Novato Charter School

2024-25 LCAP
Local Control Accountability Plan
and Annual Update

Approval: June 18, 2024 Board Meeting

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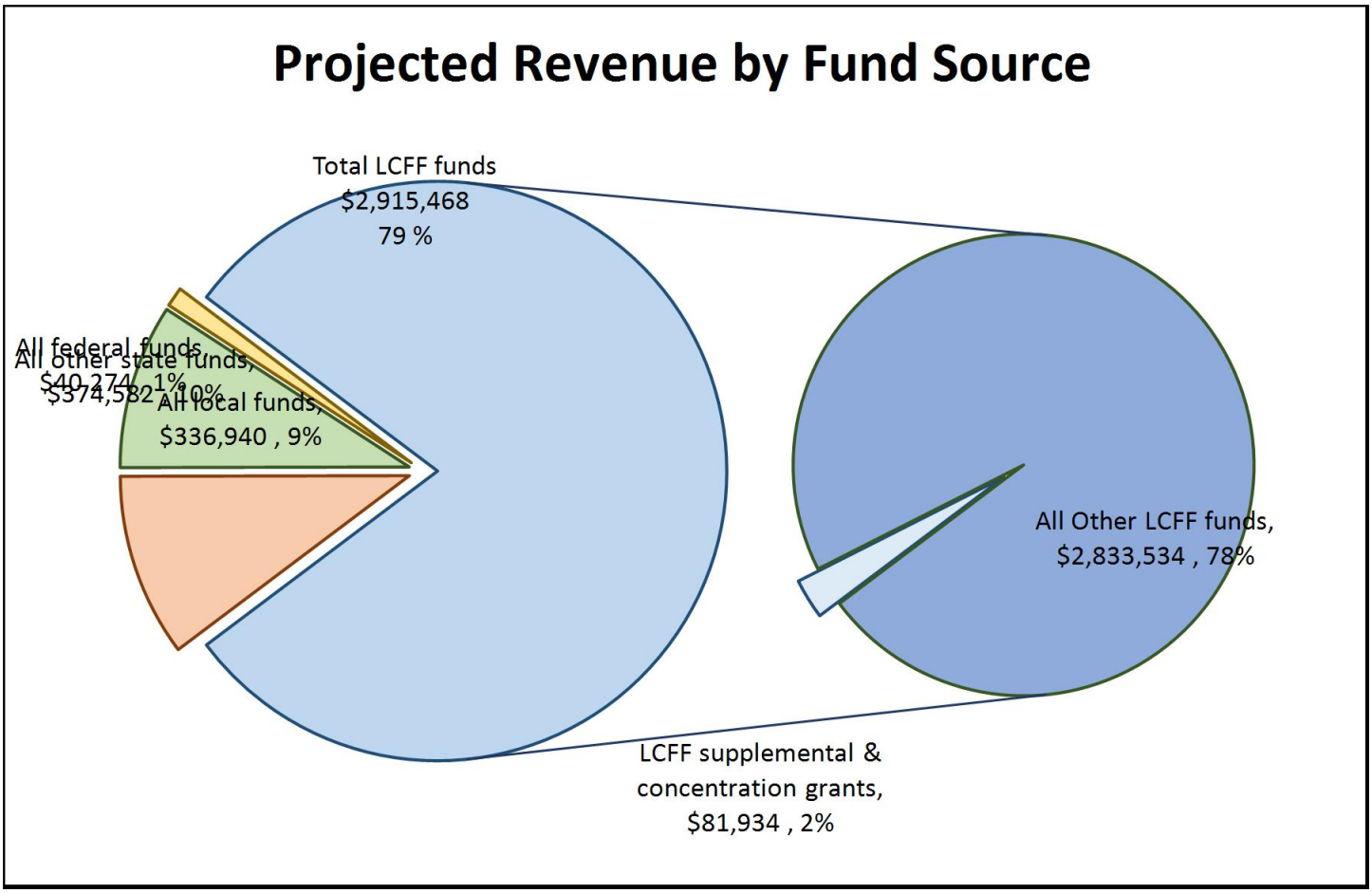
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Novato Charter School
CDS Code: 21-65417-6113229
School Year: 2024-25
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 2024-25 School Year

