LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Los Angeles Charter
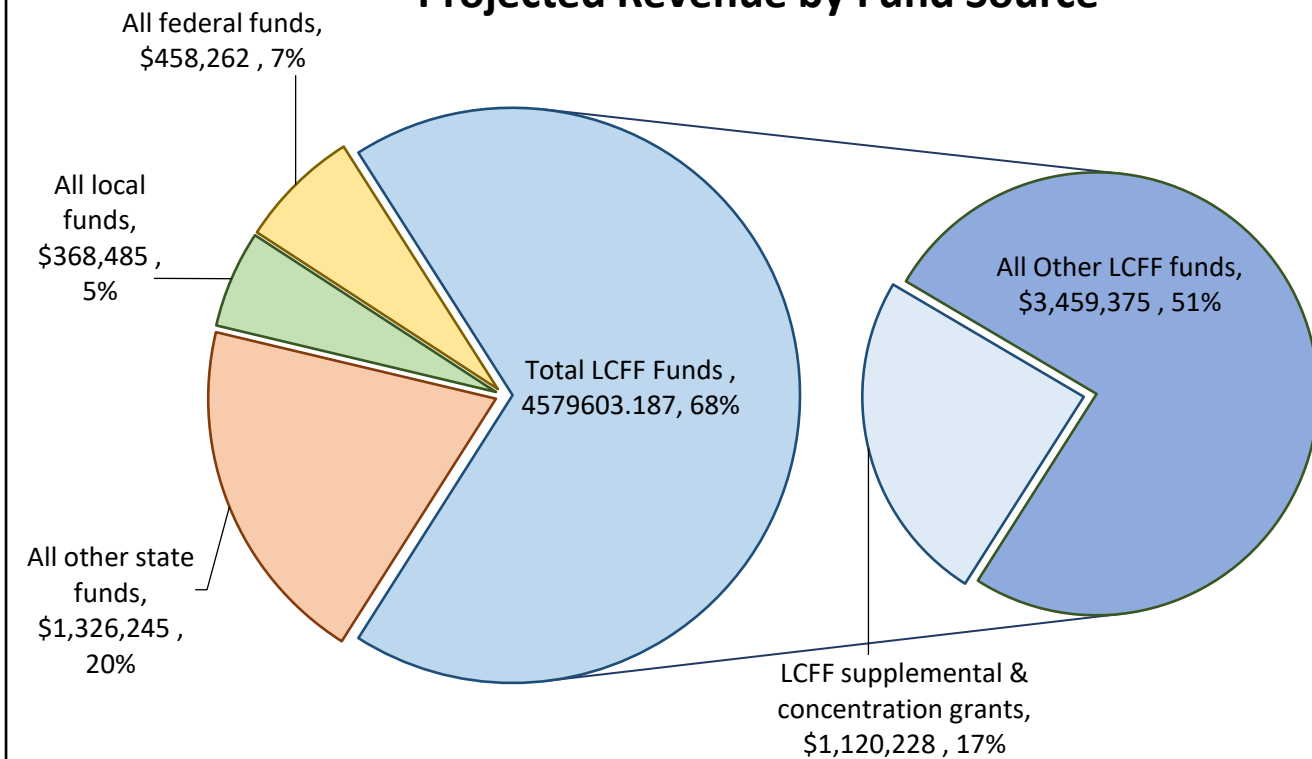
CDS Code: 19647330117614

School Year: 2025-26

LEA contact information: Kate O'Brien, 323-939-6400, kobrien@newlosangeles.org

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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $458,262 , 7%

