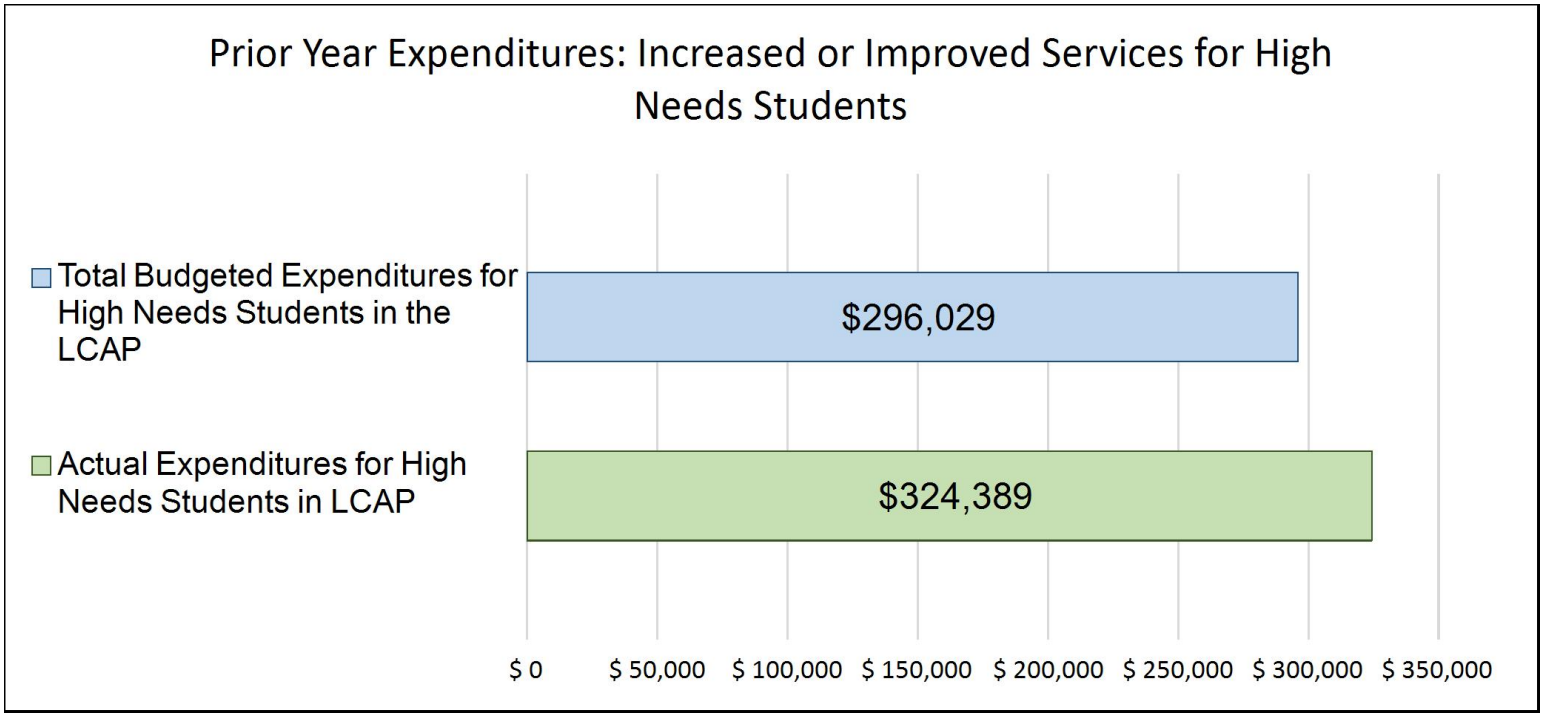
Non-capitalized equipment, Other Operating Expenses, District Admin and Oversight fees, Comm & Postage, Depreciation

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Novato Charter School is projecting it will receive $76866 based on the enrollment of foster youth, English learner, and low-income students. Novato Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Novato Charter School plans to spend $542594 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Novato Charter School's LCAP budgeted $296029 for planned actions to increase or improve services for high needs students. Novato Charter School actually spent $324389 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Novato Charter School	Nikki Lloyd Administrative Officer	nlloyd@nusd.org (415) 883- 4254

Plan Summary [2023-24]

General Information

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

Novato Charter School is a community dedicated to using educational methods guided by the Core Principles of Public Waldorf Education. We serve 270 students in grades TK-8 at our campus on 940 C Street in Novato, California. Our students are 8% Asian, 13% Hispanic, 13% two or more races, and 66% white. 7% of our students have disabilities and 15% qualify for free and reduced meals.

We are guided by the Core Principles of Public Waldorf Education with current best educational practices and California Common Core State Standards. Our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The child's intellect is appropriately challenged in the middle years and through 8th grade. This education places equal emphasis on a solid academic foundation, artistic expression, social-emotional development, and attention to the inner life of the child. An integrated project-based approach to learning emphasizes the child's relationship to the natural world thereby promoting respect for the environment and humankind. We nurture the whole child with the objective of enabling students to become self-motivated, competent lifelong learners.

We are committed to working out of our School's Core Values of:
Respect
Collaboration
Creativity and the Art of Teaching
Holistic/Developmental Approach
Accountability

While adhering to our Core Values along with the Core Principles of Public Waldorf Education, we are committed to fulfilling our Mission Statement:
We believe our students will positively impact the world. Our Mission is to guide students to discover their individual gifts, build connections with others, and foster a love of learning.

Reflections: Successes

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

We received the California Distinguished School Award from the California State Board of Education in 2023.

Novato Charter School's English Language Arts (ELA) and Mathematics summative assessment scores are well above the state average and our suspension rate is low.

On the 2021-22 CAASPP Exams, 68% of our students met or exceeded the state standard for English Language Arts, and 60% of our students met or exceeded the state standard for Mathematics. The English Language Arts and Mathematics test scores for our Hispanic or Latino subgroup, our students with disabilities, and our economically disadvantaged students were all well above the state average. 50% of the students in our Hispanic or Latino subgroup met or exceeded the state standard for English Language Arts, and 33% met or exceeded the state standard for mathematics. 39% of our students with disabilities met or exceeded the state standard for English Language Arts, and 33% met or exceeded the state standard for mathematics. 54% of our economically disadvantaged students met or exceeded the state standard for English Language Arts, and 46% met or exceeded the state standard for mathematics.