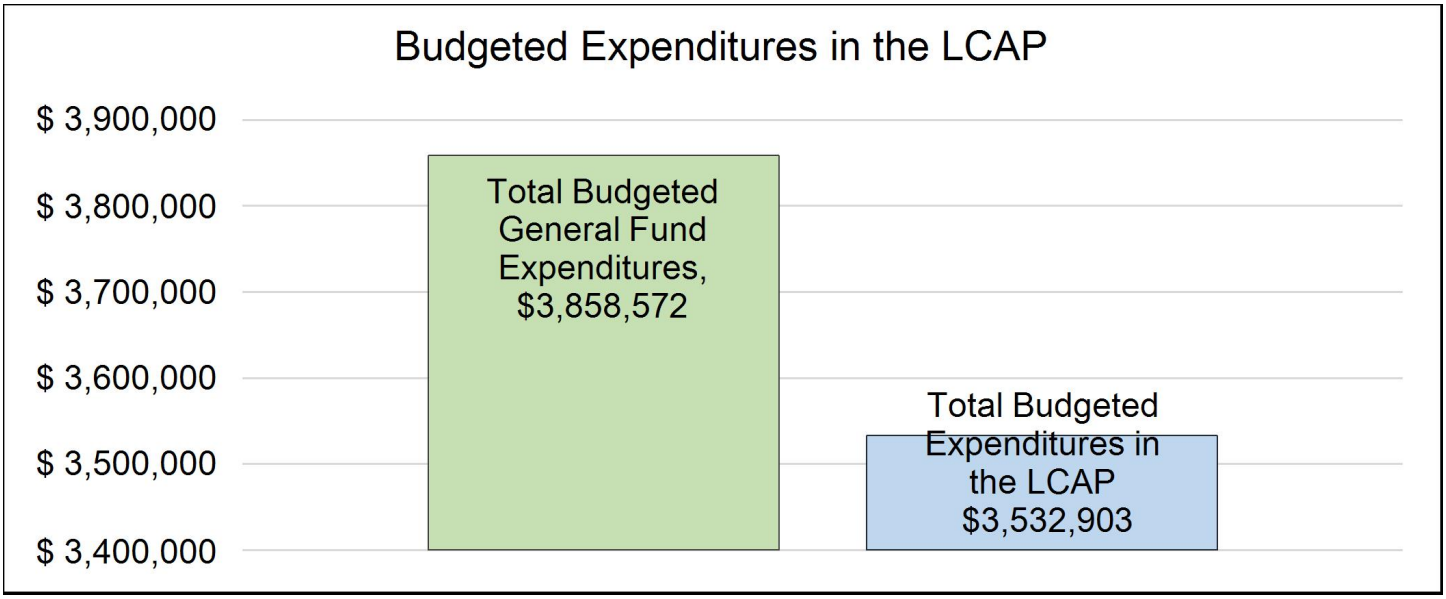


This chart shows the total general purpose revenue Novato Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Novato Charter School is $3,667,264, of which $2915468 is Local Control Funding Formula (LCFF), $374582 is other state funds, $336940 is local funds, and $40274 is federal funds. Of the $2915468 in LCFF Funds, $81934 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 2024-25. 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 $3858572 for the 2024-25 school year. Of that amount, $3532903 is tied to actions/services in the LCAP and $325,669 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

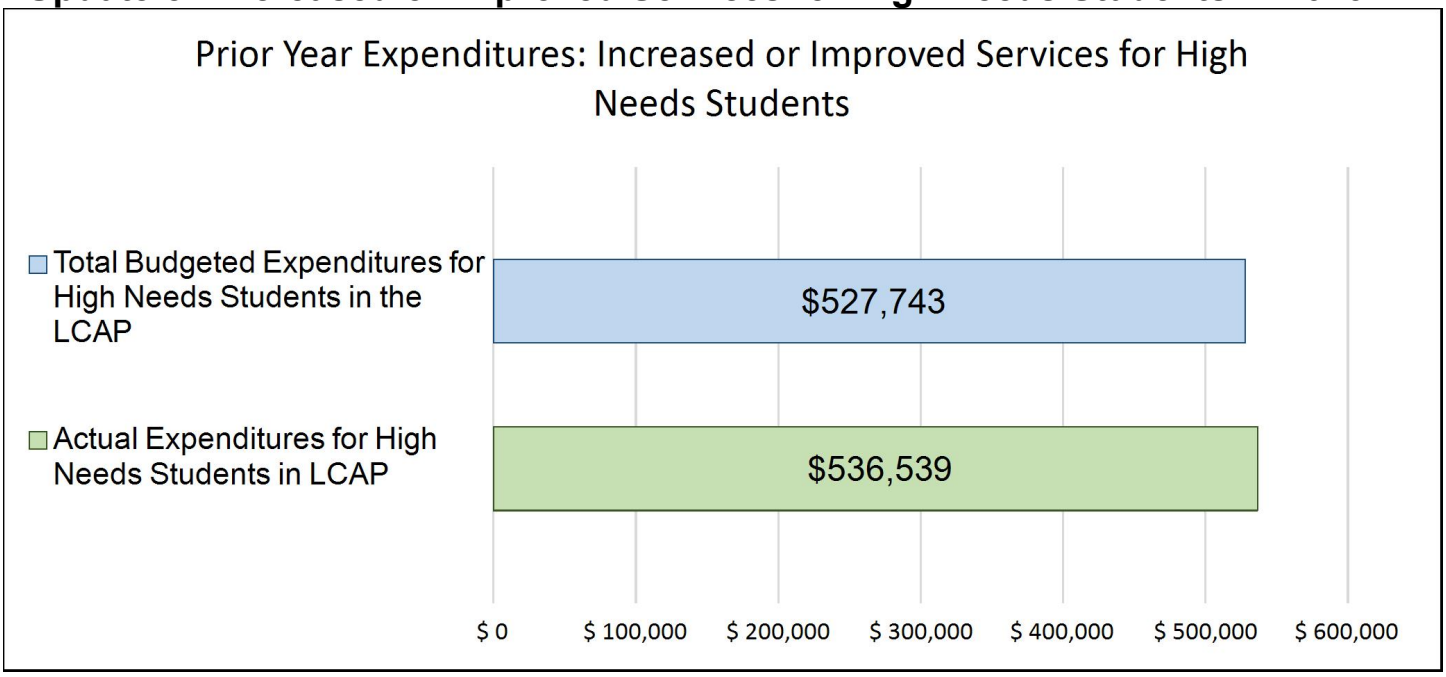
Non-capitalized equipment, Other Operating Expenses, District Admin and Oversight fees, Communications, Network & Postage, Depreciation

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Novato Charter School is projecting it will receive $81934 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 $392056 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Novato Charter School's LCAP budgeted $527743 for planned actions to increase or improve services for high needs students. Novato Charter School actually spent $536539 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

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 have been held in person. (2023-24)	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.	89% of students feel safe at school. (2023-24)	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.	81% of students perceive school as very safe or safe. (2023-24)	85% of students perceive school as very safe or safe.
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.	56% of parents report that they "strongly agree" that school is a safe place for their child. (2023-24)	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. (2023-24)	100% of middle school students, teachers, and staff trained in technology.

Goal Analysis

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

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

All action steps were implemented as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

Estimated actual expenditures for field trips and class funds accounts came in significantly lower than budget. Management of Class Funds/Filed Trip accounts shifted to the school in 2022-23 and the school is re-benching the average amount. Expenses are offset by grants so the net impact of the change is $0.

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

The full implementation of in-person community-building events, including outdoor education field trips and school festivals was effective in maintaining student and parent perception of school safety. Digital literacy education, Anti-bias education, general ed teacher training, RTI staff training, and emergency and safety training were all effective in maintaining student and parent perception of overall school safety. Ongoing facility maintenance was effective in maintaining a safe, secure, and fully equipped environment. Student and parent perception of school safety is determined by results from the California Health Kids Survey and the California Parent Survey.

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

No significant changes were made to this planned goal, metrics, desired outcomes, or actions.

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.