All local funds, $368,485 , 5%

All other state funds, $1,326,245 , 20%

Total LCFF Funds , 4579603.187, 68%

All Other LCFF funds, $3,459,375 , 51%

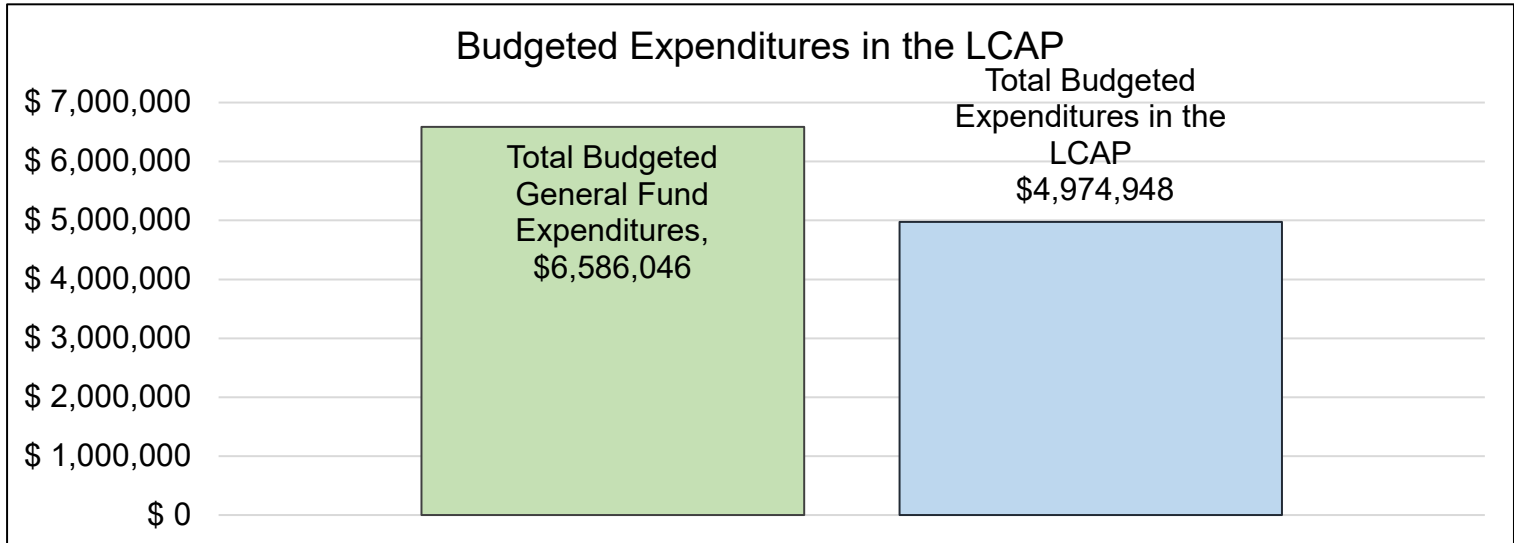LCFF supplemental & concentration grants, $1,120,228 , 17%

This chart shows the total general purpose revenue New Los Angeles Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Los Angeles Charter is $6,732,595.37, of which $4,579,603.19 is Local Control Funding Formula (LCFF), $1,326,244.56 is other state funds, $368,485.14 is local funds, and $458,262.48 is federal funds. Of the $4,579,603.19 in LCFF Funds, $1,120,227.93 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,586,046

Total Budgeted Expenditures in the LCAP $4,974,948

- $ 7,000,000
- $ 6,000,000
- $ 5,000,000
- $ 4,000,000
- $ 3,000,000
- $ 2,000,000
- $ 1,000,000
- $ 0

This chart provides a quick summary of how much New Los Angeles Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.
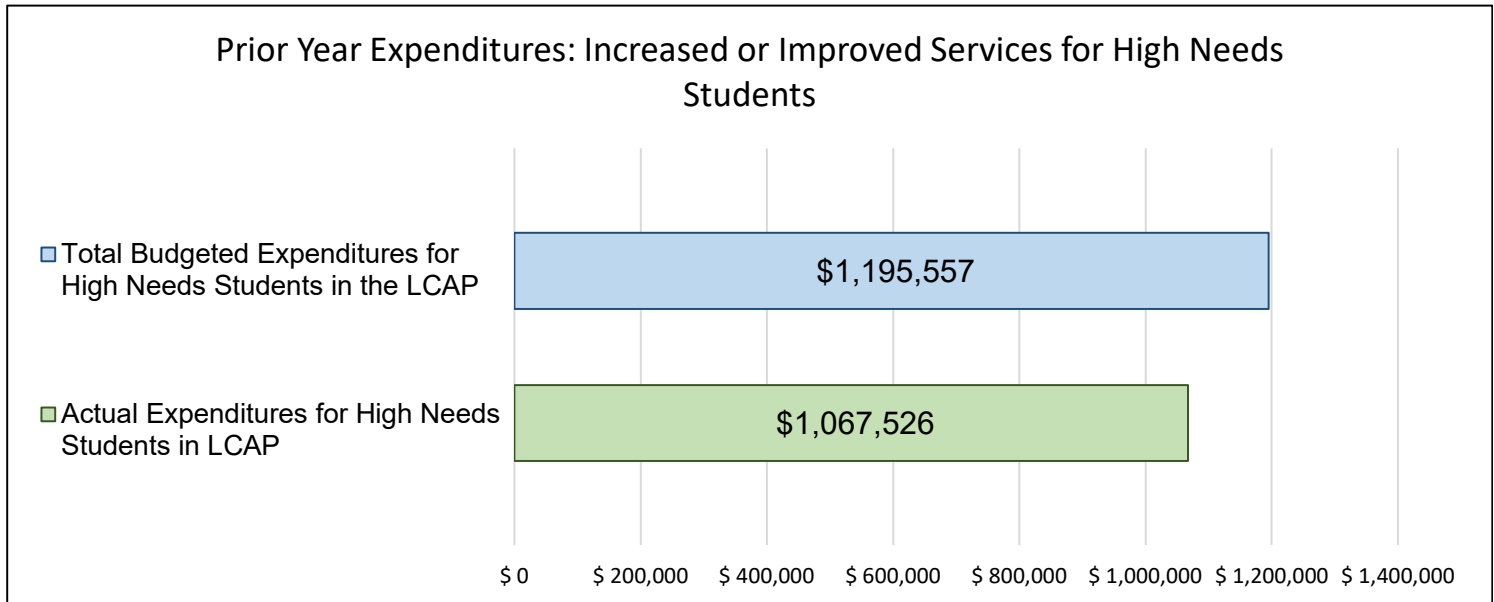
The text description of the above chart is as follows: New Los Angeles Charter plans to spend $6,586,045.70 for the 2025-26 school year. Of that amount, $4,974,948.00 is tied to actions/services in the LCAP and $1,611,097.70 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, New Los Angeles Charter is projecting it will receive $1,120,227.93 based on the enrollment of foster youth, English learner, and low-income students. New Los Angeles Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Los Angeles Charter plans to spend $1,120,227.93 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 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,195,557