Our overall suspension rate is very low. We had zero suspensions during the 2021-22 and 2022-23 school years.

We improved our rate of chronic absenteeism. The California Dashboard for 2022 designates our chronic absenteeism rate as "low." This is a significant improvement as our chronic absenteeism rate had been "high" in 2019.

We work with a Multi-Tiered System of Support to support academic as well as social and emotional well-being, through monitoring systems, benchmarks, and assessments.

We hired a counselor to provide additional social and emotional learning support to faculty, staff, and students. The counselor facilitated social and emotional learning sessions for grades 1st through 8th and met with small groups of students and individual students with identified needs. The counselor also provided teachers with social and emotional learning activities and support.
We have initiated self-awareness skills and behavioral regulation for all students school-wide by implementing the Zones of Regulation program. We have trained our faculty and staff in recognizing signs of distress, and providing additional social and emotional support as indicated. All faculty participated in suicide prevention training to build skills in recognizing and addressing self -threat.

We hired additional staff to support general education teachers to provide Response-to-Intervention support. We started an after-school learning program for students with identified needs in grades five through eight, “Learning Hub.”

We strengthened our visual arts program by hiring a handwork teacher for grades one through four and designating an art teacher for grades six through eight.

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.

In the 2021-22 school year, Novato Charter School was placed on the list of schools identified by the California Department of Education for Williams Act Monitoring. We were placed on this list because 15 percent or more of our teachers did not possess a valid and clear or preliminary teaching credential.

The CAASPP math scores for our Hispanic or Latino subgroup, our students with disabilities, and our economically disadvantaged students, though significantly higher than the state average for each group, are low compared to the overall math average for all students. 33% of the students in our Hispanic or Latino subgroup met or exceeded the state standard for Mathematics, 33% of our students with disabilities met or exceeded the state standard, and 46% of our economically disadvantaged students met or exceeded the state standard.

To improve the academic performance of economically disadvantaged students and students with disabilities, Novato Charter School established the use of interim assessment blocks for the CAASPP for all students. We also adopted FastBridge for ELA and math benchmark

assessments, which are given three times per year. Also, we provided teachers with professional development sessions on explicit instruction for test-taking strategies and Universal Design for Learning.

During the 2022-23 school year, we experienced a teacher shortage. We were unable to hire a qualified certificated teacher for our RTI program. Also, our 4th-grade teacher left the school mid-year and we were unable to hire a qualified teacher to fill this position for the remainder of the school year. As a result, our Director taught the 4th-grade class with the support of one of our classified RTI staff. This teacher shortage impacted our RTI program and our MTSS.

We purchased further curriculum materials in the 2022-23 school year, including Sonday whole class sets for our lower school. We also continued to train faculty on how to successfully implement a Multi-Tiered System of Support to support learning for all students.

LCAP Highlights

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

We have narrowed our goals to five key areas to meet state priorities.

Our first goal is to provide a safe, secure, and fully-equipped environment for optimal student learning. We aim with this goal to continue to offer a school environment that supports both academic and social and emotional learning. Specific steps we will take to improve school safety, both physical and social-emotional, include digital literacy education and the implementation of anti-bias education.

Our second goal is to Increase educational partner (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success. We plan to increase the clarity of understanding of learning expectations and reporting between all stakeholders. This will be achieved by faculty professional development and work time, parent education events, and changes to our report card template format

Our third goal is to Provide a Multi-Tiered System of Support including Response-to-Intervention, Social-Emotional Support, and Special Education resources. This goal aims to support every student to fulfill their potential. Our intention is to increase the number of students who achieve the level of “met” and “exceeded” for the mathematics and English Language Arts state standards. Specific steps towards achieving this goal include the expansion of our Multi-Tiered System of Support program and the rollout of Universal Design for Learning (UDL) practices schoolwide.

Our fourth goal is to provide a high-quality education aligned with the core principles of Public Waldorf Education. We will actively continue to recruit and hire highly qualified, credentialed teachers with Waldorf teacher training and to continue to offer a Public Waldorf curriculum. Specific action steps to achieve this goal include continuing our membership with the Alliance for Public Waldorf Education and strengthening our arts curriculum.

Our fifth goal is to ensure continued student success on CAASPP exams. Schoolwide, 75% of students will meet or exceed the standards for CAASPP ELA and 65% will meet or exceed the standards for CAASPP math. Specific action steps to achieve this goal include providing teachers with professional development regarding test-taking strategies and adopting English Language Arts and mathematics benchmark assessments.

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.

None / Not Applicable

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

Engaging Educational Partners

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

Novato Charter School administrators and faculty met with educational partners, including staff, teachers, parents, students, and community members multiple times during the 2022-2023 school year to discuss our five LCAP goals and how to best achieve the eight state priorities addressed by the LCAP. We discussed these issues in two community meetings, during weekly faculty meetings, and in parent meetings.

In January, we conducted three surveys, the California School Parent Survey, the California Healthy Kids Elementary School Survey, and the California Healthy Kids Middle School Survey. One-hundred-twenty parents participated in the parent survey, representing all grades in our school from TK through eighth. Our fifth and sixth-grade classes took the elementary school survey, and our seventh and eighth-grade classes took the middle school survey.

In faculty meetings, we reviewed the action steps we took this year and discussed ways to refine the educational supports we offer as a school. The faculty worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped us to refine our plan for the coming year.

A summary of the feedback provided by specific educational partners.

Parents and teachers continued to express strong support for our use of a Public Waldorf curriculum and teaching methods. Parents and teachers also continued to show support for our efforts to maintain a safe and secure learning environment, especially our work in developing an anti-bias approach.

While parents showed support for our existing goals and action steps, their feedback was mostly in the form of wanting to better understand the details of our plan, which we were able to explain in these meetings. In this context, parents provided a few specific suggestions, such as surveying students not just on homework but on how much time they spend on other extracurricular activities and considering different scheduling options, such as a block schedule. All parent input was discussed in administration and faculty meetings.