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" or "very well" on questions regarding communication with parents about school.	50% of parents report "strongly agree" or "very well" on questions regarding communication with parents about school.	54% of parents report "strongly agree" or "very well" on questions regarding communication with parents about school.	48% of parents report "strongly agree" or "very well" on questions regarding communication with parents about school. (2023-24)	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.	88% of parents report that they volunteered at the school. (2023-24)	85% of parents report that they volunteered at the school.
Annual Parent Survey	49% of parents report that they "strongly agree" that the school encourages them to be an active partner.	49% of parents report that they "strongly agree" that the school encourages them to be an active partner.	69% of parents report that they "strongly agree" that the school encourages them to be an active partner.	53% of parents report that they "strongly agree" that the school encourages them to be an active partner. (2023-24)	60% of parents report that they "strongly 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.	99% of parents participated in a regularly scheduled parent-teacher conference with the	100% of parents participated in a regularly scheduled parent-teacher conference with the child's teacher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				child's teacher. (2023-24)	
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.	This metric has been discontinued.	100% of general education teachers presented and explained the curriculum through the grades in a parent meeting.

Goal Analysis

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

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

All action steps were implemented as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

There are no significant differences 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All of the action steps contributed towards achieving this goal. Specifically, maintaining a high level of parent volunteering, providing quality parent education events, and providing parent-teacher meetings have significantly contributed to educational partner engagement. Other action steps, such as skill and habit reporting and creating and communicating homework expectations, have contributed to educational partner understanding of curricular expectations. The percentage of parents volunteering at the school and the percentage of parents taking part in a parent-teacher conference remain high, showing the success of these action steps.

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

No significant changes were made to this planned goal, metrics, desired outcomes, or actions.

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.

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. (2023-24)	100% of faculty and staff trained in PBIS and SEL practices.
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. (2023-24)	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. (2023-24)	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.	76% of students reported that they "agreed" or "strongly agreed" on questions regarding school connectedness. (2023-24)	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	67% of students reported that they "agreed" or "strongly	71% of students reported that they "agreed" or "strongly	69% of students reported that they "agreed" or "strongly	75% of students reported that they "agreed" or "strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agreed" on questions regarding school connectedness.	agreed" on questions regarding school connectedness.	agreed" on questions regarding school connectedness.	agreed" on questions regarding school connectedness. (2023-24)	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 the school is a safe place for their child.	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 the school is a safe place for their child.	93% of parents reported "strongly agree" or "very well" on questions regarding teacher responsiveness to their children's social and emotional needs. 56% of parents reported that they "strongly agree" that the school is a safe place for their child. (2023-24)	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 the school is a safe place for their child.

Goal Analysis

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

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

All action steps were implemented as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

The school decided to partner with the YMCA in underwriting an ELOP program for eligible students. The original plan was for the school to not participate in such a program.

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

All action steps contributed to the success of this goal. Response-to-Intervention practices (RTI), a Multi-Tiered System of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Social and Emotional Learning and Supports (SEL), and special education services all contribute to the success of any school. In the case of this goal, the action steps and goal are intertwined. They work together to provide every student and teacher with tools and supports to allow students to successfully access the curriculum. Student surveys show that our students report a high level of school connectedness. The parent survey shows that parents strongly agree that teachers meet the social and emotional needs of their children.

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

No significant changes were made to this planned goal, metrics, desired outcomes, or actions.

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.

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 hold a valid teaching credential. (2023-24)	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. (2023-24)	100% of teachers participated in professional development regarding Public Waldorf Education.
Annual Parent Survey	51% of parents reported "strongly agree" on questions indicating that the school motivates students to learn.	51% of parents reported "strongly agree" on questions indicating that the school motivates students to learn.	58% of parents reported "strongly agree" on questions indicating that the school motivates students to learn.	43% of parents reported "strongly agree" on questions indicating that the school motivates students to learn. (2023-24)	60% of parents reported "strongly 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.	Approximately 70% of parents attended Back to School Night. (2023-24)	80% of parents attend an all school parent education event.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	46% of parents reported "strongly agree" on questions related to the student learning environment. (2023-24)	60% of parents reported "strongly agree" on questions related to the student learning environment.

Goal Analysis

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

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

All action steps were implemented as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

There are no significant differences 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All action steps contributed towards the achievement of this goal. We continued our membership in the Alliance for Public Waldorf Education and sent all of our full-time teachers to the annual Alliance Conference for professional development. We maintained our enhanced curricular programs; music, practical arts, and physical education. We continued to provide quality Waldorf materials and supplies. We continued to work with the Novato Unified School District to provide meals to all students who request them.

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

No significant changes were made to this planned goal, metrics, desired outcomes, or actions.

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.

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. (2023-24)	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 (Hispanic and White), completed three benchmark assessments.	100% of students, including numerically significant subgroups (Hispanic and White), completed three benchmark assessments.	100% of students, including numerically significant subgroups (Hispanic and White), completed three benchmark assessments.	100% of students, including numerically significant subgroups (Hispanic and White), completed two benchmark assessments. (2023-24)	100% of students, including numerically significant subgroups (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)	65% of our students met or exceeded the standard. (2023) (2023-24)	75% of students meet or exceed the standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	54% of our students met or exceeded the standard. (2023) (2023-24)	65% of students meet or exceed the standards.

Goal Analysis

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

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

All action steps were implemented as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

There are no significant differences 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All action steps contributed to the achievement of this goal. The use of practice CAASPP tests, identifying a testing coordinator, and training students and teachers in test-taking strategies, helped our students to continue to achieve CAASPP test scores well above the state average. Benchmark assessments, given at the beginning, middle, and end of the school year, helped teachers to better understand the ELA and math skills of their students.

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

No significant changes were made to this planned goal, metrics, desired outcomes, or actions.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 [2024-25]

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 268 students in grades TK-8 at our campus on 940 C Street in Novato, California. Our students are 1% African American, 8% Asian, 14% Hispanic, 13% two or more races, and 63% white. 9% of our students have disabilities and 12% qualify for free and reduced meals.

NCS is guided by the Core Principles of Public Waldorf Education and blends current best educational practices and California Common Core State Standards. Teachers nurture the imagination in the early years 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. The whole child is nurtured to enable students to become self-motivated, competent lifelong learners.