☐ Actual Expenditures for High Needs Students in LCAP — $1,067,526

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000 $ 1,400,000

This chart compares what New Los Angeles Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Los Angeles Charter 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 2024-25, New Los Angeles Charter's LCAP budgeted $1,195,556.79 for planned actions to increase or improve services for high needs students. New Los Angeles Charter actually spent $1,067,525.51 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $128,031.28 had the following impact on New Los Angeles Charter's ability to increase or improve services for high needs students:

Funding was lower due to enrollment, however, there was no impact to the actions and services provided for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.939.6400

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

New Los Angeles Charter School serves approximately 317 students in grades 6-8, representing a diverse community with 87% Hispanic, 9% African American, 2% White, and 1% Two or More Races. The student population includes 22% Students with Disabilities (SWD), 18% English Learners (EL), 1% Homeless Youth (HY), and 77% Socioeconomically Disadvantaged (SED).

Mission Statement: New Los Angeles Charter School develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Educational Philosophy and Approach

- **Core Belief**: Learning in middle school occurs best through varied opportunities for interaction around difficult topics, leading to thoughtful discussions and changes in students' habits of mind.
- **Key Principles**: Collaborative learning allows students to gain deeper understanding through shared ideas and multiple perspectives, creating interdependence and bringing out the voice of all students. Active engagement encourages students to draw from personal experiences to make logical connections with academic content, utilizing youth-centered media and technology as creators rather than passive recipients. Through relevance and connection, students understand material relevance, have fun learning, feel supported, are comfortably challenged, and see connections between learning and their future.

Teaching Methodologies

New LA employs diverse, student-centered teaching methodologies, recognizing that varied approaches offer the greatest likelihood of engaging students and improving outcomes. Our active learning methods deliver a rigorous standards-based curriculum through Project-Based Learning, Cooperative Learning, Literature Circles/Book Clubs, Inquiry-Based Teaching, and Reciprocal Teaching. These flexible methodologies allow teachers to adjust instruction in real-time and are designed to be effective across the curriculum while supporting excellent interdisciplinary opportunities.

Key Educational Program Features

- **Advisory Program**: A dynamic and culturally relevant program providing students with essential social and emotional learning for middle school success within a collaborative learning environment.
- **Project-Based Learning Core Curriculum**: Emphasizes students working together to solve real-world problems and make meaningful connections between content and their personal experiences.
- **Reflection and Growth**: Students are encouraged to reflect on their three-year academic, behavioral, and social development story. Through ongoing reflection and progress monitoring in Advisory and core classes, students learn to anticipate and value feedback from teachers and peers as essential to their growth.
- **Civic Leadership Development**: By the end of 8th grade, students cultivate a deep sense of social responsibility to the New LA community and beyond, preparing them for high school and future civic engagement.

Recent Achievements

- **8th Grade WEB Leaders Program**: Our student leaders were honored at the prestigious April 2025 Facing History Upstanders event in downtown Los Angeles, recognizing their commitment to creating positive change and standing up against injustice.
- **Cuethink EF+ Math Research Project**: Our math department is actively engaged in a comprehensive two-year research study involving all students. Due to exceptional program implementation and student engagement that surpasses most affiliate schools, our principal and a math teacher have been invited to present at the 2025 summer conference in Chicago. Additionally, Cuethink researchers have requested to visit our campus in May to observe lessons and document our best practices.
- **After School Sports Program**: Successfully launched and expanded our athletic offerings, as highlighted in our February 2025 board meeting presentation, providing students with additional opportunities for physical fitness, teamwork, and school engagement.