In our annual parent survey, 92% of parents responded that they “agree” or “strongly agree” in questions regarding promotion of parental involvement in the school. 96% of parents responded that they “agree” or “strongly agree" that school is a safe place for their child. 94% of parents responded “agree” or “strongly agree” on questions regarding school promotion of respect for cultural beliefs and practices. 94% of parents responded that they “agree” or “strongly agree” on the school having clean and well-maintained facilities.

Our faculty has shared the importance of supporting teachers in completing their credentialing process, upkeep of school facilities, and updating school technology to meet 21st-century learning needs. Teachers also shared that our programs are solid, so the main goal should be to maintain quality while recruiting and training highly qualified teachers to be successful at our school. Teachers also discussed the

importance of using a variety of student assessment tools including DIBELS, FastBridge, CAASPP, student portfolio, and authentic (performance, project, presentation) assessments.

Throughout the year, teachers have expressed the importance of maintaining a climate of inclusiveness at Novato Charter School, including an anti-bias curriculum and regular social and emotional learning (SEL) throughout the school.

Some specific suggestions from our teachers and staff have included, engaging LGBTQ organizations to provide workshops for our students and teachers, developing an anti-bias and race-conscious curriculum throughout the grades, including an environmental education goal or action steps, and providing professional development opportunities on anti-bias education and racial awareness. Teachers requested support for addressing social-emotional needs.

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

During the 2021-22 school year, we developed five long-term goals based on educational partner input. Much educational partner input focused on the return to on-site instruction and the mitigation of learning loss that occurred as a result of the extended period of remote learning during the Covid-19 pandemic.

This year, the 2022-23 school year, we focused on reviewing the specific action steps taken to meet each goal. Educational partners provided input on successes and challenges encountered in implementing each action step. They also provided recommendations for refining existing action steps or adding new ones.

Goal 1, “Provide a safe, secure, and fully equipped environment for optimal student learning.”

We wrote Goal 1 in response to input from both parents and teachers during the 2020-21 school that we must continue to keep our facilities in good repair while providing an educational environment that is physically and emotionally safe for students. In 2021-22 and 2022-23, parents and teachers continued to express support for this goal. In 2021-22, we added three new action steps based on educational partner input, Action Step 8, “Anti-bias professional development for faculty and staff,” Action Step 9, “Emergency and safety training for all faculty and staff,” and Action Step 10, “Maintain Facilities.” Parents expressed support for our work on developing anti-bias teaching practices and teachers expressed the need for further training in this area. The new Action Steps 9 and 10 represent ongoing actions that we have already been taking. However, both parents and teachers shared with us the importance of ongoing emergency and safety training and of maintaining our 23-year-old buildings. We added both of these action steps to acknowledge the importance of these ongoing efforts to provide a safe and secure environment for learning.

Goal 2, “Increase educational partner (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success.”

During the 2020-21 school year, parents told us on many occasions (community meetings, parent/teacher conferences, emails to teachers and administrators) that they would like to better understand curricular expectations and their child's progress and achievement. In 2021-22 and 2022-23, parents continued to express an interest in better understanding state standards, the Common Core, and how these standards align with the Public Waldorf curriculum we use at Novato Charter School. Teachers expressed that we still have a ways to go in achieving Action Step 2, which is to create a skill expectation continuum for ELA and mathematics through the grades. As a result of our discussions with teachers, we discontinued Action Step 6, "Subject Through the Grades Chart" and added Action Step 9, "Create a new report card template aligned with state standards.

Goals and Actions

Goal

Goal #	Description
1	Provide a safe, secure, and fully equipped environment for optimal student learning.

An explanation of why the LEA has developed this goal.

We recognize that for optimal learning to take place, all educational partners including students, parents, faculty, and staff must feel safe and secure, both physically and emotionally, on campus. This includes maintaining facilities in good repair and well-stocked classrooms with appropriate educational resources and training.

This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate)

This is a schoolwide goal, which is applicable to the same extent to all subgroups at NCS, including our only two numerically significant subgroups (Hispanic and White).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Building Events	0% of regular community building events were held in person.	70% of regular community building events were held in person.	100% of regular community building events were held in person.		100% of regular community building events held in person.
Annual Student Survey (5th and 6th grade)	90% of students feel safe at school. (2019-20 survey)	78% of students feel safe at school.	91% of students feel safe at school.		90% of students feel safe at school.
Annual Student Survey (7th and 8th)	75% of students feel safe at school. (2019-20 survey)	78% of students perceive school as very safe or safe.	93% of students perceive school as very safe or safe.		85% of students perceive school as very safe or safe.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey	64% of parents report that they "strongly agree" that school is a safe place for their child. (2021-22 survey)	64% of parents report that they "strongly agree" that school is a safe place for their child.	59% of parents report that they "strongly agree" that school is a safe place for their child.		70% of parents report that they "strongly agree" that school is a safe place for their child.
Middle school students, teachers, and staff who received training in technology.	100% of middle school students, teachers, and staff trained in technology.	100% of middle school students, teachers, and staff trained in technology.	100% of middle school students, teachers, and staff trained in technology.		100% of middle school students, teachers, and staff trained in technology.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Building Events	Resume community building events including festivals, field trips, and in-person parent informational meetings. (Note: Class Funds Budget is now fully incorporated into general School Budget) This action step was fully implemented in the 2022-23 school year.	$104,300.00	No
1.2	Technology Maintenance	Maintain technology identified for optimal teaching and student learning. Includes addition of one 0.25 FTE staff resource and outside technology consulting.	$42,501.00	No
1.3	Technology Training	Technology training for all teachers, students, and staff. (Costs included in Goal 1, Action 2)		No
1.4	Digital Literacy Education	Continue digital literacy education. (Costs included in Goal 1, Actions 6 & 7)		No

Action #	Title	Description	Total Funds	Contributing
1.5	Anti-Bias Education	Continue implementation and analysis of anti-bias education. (Costs included in Goal 1, Actions 6 & 7)		No
1.6	Training - General Ed	Total General Ed Training Budget includes Actions 3, 4, 5, 8, and 9 [Excl RTI and SpEd Training]	$27,000.00	No
1.7	Training - RTI	Additional RTI Training will be delivered by RTI Faculty and Staff - See Goal 3 for applicable staff costs.	$2,000.00	Yes
1.8	Anti-Bias Training	Anti-bias professional development for faculty and staff. (Costs included in Goal 1, Action 6)		No
1.9	Emergency and Safety Training	Emergency and safety training for all faculty and staff. (Costs included in Goal 1, Action 6)		No
1.10	Facility Maintenance	Maintain all facilities in good repair. (Costs included in Goal 4, Action 10)		No

Goal Analysis [2022-23]

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

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

All action steps for this goal were successfully implemented during the 2022-23 school year. There is no substantive difference between planned actions and the actual implementation of these actions.