NCS works out of the School's Core Values of:
Respect
Collaboration
Creativity and the Art of Teaching
Holistic/Developmental Approach
Accountability

While adhering to our Core Values and the Core Principles of Public Waldorf Education, NCS strives to fulfill the 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: Annual Performance

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

In 2023, NCS received the California Distinguished School Award from the California State Board of Education.

Novato Charter School's English Language Arts (ELA) and Mathematics summative assessment scores are well above the state average. On the 2022-23 CAASPP Exams, 65% of our students met or exceeded the state standard for English Language Arts, and 54% of our students met or exceeded the state standard for Mathematics.

NCS had zero suspensions during the 2022-23 school year. The California Dashboard designates NCS's chronic absenteeism rate as "low." All other metrics have been met as shown on the California School Dashboard.

NCS utilizes a Multi-Tiered System of Support (MTSS) to support academic as well as social and emotional well-being, through monitoring systems, benchmarks, and assessments. Within the MTSS a Response-to-Intervention (RTI) program provides academic support to students with identified needs. RTI support is provided during the school day and via an after-school learning program for students in grades five through eight, called "Learning Hub." Working with an MTSS allows NCS to fulfill the requirements of Child Find and Least Restrictive Environment for our students.

The school counselor provides additional social and emotional learning support to faculty, staff, and students. The counselor facilitates social and emotional learning sessions in a whole class setting for grades 1st through 8th and meets with small groups and individual students. The counselor also provides teachers with social and emotional learning activities and support.

Self-awareness and behavioral regulation are taught through the Zones of Regulation program. Faculty and staff have received training in recognizing signs of distress and providing additional social and emotional support as indicated. All faculty participate in suicide prevention training to build skills in recognizing and addressing self-threat.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Novato Charter School LCAP development team met with administrators, teachers, other school personnel, and parents multiple times during the 2023-2024 school year to discuss our LCAP goals and how to best achieve the eight state priorities. Ideas and issues were discussed at board meetings, faculty meetings, community meetings, and parent meetings.

In January, NCS conducted three surveys, the California School Parent Survey, the California Healthy Kids Elementary School Survey, and the California Healthy Kids Middle School Survey. 102 parents participated in the parent survey, representing all grades from TK through eighth. Fifth and sixth-grade classes took the elementary school survey, and seventh and eighth-grade classes took the middle school survey.

In faculty meetings, action steps taken this year were reviewed, and ways to refine the educational supports offered were discussed. The faculty worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped refine our plan for the next three years.

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 the plan, which were explained in open discussion meetings.

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).

During the 2023-24 school year, focus was placed on reviewing the specific action steps taken to meet each goal. Educational partners provided input on successes and challenges in implementing each action step. They also provided recommendations for refining existing action steps or adding new ones.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

For optimal learning to take place, all educational partners must feel safe and secure, both physically and emotionally, on campus. This includes maintaining facilities in good repair, keeping classrooms well-stocked with appropriate materials and supplies, and providing training to staff and students.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Annual Student Survey (5th and 6th Grade) - Safety	89% of students feel safe at school. (2023-24)			94% of students feel safe at school.	
1.3	Annual Student Survey (7th and 8th Grade)- Safety	80% of students feel safe at school. (2023-24)			85% of students feel safe at school.	
1.4	Annual Parent Survey - Safety	56% of parents “strongly agree” that school is a safe place. (2023-24)			61% of parents “strongly agree” that school is a safe place.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Chronic Absenteeism	3.3% chronically absent. (2022-23)			2.3% chronically absent.	
1.6	CAASPP ELA - Socioeconomically Disadvantaged	52% of socioeconomically disadvantaged students met or exceeded the standard. (2022-23)			57% of socioeconomically disadvantaged students met or exceeded the standard.	
1.7	CAASPP Math - Socioeconomically Disadvantaged	43% of socioeconomically disadvantaged students met or exceeded the standard. (2022-23)			48% of socioeconomically disadvantaged students met or exceeded the standard.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Building Events	Continue community building events including festivals, field trips, and in-person parent informational meetings.	$59,153.00	No
1.2	Technology Maintenance	Maintain technology identified for optimal teaching and student learning. Includes the addition of one 0.25 FTE staff resource and outside technology consulting.	$60,289.00	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
1.5	Anti-Bias Education	Continue implementation and analysis of anti-bias education such as SEL, and Teaching for Justice Social Justice Standards. (Costs included in Goal 1, Actions 6 & 7)		No
1.6	Professional Development - General Ed	Total General Ed Training Budget includes Actions 3, 4, 5, 8, and 9 [Excl RTI and SpEd Training]	$24,000.00	No
1.7	Training - RTI	Additional RTI Training will be delivered to Faculty and Staff - See Goal 3 for applicable staff costs.	$7,300.00	Yes
1.8	Emergency and Safety Training	Emergency and safety training for all faculty and staff. (Costs included in Goal 1, Action 6)		No

Action #	Title	Description	Total Funds	Contributing
1.9	Facility Maintenance	Maintain all facilities in good repair. (Costs included in Goal 4, Action 9)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Educational Partner (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Parent Survey - Communication	48% of parents report "strongly agree" or "very well" on questions regarding communication with parents about school. (2023-24)			53% of parents report "strongly agree" or "very well" on questions regarding communication with parents about school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Annual Parent Survey - Volunteering	88% of parents report that they volunteered at the school. (2023-24)			93% of parents report that they volunteered at the school.	
2.3	Annual Parent Survey - Parental Involvement	48% of parents report that they “strongly agree” on questions regarding parental involvement at the school. (2023-24)			53% of parents report that they “strongly agree” on questions regarding parental involvement at the school. (2023-24)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELA and Mathematics Skills through the Grades Chart	Identify skill expectation continuum for ELA and mathematics through the grades. (Costs included in Goal 2, Action 6)		No
2.2	Homework Expectations	Create and communicate homework expectations. (Costs included in Goal 2, Action 6)		No
2.3	Parent Volunteering	Continue to give opportunities for parent volunteering. (Costs included in Goal 2, Action 6)		No
2.4	Parent Education	Provide quality parent education events. (Costs included in Goal 2, Action 6)		No
2.5	Parent-Teacher Meetings	Hold a parent-teacher conference in the Fall and an additional conference as needed, to review progress and discuss the student's role in success. (Costs included in Goal 2, Action 6)		No
2.6	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	$1,556,233.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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 and targeted interventions for students needing additional support.