LCAP Compliance and Educational Partner Engagement

New Los Angeles Charter School has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA). The school meets all educational partner engagement requirements outlined in California Education Code 64001(j) and has fulfilled all CA EC 52062(a) requirements including consultation with SELPA per CA EC 52062(a)(5), Parent Advisory Committee (PAC) engagement per CA EC 52062(a)(1), English Learner Parent Advisory Committee participation per CA EC 52062(a)(2), and written responses provided to each committee regarding their comments and recommendations.

Note: New Los Angeles Charter School is not eligible for Equity Multiplier Funds; and has expended its Learning Recovery Emergency Block Grant Funds (LREBG).

Reflections: Annual Performance

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

2023 CA SCHOOL DASHBOARD

The following table reflects New Los Angeles Charter School's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Orange	N/A	Yellow	Yellow
English Learners	Yellow	Orange	Orange	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Orange	Orange
Students with Disabilities	N/A	Orange	Orange	N/A	Red	Red
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Yellow	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

EXCERPT FROM THE 2024-25 LCAP: Performance on the 2023 CA School Dashboard

The *Students with Disabilities (SWD) student group* received a RED performance level for the *ELA and Math Academic Indicators* on the 2023 CA School Dashboard (see above). To support academic progress the SPED team will use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will participate in 4 days of Wilson Reading PD in the summer/fall and will recommit to this reading program as a support for SWD to target reading goals and increase ELA performance for SWD. Training for other programs will be provided throughout the year by both external and internal trainers. We are adding IXL for math as a targeted support. The SPED team together with the math department will have training on the resource and will be able to use it to assign targeted practice pathways. For SWD the targeted practice can be specific to the goals outlined in their IEPs. This additional resource and training along with the instruction from the resource teachers will help address the Red performance level in Math. The SPED team will meet weekly to review compliance, best practices and participate in PD as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA as well as other opportunities such as conferences and will participate in a department-wide professional read. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning. New LA Charter School will transition to the next phase of implementing a co-teaching model, using co-teaching tools. Resource teachers will partner with 1-2 content teacher (Humanities & Math teacher)

English Language Arts: Based the 2023 CA School Dashboard performance for the ELA Academic Indicator, the leadership team conduced a needs assessment using multiple types of data and identified the need to teach foundational skills in conjunction with grade level ELA standards and skills. This school year we increased the frequency of intervention blocks to four times a week (formerly twice per week) for both ELA and math, and measured student progress in 6-to-8-week cycles. We utilized iReady data to identify student needs and groupings, for teachers to provide more intensive and individualized instruction to student groups. This process has allowed us to identify groups of students that were tracked throughout the year and monitored for progress. We also provided enrichment opportunities and support for students performing at or above grade level. This year we partnered with a new curriculum, Inquiry by Design, for all Humanities courses, which exposes students to additional types of literature and nonfiction texts. Teachers were provided with the tools to closely analyze texts and assess using writing tasks. There is more consistency and lateral thinking in the Humanities department resulting from the shared curriculum and assessments. This provides all students with a more closely aligned instruction to CAASPP assessments while also staying true to our school's project-based learning mission. To support our students with disabilities and our English learners, an emphasis for accommodations and collaborative learning and planning amongst resource teachers and general education teachers has provided more consistency for our highest needs students.

2022-23 ELA CAASPP	
Student Group	**DFS**
All Students	-27.8
Hispanic	-29
EL	-78
SED	-32.2
SWD	-100.8

Math Academic Indicators: Based the 2023 CA School Dashboard performance for the Math Academic Indicator, the leadership team conduced a needs assessment using multiple types of data and identified students lacked foundational math skills and concepts especially computational fluency and conceptual understanding. These significant learning gaps are prevalent among Students with disabilities (SWD) and English Learners (EL). increased the frequency of intervention blocks to four times a week (formerly twice per week) for both ELA and math, and measured student progress in 6-to-8-week cycles. We utilized iReady data to identify student needs and groupings, for teachers to provide more intensive and individualized instruction to student groups. This process has allowed us to identify groups of students that were tracked throughout the year and monitored for progress. We have also been able to provide

2022-23 Math CAASPP	
Student Group	**DFS**
All Students	-88.4
Hispanic	-89.1
EL	-134.4
SED	-91.7
SWD	-164.1

enrichment opportunities and support students who are at grade level and above. This year our math department has focused on domain specific instruction and prioritizing key standards or "priority standards" that students must learn before transitioning to the next grade level. Our math department has implemented collaborative teaching strategies that requires students to complete additional performance-based assessments and tasks where students receive real time feedback and are placed in stations for remediation or enrichment. Teachers are using CAASPP resources from the teacher toolbox, exposing students to additional standardized types of assessments and performance tasks. An emphasis on supporting students with disabilities and English learners with mathematics has been a priority for our math department with explicit ELD instruction and familiarity with accommodations for students with disabilities. Through data analysis we shared formative assessments and have been able to target instructional practices that support students' ability to explain their reasoning and understanding of key mathematical concepts.