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

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

During the 2022-23 school year, we were able to fully resume all community building events in-person (Action Step 1.1). This full return to in-person community building events was one of the highlights of the school year. Also, our entire staff participated in an anti-bias course provided by Epoch Education (Action Step 1.8) Furthermore, we extended our Digital LIteracy Curriculum, “CyberCivics,” to include Grade 5 along with Grades 6-8 (Action Step 1.5). The implementation of each of these actions along with the others listed above helped us to make progress towards achieving this goal.

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

We did not make any changes to this goal or to the metrics, desired outcomes, or actions for the coming year. All reflections on prior practice indicated that we should continue to implement this goal as planned.

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

Goals and Actions

Goal

Goal #	Description
2	Increase educational partner (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success.

An explanation of why the LEA has developed this goal.

The aim of this goal is to increase understanding of our curriculum and state standards and to provide meaningful and accurate reports on student achievement and progress.

This goal meets state priorities 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes).

This is a schoolwide goal, which is applicable to the same extent to all subgroups at NCS, including our only two numerically significant subgroups (Hispanic and White).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey	50% of parents report "strongly agree" of "very well" on questions regarding communication with parents about school.	50% of parents report "strongly agree" of "very well" on questions regarding communication with parents about school.	54% of parents report "strongly agree" of "very well" on questions regarding communication with parents about school.		60% of parents report "strongly agree" of "very well" on questions regarding communication with parents about school.
Annual Parent Survey	78% of parents report that they volunteered at the school.	72% of parents report that they volunteered at the school.	90% of parents report that they volunteered at the school.		85% of parents report that they volunteered at the school.
Annual Parent Survey	49% of parents report that they "strongly	49% of parents report that they "strongly	69% of parents report that they "strongly		60% of parents report that they "strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agree" that the school encourages them to be an active partner.	agree" that the school encourages them to be an active partner.	agree" that the school encourages them to be an active partner.		agree" that the school encourages them to be an active partner.
Parent-Teacher Conferences	90% of parents met with their child's teacher at least one time to discuss student progress.	99% of parents participated in a regularly scheduled parent-teacher conference with the child's teacher.	99% of parents participated in a regularly scheduled parent-teacher conference with the child's teacher.		100% of parents participated in a regularly scheduled parent-teacher conference with the child's teacher.
Class Parent Evenings	0% of general education teachers presented and explained the curriculum through the grades in a parent meeting.	100% of general education teachers presented and explained the curriculum through the grades in a parent meeting.	This metric has been discontinued.		100% of general education teachers presented and explained the curriculum through the grades in a parent meeting.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Skill and Habit Reporting	Improve skill and habit reporting to reflect state standards. (Costs included in Goal 2, Action 8)		No
2.2	ELA and Mathematics Skills through the Grades Chart	Create a skill expectation continuum for ELA and mathematics through the grades. (Costs included in Goal 2, Action 8)		No
2.3	Homework Expectations	Create and communicate homework expectations. (Costs included in Goal 2, Action 8)		No

Action #	Title	Description	Total Funds	Contributing
2.4	Parent Volunteering	Increase parent volunteering. (Costs included in Goal 2, Action 8)		No
2.5	Parent Education	Provide quality parent education events. (Costs included in Goal 2, Action 8)		No
2.6	Subject Through the Grades Chart	Distribute and explain “subject through the grades” guide. (Costs included in Goal 2, Action 8) Note: This action step has been discontinued as of the 2022-23 school year. The Subject Through the Grades Chart was fully implemented in the 2021-22 school year.		No
2.7	Parent-Teacher Meetings	Hold a parent-teacher conference in the Fall and an additional conference as needed, to review progress and discuss the student role in success. (Costs included in Goal 2, Action 8)		No
2.8	Core Curriculum/Enhanced Academics Implementation - Total Staff Costs	Note: The costs for the actions in Goal 2 are included in total Core Curriculum/Enhanced Academics (Math & Foreign Language) staff salaries and benefits costs	$1,494,272.00	No
2.9	New Report Card Template	Create a new report card template aligned with state standards. (Costs included in Goal 2, Action 8)		No

Goal Analysis [2022-23]

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

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

During the 2022-23 school year, we successfully increased parent volunteering at school. 90% of parents reported on the California Parent Survey that they have volunteered at Novato Charter School this past year. This is a significant increase from the previous year. Also, 69% of parents report that they "strongly agree" that the school encourages them to be an active partner. This is also a significant increase from the

previous year. All class teachers and 99% of parents or guardians participated in individual parent-teacher conferences during the school year.

The faculty worked on Action Steps 1.1 (Skill and Habit Reporting), 1.2 (ELA and Mathematics Skills through the Grades Chart), and 1.8 (New Report Card Template) during faculty meetings, however none of these projects were completed this school year.

Our main parent education evening event was a session on “Stress, Suicide, and Self Harm” presented by Kevin Briggs in January, 2023. Each of our ten class teachers also hosted three parent evenings each to present topics related to the curriculum for the grade they teach.

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

The Estimated Actual Expenditure for Action Step 1.8 (Total Staff Costs) is less than the Budgeted Expenditure due to a staffing shortage this year. Our 4th grade teacher left the school mid-year and we never filled an open position for a certificated RTI teacher. We were unable to recruit a qualified teacher to fill the vacant 4th grade teaching position.

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

The most effective action steps for making progress towards this goal were Parent Volunteering (2.4), Parent Education (2.5), Parent-Teacher Meetings (2.7), and Total Staff Costs (2.8). These action steps helped to Increase educational partner engagement and understanding of curricular expectations in order to support student success.

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.