This is a schoolwide goal, which is applicable to the same extent to all subgroups at NCS, including the only two numerically significant subgroups at NCS (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 the curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Student Survey (5th and 6th Grade) - School Connectedness	76% of students “strongly agree” or “agree” in responding to questions regarding school connectedness. (2023-24)			81% of students “strongly agree” or “agree” in responding to questions regarding school connectedness.	
3.2	Annual Student Survey (7th and 8th Grade) - School Connectedness	69% of students “strongly agree” or “agree” in responding to questions regarding school connectedness. (2023-24)			74% of students “strongly agree” or “agree” in responding to questions regarding school connectedness.	
3.3	Annual Parent Survey - Learning Environment	46% of parents “strongly agree” in responding to questions regarding the student learning environment. (2023-24)			51% of parents “strongly agree” in responding to questions regarding the student learning environment.	
3.4	CAASPP ELA - Socioeconomically Disadvantaged	52% of socioeconomically disadvantaged students met or exceeded the standard. (2022-23)			57% of socioeconomically disadvantaged students met or exceeded the standard.	
3.5	CAASPP Math - Socioeconomically Disadvantaged	43% of socioeconomically disadvantaged students met or exceeded the standard. (2022-23)			48% of socioeconomically disadvantaged students met or exceeded the standard.	
3.6	CAASPP ELA - Students with Disabilities	40% of students with disabilities met or			45% of students with disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded the standard. (2022-23)			met or exceeded the standard.	
3.7	CAASPP Math - Students with Disabilities	35% of students with disabilities met or exceeded the standard. (2022-23)			40% of students with disabilities met or exceeded the standard.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Counselor	Engage the services of a school counselor. (Included in the 23-24 budget as employee salary and benefits)	$35,132.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Community Partners for SEL Learning	Continue social and emotional learning (SEL) work internally and with community partners. (Costs = Total Salaries and Benefits costs related to the school's Social/Emotional Support time/effort)	$39,464.00	Yes
3.3	Response-to-Intervention Practices	Utilize response-to-intervention (RTI) practices including additional academic supports. (Note: Costs = Total RTI Program costs excluding specific line items noted elsewhere in this report)	$345,292.00	Yes
3.4	Implement Multi-Tiered System of Support	Establish a 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, & 6)		Yes
3.5	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
3.6	After-School Instruction Support	Implement after-school instruction support for identified students. (Costs included in Goal 3 - Action 3)		Yes
3.7	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.	$358,225.00	No
3.8	ELO-P Implementation	We will work with educational partners to offer expanded learning opportunities to meet the needs of unduplicated students. [Note 1: This action 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. Note 2: If there is any remaining funding after TK-6 Unduplicated Pupils are served the school will determine if it can expand services to remaining students]	$50,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.9	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 2.6]		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a "school of choice," NCS offers an education aligned with the Core Principles of Public Waldorf Education. NCS 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 is a schoolwide goal, which is applicable to the same extent to all subgroups at NCS, including the only two numerically significant subgroups at NCS (Hispanic and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Parent Survey - Learning Environment	46% of parents reported "strongly agree" on questions regarding the student learning environment. (2023-24)			51% of parents reported "strongly agree" on questions regarding the student learning environment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Annual Student Survey (5th and 6th Grade) - Motivation	82% of students reported “yes, most of the time,” or “yes, all of the time” on questions regarding academic motivation. (2023-24)			87% of students reported “yes, most of the time,” or “yes, all of the time” on questions regarding academic motivation.	
4.3	Annual Student Survey (7th and 8th Grade) - Motivation	60% of students reported “yes, most of the time,” or “yes, all of the time” on questions regarding academic motivation. (2023-24)			65% of students reported “yes, most of the time,” or “yes, all of the time” on questions regarding academic motivation.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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 6 and Goal 4 Actions 5 & 6)		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)	$3,808.00	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 Action 6)		No
4.4	Arts Curriculum	Maintain and strengthen the arts curriculum. (Costs included in Goal 2 Action 6 and Goal 4 Actions 5 & 6)		No
4.5	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 Goal 4 Action 6]	$269,112.00	No
4.6	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)	$43,390.00	No
4.7	Management and Admin / Food Services - Staff Costs	Management and Admin / Food Services - Staff Costs (excl costs reported for Goal 1 Action 2)	$455,872.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Materials and Supplies Costs - General / Operating	Materials and Supplies Costs - General / Operating - not reported elsewhere (4300-11 and higher excl RTI and SpEd)	$24,700.00	No
4.9	Facilities Costs	Facilities-related costs - not reported elsewhere (obj 54xx, 55xx, and 56xx)	$200,933.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Ensure continued student success on CAASPP exams; schoolwide, 70% of students will meet or exceed the standards for CAASPP ELA, and 60% will meet or exceed the standards for CAASPP math.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

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. The goal is to increase the number of students achieving the “Met” and “Exceeded Standards” on state-mandated tests.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA - All Students	65% of our students met or exceeded the standard. (2022-23)			70% of our students met or exceeded the standard.	
5.2	CAASPP Math - All Students	54% of our students met or exceeded the standard. (2022-23)			60% of our students met or exceeded the standard.	
5.3	CAASPP ELA - Hispanic or Latino	57% of our students met or exceeded the standard. (2022-23)			62% of our students met or exceeded the standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	CAASPP Math - Hispanic or Latino	48% of our students met or exceeded the standard. (2022-23)			53% of our students met or exceeded the standard.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development	The admin team will provide teachers with professional development regarding test-taking strategies. (Staff costs included in Goal 3 Action 3 and Goal 2 Action 6)		No