We have begun to discuss the need to add a math coach and employ a curriculum specialist that supports students need for relevant math instruction that aligns with standardized state tests.

This year we partnered with TurtlEd, a tutoring company that provided afterschool math tutoring services for a total of 40 students with identified needs. We monitored student progress using fall and winter iReady assessment data results; and used that data to select the next cohort of students for additional virtual direct instruction. The students who participated in the initial 10-week session in Fall demonstrated at least a one grade level growth (Fall to winter iReady assessment)

For the 2024-25 school year: The Reading Intervention teacher will provide Tier 2 reading support; and the Math Intervention Specialist will provide tiered support for struggling learners as identified by iReady and CAASPP assessments. To further support struggling learners, the master schedule will include Seminar Block, an intervention block that focuses on ELA and Math, and meets four times per week. Students will also have access to the expanded learning opportunities program (ELOP) that provide academic enrichment after school, during intersession (Winter/spring) and summer programming.

2024 CA School Dashboard

The following table reflects New Los Angeles Charter School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Green	N/A	Yellow	Yellow
English Learners	Yellow	Orange	Green	N/A	Yellow	Orange
Long-Term English Learners	Orange	Orange	Green	N/A	Red	Red
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Green	N/A	Red	Orange
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Yellow	Yellow
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

ELA Academic Indicator: Needs Assessment

New Los Angeles Charter School conducted a comprehensive needs assessment with the development of this LCAP, that included a review and analysis of multiple types of local student data and state assessments including the school's performance on the 2024 CA School Dashboard with RED performance levels for the ELA Academic Indicator for the Long-term English Learner (LTEL) and Students with Disabilities (SWD) student groups. Discussions took place with the Leadership Team, teachers, parents and students.

Identified Strengths: New Los Angeles Charter School has strengthened its Multi-tiered System of Supports (MTSS) in alignment with the California Community Schools Framework to effectively support students through a whole child approach to education, including implementing universal screeners for both academic and social-emotional learning.

- The diagnostic reports (iReady) show a growth rate of 140% in ELA for all students, exceeding the expected annual growth of 100%. Most student subgroups showed strong growth, with English Learners achieving an impressive 156% growth rate in ELA.

- NLACS has established a robust intervention structure where students receive targeted intervention in ELA four times per week during an 8-week intervention cycle (extended from 6 weeks based on teacher feedback), allowing for more intensive and individualized instruction.
- Resource Specialist Teachers (RSTs) are trained in the Wilson Reading System to support literacy development, which they implement in weekly small group sessions with Students with Disabilities.
- In 2024-25 – New LA partnered with Inquiry by Design for Humanities classes to expose students to more types of literature and nonfiction texts, with teachers receiving multiple professional developments including on-site coaching. But this will not continue in 2025-26; and will adopt (more foundational support- holistic approach and integrates the Science of Reading - "EB Academics"
- Co-planning structures between resource teachers and general education teachers have become more consistent this year through regularly scheduled meetings and the use of consistent planning tools.
- NLACS has implemented a comprehensive system for monitoring IEP compliance, with weekly reports to review IEP due dates, service delivery, and tracking, along with regular meetings between case managers and the Director of Exceptional Education.

Areas of Greatest Need:

- The school's performance in ELA indicates a Yellow performance level with an average Distance from Standard (DFS) of -17 for All Students, which is below the State average of -13.2.
- Students with Disabilities showed only 84% annual growth rate in ELA, falling short of the expected 100% growth benchmark.
- The Students with Disabilities (SWD) student group received a RED performance level for the ELA Academic Indicator on the 2023 CA School Dashboard, indicating a critical area of need.
- While Long-term English Learners (LTELs) showed high growth in ELA, they continue to be identified as one of the highest need groups, especially those who are dually identified as SWD.
- There is a need to better address the language acquisition needs of LTELs, as many are struggling with foundational literacy skills including reading comprehension.
- A significant number of LTELs are dually identified as EL/SWD, requiring specialized support that addresses both learning and language needs simultaneously.
- The Assistant Director of Special Education position is currently vacant, affecting departmental leadership and some aspects of service delivery for students with disabilities.

Identified Resource Inequities:

- The vacancy in the Assistant Director of Special Education position has created leadership gaps in the Special Education Department, affecting program oversight and service delivery coordination.
- English Learners showed only 28% growth in mathematics, indicating potential inequities in how resources are allocated between ELA and math instruction for this population.
- The ELD Interventionist recently went on maternity leave in January, with the position being filled by a substitute teacher, potentially affecting the quality and consistency of ELD instruction and support for LTELs.
- NLACS did not contract with Kagan Professional Development as originally planned for implementing structures to support ELs with language acquisition.