We did not make any changes to this goal or to the metrics or desired outcomes for the coming year. All reflections on prior practice indicated that we should continue to implement this goal as planned. We discontinued Action Step 2.6 (Subject Through the Grades Chart) as of the 2022-23 school year because it was fully implemented during the 2021-22 school year. We have retained all other action steps for the 2023-24 school year.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a Multi-Tiered System of Support including Response-to-Intervention, Social-Emotional Support, and Special Education resources.

An explanation of why the LEA has developed this goal.

A successful Multi-Tiered System of Support (MTSS) provides optimal learning to all students. MTSS offers well designed instructional practices to every student with targeted interventions to students needing additional support. In order to address any learning loss due to the Covid-19 pandemic, we aim to develop a plan to regularly assess and mitigate areas in need.

This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate)

This is a schoolwide goal, which is applicable to the same extent to all subgroups at NCS, including our only two numerically significant subgroups (Hispanic and White). However, NCS also has the following goals for non-numerically significant subgroups:

Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.
Identified students who have experienced learning loss subgroup: Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

English Language Learners: Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Faculty Trained in PBIS and SEL practices.	100% of faculty and staff trained in PBIS and SEL practices.	100% of faculty and staff trained in PBIS and SEL practices.	100% of faculty and staff trained in PBIS and SEL practices.		100% of faculty and staff trained in PBIS and SEL practices.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL activities with students.	100% of teachers (TK-8) facilitated monthly SEL activities with students.	100% of teachers (TK-8) facilitated monthly SEL activities with students.	100% of teachers (TK-8) facilitated monthly SEL activities with students.		100% of teachers (TK-8) facilitated monthly SEL activities with students.
SEL Screening of Students	100% of middle school students were screened for social and emotional well-being.	100% of middle school students were screened for social and emotional well-being.	100% of middle school students were screened for social and emotional well-being.		100% of middle school students were screened for social and emotional well-being.
Annual Student Survey (5th and 6th grade)	63% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.	63% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.	71% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.		70% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.
Annual Student Survey (7th and 8th grade)	67% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.	67% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.	71% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.		75% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness.
Annual Parent Survey	83% of parents reported "strongly agree" or "very well" on questions regarding teacher responsiveness to their children's social and emotional needs.	83% of parents reported "strongly agree" or "very well" on questions regarding teacher responsiveness to their children's social and emotional needs. 64% of parents reported that they "strongly agree" that	93% of parents reported "strongly agree" or "very well" on questions regarding teacher responsiveness to their children's social and emotional needs. 59% of parents reported that they "strongly agree" that		90% of parents reported "strongly agree" or "very well" on questions regarding teacher responsiveness to their children's social and emotional needs. 75% of parents reported that they "strongly agree" that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the school is a safe place for their child.	the school is a safe place for their child.		the school is a safe place for their child.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Counselor	Engage services of a school counselor. (Included in the 22-23 budget as employee salary and benefits)	$20,590.00	Yes
3.2	Community Partners for SEL Learning	Continue social and emotional learning (SEL) work internally as well as with community partners. (Costs = Total Salaries and Benefits costs related to the school's Social/Emotional Support time/effort, excl 3.1)	$61,632.00	Yes
3.3	`Response-to-Intervention Practices	Utilize response-to-intervention (RTI) practices including additional academic supports, tutoring, etc. (Note: Costs = Total RTI Program costs excluding specific line items noted elsewhere in this report)	$468,172.00	Yes
3.4	Universal Design for Learning (UDL) Practices	Rollout of Universal Design for Learning (UDL) practices schoolwide. (Costs included in Goal 3 - Action 3)		Yes
3.5	Implement Multi-Tiered System of Support	Establish designated Multi-Tiered System of Support (MTSS) to assess student needs so that targeted small groups and one-on-one instruction can be used most effectively. (Costs included in Goal 3 - Actions 2,3,&8)		Yes

Action #	Title	Description	Total Funds	Contributing
3.6	PBIS and SEL Supports	Implement Positive Behavior Interventions and Supports (PBIS) and social and emotional learning (SEL) supports schoolwide to maintain a positive school climate. (Costs included in Goal 3 - Actions 2 & 3)		Yes
3.7	After School Instruction Support	Implement after school instruction support for identified students. (Costs included in Goal 3 - Action 3)		Yes
3.8	Delivery of Special Education/IEP Services	Program Costs related to the delivery of Special Education Services. Some excess program costs are covered by other funding sources and not included in Special Education costs.	$305,672.00	No
3.9	ELO-P Implementation	We will work with educational partners to implement a plan to offer expanded learning opportunities to meet the needs of unduplicated students. [Note 1: This actions does not directly contribute to the "Increased/Improved Requirement" but is directed to serve TK-6 Unduplicated students. Other State Funds (ELOP) will cover these expenses. The school will fund tuition for Unduplicated TK-6 students with local partners. Demand is expected to be low. Currently the school is not including ELOP revenue or expenses in its budget. Amounts will be adjusted for actual demand and funded tuition. Remaining/unused funds will be returned to the state.	$0.00	No
3.10	UTK Implementation	Implementation of the new UTK requirement to meet the requirement of universal transitional kindergarten for all four-year-olds by 2025-26. [Costs included in Action 2.8]		No

Goal Analysis [2022-23]

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

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

All action steps for this goal were successfully implemented during the 2022-23 school year. However, our RTI program was impacted by staffing shortages as explained below.

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

We were unable to identify and hire a certificated RTI teacher as originally planned, so staffing costs were lower than anticipated. Also, we lost our 4th-grade teacher mid-year and were unable to identify and hire a replacement teacher. This impacted other members of our RTI staff as they stepped in to support needs specific to the 4th-grade classroom.

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

Action Steps 3.1 (School Counselor), 3.3 (Response-to-Intervention Practices), 3.5 (Multi-Tiered System of Support), 3.7 (After School Instructional Support), and 3.8 (Delivery of Special Education/IEP Services) have been particularly effective in making progress towards this goal. Our school counselor has been invaluable in providing our SEL curriculum and ongoing SEL support to teachers and students. Our after school instructional support program, called, “Learning Hub,” provided extra learning support to fifteen selected students, three afternoons per week.