Action #	Title	Description	Total Funds	Contributing
5.2	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 6)		No
5.3	Benchmark Assessments	The school will implement English Language Arts (ELA) and mathematics benchmark assessments. (Staff costs included in Goal 3 Action 3 and Goal 2 Action 6)		No
5.4	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 6)		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$81934	$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
2.810%	0.000%	$0.00	2.810%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Training - RTI **Need:** Our unduplicated students have lower scores on the CAASPP. **Scope:**	RTI training provides teachers and staff the skills to provide extra small group academic support to students who need it. This action benefits every student in the school who needs extra support.	CAASPP ELA: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard. CAASPP Math: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.1	**Action:** School Counselor **Need:** Our unduplicated students need social and emotional support. **Scope:**	A school counselor can provide SEL support to teachers, classes, small groups of students, and individual students as needed. This action benefits every student at the school who needs SEL support.	Annual Student Survey (elementary and middle school) - responses regarding school connectedness.
3.2	**Action:** Community Partners for SEL Learning **Need:** Our unduplicated students need social and emotional support. **Scope:** LEA-wide Schoolwide	Community Partners support SEL learning in the middle school. This action benefits every middle school student who needs SEL support.	Annual Student Survey (grades 7 and 8) - responses regarding school connectedness.
3.3	**Action:** Response-to-Intervention Practices **Need:** Our unduplicated students have lower scores on the CAASPP. **Scope:** LEA-wide Schoolwide	RTI provides extra small group academic support to students who need it. This action benefits every student in the school who needs extra support.	Percentage of socioeconomically disadvantaged students who have met or exceeded the standard. CAASPP Math: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** Implement Multi-Tiered System of Support **Need:** Our unduplicated students have lower scores on the CAASPP. **Scope:** LEA-wide Schoolwide	An MTSS provides academic support to students who need it. This action benefits every student in the school who needs extra support.	Percentage of socioeconomically disadvantaged students who have met or exceeded the standard. CAASPP Math: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard.
3.5	**Action:** PBIS and SEL Supports **Need:** Our unduplicated students need positive behavior interventions and social and emotional support. **Scope:** LEA-wide Schoolwide	PBIS and SEL supports help students in need to be more successful in academic learning. This action benefits every student at the school who needs PBIS and SEL supports.	Annual Student Survey (elementary and middle school) - responses regarding school connectedness.
3.6	**Action:** After-School Instruction Support **Need:** Our unduplicated students need extended learning opportunities. **Scope:** LEA-wide Schoolwide	This action provides after-school extended learning support to students with identified needs in grades 5-8. This action benefits every student in grades 5-8 with identified needs.	CAASPP ELA: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard. CAASPP Math: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.8	**Action:** ELO-P Implementation **Need:** Our unduplicated students need expanded learning opportunities. **Scope:** Limited to Unduplicated Student Group(s)	This action provides after-school extended learning support to unduplicated students in grades TK-6.	CAASPP ELA: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard. CAASPP Math: Percentage of socioeconomically disadvantaged students who have met or exceeded the standard.

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

Additional Concentration Grant Funding

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

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		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2915468	81934	2.810%	0.000%	2.810%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,804,470.00	$368,636.00	$319,523.00	$40,274.00	$3,532,903.00	$3,010,312.00	$522,591.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community Building Events	All	No			All Schools		$0.00	$59,153.00			$59,153.00		$59,153.00	
1	1.2	Technology Maintenance	All	No			All Schools		$47,139.00	$13,150.00	$60,289.00				$60,289.00	
1	1.3	Technology Training	All	No			All Schools									
1	1.4	Digital Literacy Education	All	No			All Schools									
1	1.5	Anti-Bias Education	All	No			All Schools									
1	1.6	Professional Development - General Ed	All	No			All Schools		$0.00	$24,000.00	$24,000.00				$24,000.00	
1	1.7	Training - RTI	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$7,300.00	$7,300.00				$7,300.00	
1	1.8	Emergency and Safety Training	All	No			All Schools									
1	1.9	Facility Maintenance	All	No			All Schools									
2	2.1	ELA and Mathematics Skills through the Grades Chart	All	No			All Schools									
2	2.2	Homework Expectations	All	No			All Schools									
2	2.3	Parent Volunteering	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Parent Education	All	No			All Schools									
2	2.5	Parent-Teacher Meetings	All	No			All Schools									
2	2.6	Core Curriculum/Enhanced Academics Implementation - Total Staff Costs	All	No			All Schools		$1,556,233.00	$0.00	$1,510,248.00	$45,985.00			$1,556,233.00	
3	3.1	School Counselor	Students with Disabilities	No			All Schools		$35,132.00	$0.00	$11,168.00	$20,930.00		$3,034.00	$35,132.00	
3	3.2	Community Partners for SEL Learning	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$39,464.00	$0.00	$39,464.00				$39,464.00	
3	3.3	Response-to-Intervention Practices	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$332,192.00	$13,100.00	$345,292.00				$345,292.00	
3	3.4	Implement Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income										
3	3.5	PBIS and SEL Supports	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income										
3	3.6	After-School Instruction Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income										
3	3.7	Delivery of Special Education/IEP Services	Students with Disabilities	No			All Schools		$275,168.00	$83,057.00	$87,970.00	$233,015.00		$37,240.00	$358,225.00	
3	3.8	ELO-P Implementation	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		$0.00	$50,000.00		$50,000.00			$50,000.00	
3	3.9	UTK Implementation	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Teacher Qualifications	All	No			All Schools									
4	4.2	Alliance for Public Waldorf Education and Charter School Development Center	All	No			All Schools		$0.00	$3,808.00	$3,808.00				$3,808.00	
4	4.3	Professional Development	All	No			All Schools									
4	4.4	Arts Curriculum	All	No			All Schools									
4	4.5	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	All	No			All Schools		$269,112.00	$0.00	$8,742.00		$260,370.00		$269,112.00	
4	4.6	Waldorf Program Class Materials and Supplies (incl Enrichment Programs)	All	No			All Schools		$0.00	$43,390.00	$24,684.00	$18,706.00			$43,390.00	
4	4.7	Management and Admin / Food Services - Staff Costs	All	No			All Schools		$455,872.00	$0.00	$455,872.00				$455,872.00	
4	4.8	Materials and Supplies Costs - General / Operating	All	No			All Schools		$0.00	$24,700.00	$24,700.00				$24,700.00	
4	4.9	Facilities Costs	All	No			All Schools		$0.00	$200,933.00	$200,933.00				$200,933.00	
5	5.1	Professional Development	All	No			All Schools									
5	5.2	Universal Tools and Designated Supports for Standardized Tests	All	No			All Schools									
5	5.3	Benchmark Assessments	All	No			All Schools									
5	5.4	Testing and Assessments Coordinator	All	No			All Schools									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2915468	81934	2.810%	0.000%	2.810%	$392,056.00	0.000%	13.447 %	**Total:**	$392,056.00
								LEA-wide Total:	$392,056.00
								Limited Total:	$0.00
								Schoolwide Total:	$392,056.00