- The Director of Academic Data position is vacant, with responsibilities redistributed to the Principal and Chief of Schools, potentially affecting the systematic collection and analysis of student performance data.

Root Cause Analysis:

- Many students come to New Los Angeles Charter in middle school already far behind grade level, requiring intensive foundational support to access grade-level content while simultaneously trying to build grade-level skills.
- NLACS continues to see an increase in students with disabilities and English Learners, many of whom are dually identified, presenting complex instructional challenges that require specialized approaches.
- While there are systems for implementing designated ELD instruction, the ELD teacher's maternity leave and staffing with a substitute has created inconsistencies in program delivery.
- Students with Disabilities' RED performance level on ELA suggests that existing interventions, accommodations, and supports have not been sufficiently effective or consistently implemented to close achievement gaps.
- While the department has adopted a book study focused on Universal Design for Learning (UDL) practices this trimester, the implementation may not yet be fully realized across all classrooms to benefit SWD and LTELs.
- LTELs are struggling with foundational literacy skills including reading comprehension, which are prerequisite skills needed to access grade-level content, and many are dually identified as SWD, compounding the challenges.

Plan of Action: 2025-26:

1. Strengthen coordination between ELD and Special Education departments

- Implement formal co-planning sessions between the ELD Interventionist and Resource Teachers to ensure alignment of ELD instructional approaches with IEP goals for dually identified students.

- Develop a structured plan for consistent collaboration between the SPED team and ELD teacher to specifically target students who are LTELs and SWD, addressing both IEP goals and language acquisition goals.

2. Enhance targeted literacy instruction for SWD and LTELs

- Recommit to the Wilson Reading Program as a support for SWD to target reading goals and increase ELA performance, ensuring fidelity of implementation.

- Utilize Universal Design for Learning (UDL) strategies to ensure LTEL/SWD students can access the curriculum to improve their language acquisition skills.

- Implement the secondary unit of the EL Achieve curriculum with focused attention on speaking and writing skills for LTELs.

3. Strengthen professional development and teacher capacity

- Research professional learning opportunities that directly support LTELs and disseminate strategies to staff during faculty meetings throughout the year.

- Ongoing professional development to general education teachers on providing accommodations in accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners, and their role on the IEP team.

4. Optimize data systems for tracking progress

- Use iReady to monitor academic progress with the SPED team looking at disaggregated data monthly in partnership with academic leadership to set goals and monitor progress.

- Utilize Interim ELPAC assessment data to identify student strengths and needs, combining it with iReady data to identify students on the cusp of advancing their English proficiency levels.

- Implement a tracking system for monitoring the effectiveness of strategies used for dually identified LTEL/SWD students.

5. Enhance parent engagement and support

- Hold quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement, and the importance of school attendance for accessing curriculum and continuity of special education services.

- Create targeted outreach to families of LTELs to connect them with resources and strategies to support language acquisition at home.

- Develop family literacy workshops specifically designed for families of SWD and LTELs to support reading at home.

Math Academic Indicator: Needs Assessment

New Los Angeles Charter School conducted a comprehensive needs assessment with the development of this LCAP, that included a review and analysis of multiple types of local student data and state assessments including the school's performance on the 2024 CA School Dashboard with RED performance levels for the Math Academic Indicator for the Long-term English Learner (LTEL) student group. Discussions took place with the Leadership Team, teachers, parents, Parent Advisory Committee, and students.

Identified Strengths: New Los Angeles Charter School has shown improvement in math performance, growing 7 points closer to the Distance from Standard (DFS). Several student groups have shown strong annual growth in math, with Black/African American students (104%), Students with Disabilities (100%), and White students (108%) all meeting or exceeding the expected annual growth rate of 100%.

- NLACS has implemented a structured intervention program where students receive targeted math intervention four times per week in priority domains through 8-week cycles (extended from 6-week cycles based on teacher feedback), allowing more time for students to grasp content and master skills.
- NLACS utilizes iReady assessments to inform instructional planning, interventions, IEP goals, progress monitoring, and small group instruction. This system enables the school to track student progress, create action plans, and use data to drive instruction.
- NLACS has purchased IXL for math as a targeted support, which creates individualized learning paths for students based on their iReady diagnostic scores. IXL provides an interface that allows students to move through content independently and/or with their teacher in a more intentional way than the iReady individualized pathway.

- NLACS has established a partnership with TurtlEd to provide after-school tutoring in math for 40 students (across two cycles) who are 1-2 grade levels below. This virtual direct instruction tutoring occurs twice a week after school, and students who participated in the first 10-week session in Fall all grew by at least one grade level on the December diagnostic.
- Math teachers have focused on improving and standardizing their use of math notebooks, as well as their approaches to teaching vocabulary, content, and providing skill practice.