We successfully partnered with the YMCA to offer an ELO-P (Extended Learning Opportunities Program) to qualifying students. (Action Step 3.9) Demand is expected to be low and the school is re-assessing the program.

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.

We did not make any changes to this goal or to the metrics, desired outcomes, or actions for the coming year. All reflections on prior practice indicated that we should continue to implement this goal as planned.

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

Goals and Actions

Goal

Goal #	Description
4	Provide a high quality education aligned with the core principles of Public Waldorf Education.

An explanation of why the LEA has developed this goal.

As a “school of choice,” we offer an education aligned with the core principles of Public Waldorf Education. Novato Charter School pedagogy aligns the view of human development according to Waldorf education with the best practices of public education.

Reference: Alliance for Public Waldorf Education, https://www.publicwaldorf.org/

This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate)

This is a schoolwide goal, which is applicable to the same extent to all subgroups at NCS, including ouronly two numerically significant subgroups (Hispanic and White).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teaching Credentials	100% of core curriculum teachers held a valid teaching credential.	100% of core curriculum teachers held a valid teaching credential.	100% of core curriculum teachers held a valid teaching credential.		100% of core curriculum teachers held a valid teaching credential.
Professional Development	100% of teachers participated in professional development regarding Public Waldorf Education.	100% of teachers participated in professional development regarding Public Waldorf Education.	100% of teachers participated in professional development regarding Public Waldorf Education.		100% of teachers participated in professional development regarding Public Waldorf Education.
Annual Parent Survey	51% of parents reported "strongly	51% of parents reported "strongly	58% of parents reported "strongly		60% of parents reported "strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agree" on questions indicating that the school motivates students to learn.	agree" on questions indicating that the school motivates students to learn.	agree" on questions indicating that the school motivates students to learn.		agree" on questions indicating that the school motivates students to learn.
Parent Education	0% of parents attended an all school parent education event.	Approximately 60% of parents attended Back to School Night or the all school Parent Ed event.	Approximately 70% of parents attended Back to School Night.		80% of parents attend an all school parent education event.
California School Parent Survey	46% of parents reported "strongly agree" on questions related to the student learning environment.	46% of parents reported "strongly agree" on questions related to the student learning environment.	55% of parents reported "strongly agree" on questions related to the student learning environment.		60% of parents reported "strongly agree" on questions related to the student learning environment.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Teacher Qualifications	Hire and maintain highly qualified, credentialed teachers with Waldorf teacher training. (Costs included in Goal 2 Action 8 and Goal 4 Actions 6 & 7)		No
4.2	Alliance for Public Waldorf Education and Charter School Development Center	Continue membership with the Alliance for Public Waldorf Education and the Charter School Development Center (incl in Obj 5300)	$3,560.00	No
4.3	Professional Development	Continue professional development for faculty and staff in alignment with the core principles of Public Waldorf Education (Costs included in Goal 1)		No

Action #	Title	Description	Total Funds	Contributing
4.4	Arts Curriculum	Maintain and strengthen arts curriculum. (Costs included in Goal 2 Action 8 and Goal 4 Actions 6 & 7)		No
4.5	State Standards Alignment	Confirm and analyze alignment of common core state standards as articulated by the Alliance for Public Waldorf Education. (Costs included in Goal 2 Action 8 and Goal 4 Actions 6 & 7)		No
4.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	Faculty Salaries and Benefits for delivering Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education. [Note: Classroom Materials Costs for these programs are included in Action 4.7]	$221,852.00	No
4.7	-Waldorf Program Class Materials and Supplies (incl Enrichment Programs)	Cost of Waldorf Program Class Materials and Supplies. Includes Enrichment Programs and Class Fund Accounts - (Objects 4300-01 through 4300-09 + Class Funds Materials and Instruments)	$53,150.00	No
4.8	Management and Admin / Food Services - Staff Costs	Management and Admin / Food Services - Staff Costs (excl costs reported for Action 1.2)	$376,205.00	No
4.9	Materials and Supplies Costs - General / Operating	Materials and Supplies Costs - General / Operating - not reported elsewhere (4300-11 and higher excl RTI and SpEd)	$28,000.00	No
4.10	Facilities Costs	Facilities-related costs - not reported elsewhere (obj 54xx, 55xx, and 56xx)	$185,951.00	No

Goal Analysis [2022-23]

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

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

We continued to implement all of these actions during the 2022-23 school year. There were no substantive differences between planned actions and implementation of these actions.

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

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

In January, 2023, we were recognized by the California Department of Education as a California Distinguished School. This achievement shows the success of the action steps outlined for this goal. Our staff is highly-qualified and well-trained in the Public Waldorf Curriculum and teaching methods. We are full members of the Alliance for Public Waldorf Education.

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.

We did not make any changes to this goal or to the metrics, desired outcomes, or actions for the coming year. All reflections on prior practice indicated that we should continue to implement this goal as planned.

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

Goals and Actions

Goal

Goal #	Description
5	Ensure continued student success on CAASPP exams; schoolwide, 75% of students will meet or exceed the standards for CAASPP ELA and 65% will meet or exceed the standards for CAASPP math. Increase Faculty development and upgrade technology equipment.

An explanation of why the LEA has developed this goal.

Novato Charter School students have consistently performed well on the annual state English Language Arts and Mathematics exams. However, in recent years, scores, in both English Language Arts and Mathematics have exhibited a declining trend. Our goal is to maintain a majority of students achieving the “Met” and “Exceeded Standards” on state mandated tests.