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	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$7,300.00	
3	**3.2**	Community Partners for SEL Learning	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$39,464.00	
3	**3.3**	Response-to-Intervention Practices	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$345,292.00	
3	**3.4**	Implement Multi-Tiered System of Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	**3.5**	PBIS and SEL Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	**3.6**	After-School Instruction Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	**3.8**	ELO-P Implementation	Yes	Limited to Unduplicated				

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 (%)
				Student Group(s)				

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,394,857.00	$3,486,046.00

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	$104,300.00	59153
1	**1.2**	Technology Maintenance	No	$42,501.00	42954
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	27640
1	**1.7**	Training - RTI	Yes	$2,000.00	1650
1	**1.8**	Anti-Bias Training	No		
1	**1.9**	Emergency and Safety Training	No		
1	**1.10**	Facility Maintenance	No		
2	**2.1**	Skill and Habit Reporting	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)
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	$1,494,272.00	1440056
2	2.9	New Report Card Template	No		
3	3.1	School Counselor	Yes	$20,590.00	28020
3	3.2	Community Partners for SEL Learning	Yes	$61,632.00	58358
3	3.3	`Response-to-Intervention Practices	Yes	$468,172.00	476521
3	3.4	Universal Design for Learning (UDL) Practices	Yes		
3	3.5	Implement Multi-Tiered System of Support	Yes		

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	3.6	PBIS and SEL Supports	Yes		
3	3.7	After School Instruction Support	Yes		
3	3.8	Delivery of Special Education/IEP Services	No	$305,672.00	369437
3	3.9	ELO-P Implementation	No	$0.00	50000
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	$3,560.00	3536
4	4.3	Professional Development	No		
4	4.4	Arts Curriculum	No		
4	4.5	State Standards Alignment	No		
4	4.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	No	$221,852.00	232579
4	4.7	-Waldorf Program Class Materials and Supplies (incl Enrichment Programs)	No	$53,150.00	56928
4	4.8	Management and Admin / Food Services - Staff Costs	No	$376,205.00	438538

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	**4.9**	Materials and Supplies Costs - General / Operating	No	$28,000.00	21215
4	**4.10**	Facilities Costs	No	$185,951.00	179461
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		

2023-24 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)
81474	$527,743.00	$536,529.00	($8,786.00)	0.000%	0.000%	0.000%

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	1650		
3	3.1	School Counselor	Yes	$5,569.00	0		
3	3.2	Community Partners for SEL Learning	Yes	$61,632.00	58358		
3	3.3	`Response-to-Intervention Practices	Yes	$458,542.00	476521		
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				

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2872174	81474		2.837%	$536,529.00	0.000%	18.680%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - 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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - 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 Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

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

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

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

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

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

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

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

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

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

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

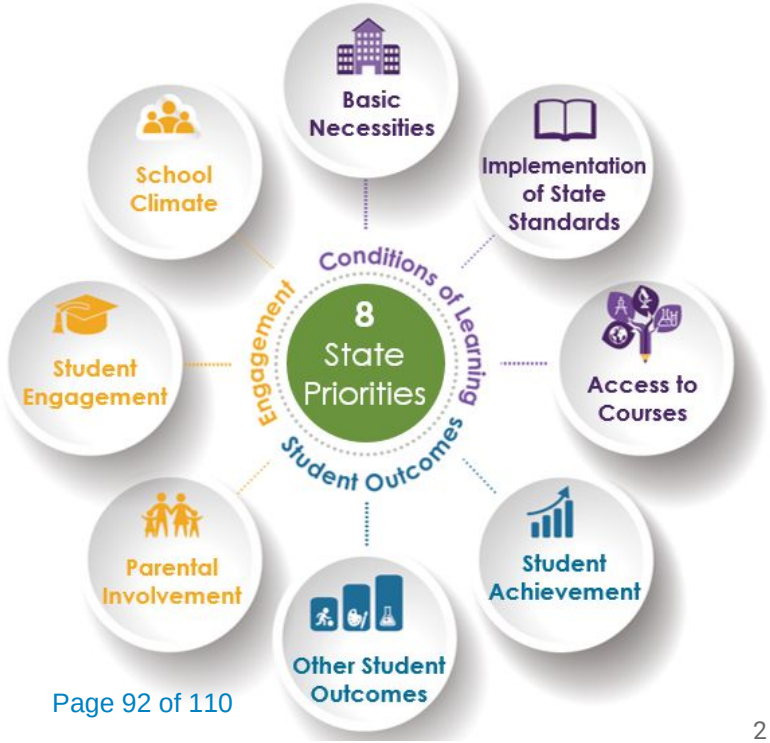
California Department of Education
November 2023

NOVATO CHARTER SCHOOL

2023-2024 Local Indicators

California School Dashboard Priorities

Priority 1: Basic Services and conditions of Schools
Priority 2: Implementation of State Standards
Priority 3: Parent/Family Involvement
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 6: School Climate
Priority 7: Access to a Broad Course of Study
Priority 8: Outcomes in a Broad Course of Study



California School State vs. Local Indicators

STATE INDICATORS:

Based on data collected consistently across the state:

- Academic progress as measured by Smarter Balanced Summative Assessments
- Chronic Absenteeism
- College and Career Readiness
- High School Graduation Rates
- Suspension Rates

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LOCAL INDICATORS:

Based on data collected at the local level. These indicators include, but are not limited to:

- Materials accessibility
- Facilities Examination
- Correctly Assigned Teachers
- Progress Made in Implanting State Standards
- Stakeholder Engagement
- Local Climate Survey (YouthTruth)
- Access to Broad Base of Study