Areas of Greatest Need:

- NLACS's performance in Math indicates a Yellow performance level with an average Distance from Standard (DFS) of -81.2 for All Students, which is significantly below the State average of -47.6.
- English Learners showed only 28% annual growth rate in math, far below the expected 100% growth benchmark and significantly lower than other student groups.
- American Indian/Alaska Native students achieved only 69% of expected annual growth in math, indicating a substantial gap in progress.
- The Students with Disabilities (SWD) student group received a RED performance level for the Math Academic Indicator on the 2023 CA School Dashboard, indicating a critical area of need despite showing 100% annual growth more recently.
- NLACS has a high number of students performing 2 or more grade levels behind in math, greatly contributing to how far the school is from standard. Many students come to the middle school far behind in math and need intensive foundational math support to access grade-level content.
- There is a need to address the significant achievement gap for Long-Term English Learners (LTELs), particularly those who are dually identified as SWD, as they continue to be among the highest need groups in math performance.

Identified Resource Inequities:

- NLACS has been unable to fill the math intervention teaching position (with a permanent position but the same teacher has been providing this service), forcing a restructuring of the math intervention program to allow general education teachers to provide intervention to the highest need students while utilizing substitutes for the vacancy.
- The Assistant Director of Special Education position is currently vacant, affecting departmental leadership and potentially impacting service coordination for students with disabilities in mathematics.
- The Director of Academic Data position has not been filled after a resignation, with responsibilities being redistributed to the Principal and Chief of Schools, potentially limiting capacity for detailed data analysis to guide math instruction.
- While English Learners showed impressive growth in ELA (156%), their math growth was only 28%, suggesting a potential inequity in how resources and instructional approaches are balanced between subject areas for this population.
- The implementation of supplemental math resources appears uneven, with some tools (like IXL) being newly added while others mentioned in the LCAP may not be fully utilized across all settings.

Root Cause Analysis:

- Many students enter middle school significantly behind in math (2+ grade levels), creating a compounding challenge as they attempt to master foundational skills while simultaneously accessing grade-level content.
- The school continues to see an increase in students with disabilities and English Learners, many of whom are dually identified, presenting complex instructional challenges that require specialized approaches bridging both content and language acquisition.
- The vacancy in the math intervention teaching position has forced adaptations to the intended intervention model, potentially making it less effective than originally designed.
- There appears to be insufficient integration between math instruction and language development strategies, particularly evident in the low growth rate (28%) for English Learners in math despite their strong performance in ELA.
- The co-teaching model for Students with Disabilities is still evolving, with resource teachers partnering with 1-2 content teachers, but this approach may not be sufficiently specialized for math, which requires different scaffolding than other subjects.
- While the school has implemented several math supports (IXL, iReady, TurtlEd tutoring), these may not be sufficiently integrated or targeted to address the specific needs of LTELs and SWD in mathematics, particularly in developing mathematical language and conceptual understanding.

Plan of Action: 2025-26:

1. Strengthen mathematics instruction for LTELs and SWD

- Immediately prioritize filling the math intervention teaching position with a qualified educator experienced in working with LTELs and SWD.

- Develop and implement specific instructional protocols that integrate mathematical language development with content instruction for LTELs.

- Create explicit connections between IEP goals and math instruction for students with disabilities, ensuring accommodations and modifications are consistently implemented.

- Expand the TurtlEd after-school tutoring program to include more LTELs and SWD based on the demonstrated success of the initial cohort.

2. Enhance teacher capacity for math instruction

- Provide targeted professional development on math instruction for LTELs that emphasizes both conceptual understanding and mathematical language development.

- Strengthen co-teaching practices between math content teachers and resource specialists through structured planning time and coaching.

- Train both general education and special education teachers on effective use of IXL, particularly in creating tailored pathways for students based on specific skill deficits.

- Develop a math-specific UDL implementation guide to ensure accessibility for all learners, especially LTELs and SWD.

3. Implement focused math interventions

- Restructure math intervention blocks to provide more intensive support for LTELs and SWD, with smaller groups and increased frequency.

- Create a tiered intervention system specific to math that addresses both procedural fluency and conceptual understanding.

- Develop supplemental materials that support mathematical vocabulary development for LTELs.

○- Implement structured peer tutoring or collaborative learning opportunities using Kagan strategies to support math learning.

4. Strengthen data-driven instruction

- Create a systematic process for regular analysis of math performance data for LTELs and SWD, with specific action plans developed after each assessment cycle.

- Utilize interim assessments more frequently to monitor progress and adjust instruction for these student groups.