This goal meets state priorities 2 (State Standards) and 4 (Pupil Achievement)

Hispanic Students: The percentage of students meeting or exceeding standards in ELA and math will grow by at least ten percent.
White Students: The percentage of students meeting or exceeding standards in ELA and math will grow by at least ten percent.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Interim Assessment	100% of students, including numerically significant subgroups (Hispanic and White) and other student subgroups, completed at least one ELA Interim Assessment.	100% of students, including numerically significant subgroups (Hispanic and White) and other student subgroups, completed at least one ELA Interim Assessment.	100% of students, including numerically significant subgroups (Hispanic and White) and other student subgroups, completed at least one ELA Interim Assessment.		100% of students, including numerically significant subgroups (Hispanic and White) and other student subgroups, completed at least one ELA Interim Assessment.
Benchmark Assessments	100% of students, including numerically significant subgroups	100% of students, including numerically significant subgroups	100% of students, including numerically significant subgroups		100% of students, including numerically significant subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Hispanic and White), completed three benchmark assessments.	(Hispanic and White), completed three benchmark assessments.	(Hispanic and White), completed three benchmark assessments.		(Hispanic and White), completed three benchmark assessments.
CAASPP ELA	62% of our students met or exceeded the standard. (2019)	69% of our students met or exceeded the standard. (2021)	68% of our students met or exceeded the standard. (2022)		75% of students meet or exceed the standards.
CAASPP Math	52% of our students met or exceeded the standard. (2019)	50% of our students met or exceeded the standard. (2021)	60% of our students met or exceeded the standard. (2022)		65% of students meet or exceed the standards.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Interim CAASPP Assessments	All students in 3rd through 8th grade will participate in interim CAASPP assessments. (Staff costs included in Goal 3 Action 3 and Goal 2 Action 8) Note: This action step has been discontinued as of the 2023-24 school year. It was fully implemented in the 2021-22 and 2022-23 school years. Beginning in the 2023-24 school year, the use of practice CAASPP tests will take its place		No
5.2	Professional Development	The administrative team will provide teachers with professional development regarding test taking strategies. (Staff costs included in Goal 3 Action 3 and Goal 2 Action 8)		No
5.3	Universal Tools and Designated Supports for Standardized Tests.	The school will implement Universal Tools and Designated Supports for standardized tests. (Staff costs included in Goal 3 Action 3 and Goal 2 Action 8)		No

Action #	Title	Description	Total Funds	Contributing
5.4	Benchmark Assessments	The school will adopt English Language Arts (ELA) and mathematics benchmark assessments. (Staff costs included in Goal 3 Action 3 and Goal 2 Action 8)		No
5.5	Testing and Assessments Coordinator	The school will identify a testing and assessments coordinator. (Staff costs included in Goal 3 Action 3 and Goal 2 Action 8)		No

Goal Analysis [2022-23]

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

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

We continued to implement all five action steps during the 2022-23 school year. We identified a testing coordinator. All students in grades three through eight participated in three benchmark assessments given in fall, winter, and spring. All students in grades three through eight also participated in the interim CAASPP assessment.

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

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

All five Action Steps, 5.1 (Interim CAASPP Assessments), 5.2 (Professional Development), 5.3 (Universal Tools and Designated Supports for Standardized Tests), 5.4 (Benchmark Assessments), and 5.5 (Testing and Assessments Coordinator) have contributed to our success in making progress toward this goal. Our CAASPP ELA and Math scores continue to be higher than the state average and higher than most other schools in our area.

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.

We have decided to discontinue Action Step 5.1 (Interim CAASPP Assessments) in response to feedback from the faculty that students do not benefit as much from the interim CAASPP assessments as they would from working through the CAASPP practice tests. The practice

tests allow teachers to work with students on test-taking strategies and to give students direct feedback on their test answers. We fully implemented the Interim CAASPP Assessments in the 2021-22 and 2022-23 school years. Beginning in the 2023-24 school year, the use of practice CAASPP tests will take its place.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
76866	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.75%	0.00%	$0.00	2.75%

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

Required Descriptions

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

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

General: Multi-Tiered System of Support
The Student Study Team meets weekly to ensure the Multi-Tiered System of Support (MTSS) meets the needs of all learners and that Child Find is in place to identify students in need of additional support. In addition, an MTSS tracking system is used to monitor student interventions and referrals for Special Education and 504 assessments.

Novato Charter School's MTSS consists of the following components:
Universal Design for Learning (UDL) practices
Response-to-Intervention (RTI)

Social-Emotional Learning (SEL), including social Inclusion and restorative discipline programs.

The California Department of Education has identified the implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. Novato Charter School's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students and in particular our unduplicated pupils.

"California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students."
Reference: The California Department of Education website, https://www.cde.ca.gov/ci/cr/ri/

Novato Charter School's Core Values, Mission Statement, and Multi-Tiered System of Support are provided to the entire school. Specific services for low-income students, foster youth, and English learners are action based.

Low-Income student actions will include:
Contact with parents/students to determine if they have special or unmet needs.
Coordination with parents/students and schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies.
Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified.
Coordination and communication with shelters to engage students.
Coordination and communication with homeless agencies to make them aware of Novato Charter School Homeless Services.
Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.

Supports specific to Foster Youth will include:
Case management to support all eligible foster youth.
Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
Monitoring of attendance/engagement and communication with teachers and administrators when needed.
Referrals to both district and community agencies for additional support/resources as needed.
Collaboration with Student Hearing and Placement and Special Education agencies so that any new youth entering the district are placed in the appropriate school in a timely manner.

Supports specific to English Learners will include:
Students will receive both integrated and designated English Language Development (ELD).

For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards.
Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