Novato Charter School
Local Indicators

PRIORITY 1

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

PRIORITY 2

Implementation of Academic Standards

STANDARD MET

PRIORITY 3

Parent and Family Engagement

STANDARD MET

PRIORITY 6

Local Climate Survey

STANDARD MET

PRIORITY 7

Access to a Broad Course of Study

STANDARD MET

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and - 0
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) - 12

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Novato Charter School tracks progress in the implementation of state academic standards through teacher observations of work habits, grade-based formative and summative assessments, FastBridge Benchmark Assessments, and Dig Deeper Assessments, such as DIBELS, Sonday, and Read Naturally. FastBridge was selected because it is approved by the State of California for Charter Schools. The other assessments were selected because they are research-based and appropriate for our curriculum

Novato Charter School Local Indicators Report for School Dashboard 2023-2024

Novato Charter School utilizes a curriculum guided by the core principles of the Alliance for Public Waldorf Education. The curriculum is aligned with Common Core State Standards with slight differences in the placement of specific grade-level standards. The faculty studies Common Core State Standards during meetings. Novato Charter School has worked with the Essential Standards as delineated by the Novato Unified School District, to prioritize standards necessary to prepare for the subsequent grade level.

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Each K-8 teacher sends a monthly email to inform parents of class happenings including a summary of what students will be learning in the coming month. These letters include information on parent education topics and upcoming school events. The office sends out a monthly online newsletter to all families, which contains articles on school events and parent education topics. This newsletter frequently addresses topics relating to the eight state priorities. Each teacher hosts three parent evenings each school year. Our annual Back to School Night in September helps parents

connect with the teachers, curriculum, parent committees, and volunteer opportunities. We hold several community-building events throughout the year, including school festivals, and parent education events. Teachers schedule an annual conference in the fall with every parent to discuss their child's progress and offer an optional follow-up conference in the spring. These methods of communication help to engage underrepresented families. We provide Spanish translations of important school documents.

During the 2023-24 school year, we held many community-building events including festivals, field trips, and parent meetings. Our parent-run Community Round Table met two times to discuss topics such as volunteerism, fundraising, and school festivals. The Community Round Table was formed in 2019 to open communication channels within all branches of the school. Parent volunteers, representatives from volunteer committees, and administrative and teacher representatives attend these meetings to provide an opportunity for collaboration on school-wide events and to allow parents across the grades time and space for gratitude and inquiry.

In January, we surveyed parents using the California School Parent Survey. 89% of parents "agreed" or "strongly agreed" on questions related to the promotion of parental involvement at the school. 68% of parents "agreed" or "strongly agreed" that the school actively seeks the input of parents. 95% of parents "agreed" or "strongly agreed" that the school is a safe place for their child.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our focus area for improving relationships between school staff and families is to streamline and focus school communications to make them more user-friendly and better meet parent needs. This year, as part of this effort, we used ParentSquare for most parent communications. The ParentSquare platform helps parents stay informed by keeping school communications in one central place.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We plan to improve the engagement of underrepresented families in relation to building relationships between school staff and families by continuing to host several community-building events including festivals, field trips, parent meetings, and the Community Round Table.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Novato Charter School teachers hold a parent-teacher conference for every student in the fall and offer an optional follow-up conference in the spring. Teachers send monthly emails to parents and hold three parent meetings each school year to inform parents of happenings in the classroom and to provide resources to support learning at home. Also, we host one all-school parent education event each year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for

Student Outcomes.

We will continue to improve in building partnerships for student outcomes by holding several community-building events including festivals, field trips, parent meetings, and the Community Round Table.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to improve the engagement of underrepresented families through continuing social and emotional learning (SEL) work internally and with community partners.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

During the 2023-24 school year, we hosted several community meetings, including a series of Community Chats held on Friday mornings, and evening meetings, such as Back to School Night and the Community Round Table, which met two times this year. The goal of the Community Round Table is to provide an opportunity for collaboration on school-wide events and to allow parents across the grades time and space for community gratitude and inquiry. Our Community Chats covered topics such as the multi-tiered system of support (MTSS), special education resources, and the Public Waldorf Curriculum used by Novato Charter School. Additionally, we hosted an all-school Parent Education evening and three Class Parent Meetings for each grade.

We seek parent input from parent volunteers who participate on school committees, such as the facilities committee and the festival committee.

We administer a parent survey each school year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Our focus area for improvement is to increase parental involvement in school committees.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

One way in which we will improve the engagement of underrepresented families in relation to seeking input for decision-making is by continuing to offer parent meetings in the evening to meet the needs of working families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Novato Charter School administers the California Healthy Kids Survey annually to grades 5-8.

In 2023, 76% of our elementary school students (grades 5-6) responded positively to questions related to school connectedness. 89% of our elementary school students

responded positively to questions related to perceived school safety. 82% of our elementary school students responded positively to questions related to academic motivation.

69% of our middle school students (grades 7-8) responded positively to questions related to school connectedness. 80% of our middle school students responded positively to questions related to perceived school safety. 60% of our middle school students responded positively to questions related to academic motivation.

We cannot report on results from student groups as none of our groups are large enough to be statistically significant due to the small size of our school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Our elementary school survey results are at or above the state average in all areas except for “meaningful participation,” where we are slightly below the state average. Our middle school survey results are also at or above the state average in all areas except for “academic motivation.”

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Novato Charter School aims to continue the implementation and analysis of anti-bias education, continue to engage services of a school counselor, continue social and emotional learning (SEL) work internally as well as with community partners, and continue to implement Positive Behavior Interventions and Supports (PBIS) and social and emotional learning (SEL) supports schoolwide. We are looking at ways to improve meaningful participation in our upper grades and academic motivation in our middle school.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The curriculum at Novato Charter School is aligned with California State Standards for each grade level and the core principles of the Alliance for Public Waldorf Education. All students have access to and are enrolled in the same curriculum for their grade level.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students at Novato Charter School have access to the entire curriculum appropriate for their grade level. Our curriculum includes English Language Arts, Mathematics, History, Science, Social Science, Spanish, Music, Physical Education, Gardening, Health Education, Visual and Performing Arts, and Technology.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Novato Charter School fully meets the requirements of LCFF Priority 7. No barriers prevent access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Novato Charter School fully meets the requirements of LCFF Priority 7. We have not identified any barriers preventing us from providing all students access to a broad course of study.