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

Not applicable

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,688,127.00	$403,920.00	$269,560.00	$33,250.00	$3,394,857.00	$2,929,477.00	$465,380.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Community Building Events	All			$104,300.00		$104,300.00
1	1.2	Technology Maintenance	All	$42,501.00				$42,501.00
1	1.3	Technology Training	All					
1	1.4	Digital Literacy Education	All					
1	1.5	Anti-Bias Education	All					
1	1.6	Training - General Ed	All	$19,000.00	$8,000.00			$27,000.00
1	1.7	Training - RTI	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
1	1.8	Anti-Bias Training	All					
1	1.9	Emergency and Safety Training	All					
1	1.10	Facility Maintenance	All					
2	2.1	Skill and Habit Reporting	All					
2	2.2	ELA and Mathematics Skills through the Grades Chart	All					
2	2.3	Homework Expectations	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Parent Volunteering	All					
2	2.5	Parent Education	All					
2	2.6	Subject Through the Grades Chart	All					
2	2.7	Parent-Teacher Meetings	All					
2	2.8	Core Curriculum/Enhanced Academics Implementation - Total Staff Costs	All	$1,361,749.00	$128,323.00	$4,200.00		$1,494,272.00
2	2.9	New Report Card Template	All					
3	3.1	School Counselor	English Learners Foster Youth Low Income	$5,569.00	$15,021.00			$20,590.00
3	3.2	Community Partners for SEL Learning	English Learners Foster Youth Low Income	$61,632.00				$61,632.00
3	3.3	`Response-to-Intervention Practices	English Learners Foster Youth Low Income	$458,542.00	$9,630.00			$468,172.00
3	3.4	Universal Design for Learning (UDL) Practices	English Learners Foster Youth Low Income					
3	3.5	Implement Multi-Tiered System of Support	English Learners Foster Youth Low Income					
3	3.6	PBIS and SEL Supports	English Learners Foster Youth Low Income					
3	3.7	After School Instruction Support	English Learners Foster Youth Low Income					
3	3.8	Delivery of Special Education/IEP Services	Students with Disabilities	$46,828.00	$225,594.00		$33,250.00	$305,672.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.9	ELO-P Implementation	Limited to Unduplicated Student Groups (see notes)		$0.00			$0.00
3	3.10	UTK Implementation	All					
4	4.1	Teacher Qualifications	All					
4	4.2	Alliance for Public Waldorf Education and Charter School Development Center	All			$3,560.00		$3,560.00
4	4.3	Professional Development	All					
4	4.4	Arts Curriculum	All					
4	4.5	State Standards Alignment	All					
4	4.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	All	$81,852.00		$140,000.00		$221,852.00
4	4.7	-Waldorf Program Class Materials and Supplies (incl Enrichment Programs)	All	$18,298.00	$17,352.00	$17,500.00		$53,150.00
4	4.8	Management and Admin / Food Services - Staff Costs	All	$376,205.00				$376,205.00
4	4.9	Materials and Supplies Costs - General / Operating	All	$28,000.00				$28,000.00
4	4.10	Facilities Costs	All	$185,951.00				$185,951.00
5	5.1	Interim CAASPP Assessments	All					
5	5.2	Professional Development	All					
5	5.3	Universal Tools and Designated Supports	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		for Standardized Tests.						
5	**5.4**	Benchmark Assessments	All					
5	**5.5**	Testing and Assessments Coordinator	All					

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2794501	76866	2.75%	0.00%	2.75%	$527,743.00	0.00%	18.89 %	**Total:**	$527,743.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$527,743.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.7**	Training - RTI	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Novato Charter School	$2,000.00	
3	**3.1**	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Novato Charter School	$5,569.00	
3	**3.2**	Community Partners for SEL Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Novato Charter School	$61,632.00	
3	**3.3**	`Response-to-Intervention Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Novato Charter School	$458,542.00	
3	**3.4**	Universal Design for Learning (UDL) Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Novato Charter School		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Implement Multi-Tiered System of Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Novato Charter School		
3	3.6	PBIS and SEL Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Novato Charter School		
3	3.7	After School Instruction Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Novato Charter School		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,058,728.00	$2,891,548.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Community Building Events	No	$102,800.00	57700
1	**1.2**	Technology Maintenance	No	$17,108.00	42300
1	**1.3**	Technology Training	No		
1	**1.4**	Digital Literacy Education	No		
1	**1.5**	Anti-Bias Education	No		
1	**1.6**	Training - General Ed	No	$27,000.00	28300
1	**1.7**	Training - RTI	Yes	$2,000.00	550
1	**1.8**	Anti-Bias Training	No		
1	**1.9**	Emergency and Safety Training	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Facility Maintenance	No		
2	2.1	Skill and Habit Reporting	No		
2	2.2	ELA and Mathematics Skills through the Grades Chart	No		
2	2.3	Homework Expectations	No		
2	2.4	Parent Volunteering	No		
2	2.5	Parent Education	No		
2	2.6	Subject Through the Grades Chart	No		
2	2.7	Parent-Teacher Meetings	No		
2	2.8	Core Curriculum/Enhanced Academics Implementation - Total Staff Costs	No	$1,386,527.00	1334474
2	2.9	New Report Card Template	No		
3	3.1	School Counselor	Yes	$17,941.00	24374
3	3.2	Community Partners for SEL Learning	Yes	$54,502.00	50491
3	3.3	Response-to-Intervention Practices	Yes	$368,209.00	241684

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Universal Design for Learning (UDL) Practices	Yes		
3	3.5	Implement Multi-Tiered System of Support	Yes		
3	3.6	PBIS and SEL Supports	Yes		
3	3.7	After School Instruction Support	Yes		
3	3.8	Delivery of Special Education/IEP Services	No	$256,806.00	312442
3	3.9	ELO-P Implementation	No	$72,690.00	0
3	3.10	UTK Implementation	No		
4	4.1	Teacher Qualifications	No		
4	4.2	Alliance for Public Waldorf Education and Charter School Development Center	No	$3,500.00	3510
4	4.3	Professional Development	No		
4	4.4	Arts Curriculum	No		
4	4.5	State Standards Alignment	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	No	$182,121.00	188899
4	**4.7**	Waldorf Program Class Materials and Supplies (incl Enrichment Programs)	No	$53,150.00	49320
4	**4.8**	Management and Admin / Food Services - Staff Costs	No	$330,504.00	354379
4	**4.9**	Materials and Supplies Costs - General / Operating	No	$20,000.00	27800
4	**4.10**	Facilities Costs	No	$163,870.00	175325
5	**5.1**	Interim CAASPP Assessments	No		
5	**5.2**	Professional Development	No		
5	**5.3**	Universal Tools and Designated Supports for Standardized Tests.	No		
5	**5.4**	Benchmark Assessments	No		
5	**5.5**	Testing and Assessments Coordinator	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
68610	$296,029.00	$324,389.00	($28,360.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Training - RTI	Yes	$2,000.00	550		
3	3.1	School Counselor	Yes				
3	3.2	Community Partners for SEL Learning	Yes				
3	3.3	Response-to-Intervention Practices	Yes	$294,029.00	323839		
3	3.4	Universal Design for Learning (UDL) Practices	Yes				
3	3.5	Implement Multi-Tiered System of Support	Yes				
3	3.6	PBIS and SEL Supports	Yes				
3	3.7	After School Instruction Support	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$56,334	68610	0	121.79%	$324,389.00	0.00%	575.83%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

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

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

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

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

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

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

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

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

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

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022