- Analyze item-level performance on math assessments to identify specific skills and concepts that are challenging for LTELs and SWD.

- Establish clear growth targets for each student based on baseline data, with regular progress monitoring.

5. Enhance cross-departmental collaboration

- Establish a formal collaboration structure between the math department, special education department, and ELD program to ensure integrated support for dually identified students.

- Create a math language development framework that can be used by all teachers to support mathematical discourse and vocabulary acquisition.

- Implement regular case management meetings focused specifically on math progress for LTELs and SWD.

- Develop shared instructional strategies across departments that support mathematical thinking and communication.

Chronic Absenteeism Rate Indicator: Needs Assessment

New Los Angeles Charter School conducted a comprehensive needs assessment with the development of this LCAP, that included a review and analysis of multiple types of local data including the school's performance on the 2024 CA School Dashboard with ORANGE performance levels for the Chronic Absenteeism Indicator for the English Learners (EL), Long-term English Learner (LTEL); and Students with Disabilities (SWD) student groups. Discussions took place with the Leadership Team, teachers, parents and students.

Identified Strengths:

- New Los Angeles Charter School has successfully reduced its chronic absenteeism rate from 24.6% (as reported on the 2024 California School Dashboard) to 18.13% as of December 2024, bringing it below the state average of 18.6%. This improvement demonstrates the effectiveness of the school's attendance initiatives.
- The school has implemented a proactive approach to attendance, with the Assistant Principal holding monthly attendance meetings with parents of at-risk students beginning early in the school year (September), rather than waiting for absence patterns to become entrenched.
- NLACS has created a comprehensive PBIS-aligned attendance incentive system using Deanslist, where students with perfect weekly attendance receive Pillar Points that can be redeemed at the student store, encouraging consistent attendance.
- Advisory Class competitions have been established, rewarding classes that maintain a monthly attendance rate of 90% or higher with competition points, fostering peer encouragement for good attendance.

- NLACS has integrated attendance discussions into all parent meetings (monthly Coffee with the Principal, Open House, etc.), educating families about the definition of chronic absenteeism and its negative impacts on student outcomes.
- For Students with Disabilities, attendance is consistently addressed in IEP meetings for students with high absentee rates, with the Director of Special Education serving as part of the SART team to focus on identifying root causes and collaborating with families on solutions.
- NLACS has bilingual staff members (Administrative Assistant and Office Assistant) who translate correspondence and serve as interpreters for Spanish-speaking parents, ensuring language barriers don't impede communication about attendance concerns.
- Student Attendance Review Team (SART) meetings for the most frequently absent students are being initiated earlier in the school year, and the school has seen improvement from most of those students.

Areas of Greatest Need:

- While NLACS has improved its overall chronic absenteeism rate, New LA disaggregates for all student groups except LTEL, student groups, suggesting a need for more targeted tracking and interventions for these vulnerable populations. This is reported monthly. SWD & AA student groups continue to have the highest rates of chronic absenteeism.
- For English Learners, particularly LTELs who are struggling with foundational literacy skills, chronic absenteeism compounds their academic challenges, creating a cycle where language barriers lead to disengagement, which increases absences.
- For Students with Disabilities, the current 84% annual growth rate in ELA (below the expected 100%) may be partially attributable to chronic absenteeism affecting their access to consistent specialized academic instruction and accommodations.
- The English Learners' extremely low annual growth rate in math (28%) suggests that chronic absenteeism may be disproportionately affecting their math instruction, which requires consistent attendance to build conceptual understanding.
- Although NLACS discusses attendance at each IEP meetings for special education families the school does target outreach for families of English Learners focused specifically on attendance and discussion also takes place during ELAC meetings.

Identified Resource Inequities:

- The ELD Interventionist was on maternity leave in January, and while the position has been filled with a substitute teacher, this transition may have affected the consistency of outreach to EL families regarding attendance concerns.
- While the SPED Director participates in SART meetings and the attendance team, there is no explicit mention of ELD staff participation in these meetings, potentially leading to insufficient consideration of language and cultural factors affecting EL attendance.
- NLACS has a bilingual Administrative Assistant and Office Assistant, but no mention of dedicated family engagement personnel focused specifically on EL and LTEL families to address attendance barriers.
- However, NLACS's office staff regularly inform administrators about students with multiple absences whose parents are not responding to communications, but there's no indication of specialized approaches for contacting families of ELs or SWDs who may have unique communication needs.
- The SART team focuses on identifying root causes of chronic absenteeism, but there's no mention of specific resources allocated to address common barriers for ELs (such as transportation, family responsibilities, cultural misunderstandings) or SWDs (health issues, service-related frustrations, bullying).

- While NLACS has implemented an attendance incentive system through Deanslist, there's no indication that the rewards have been evaluated for cultural relevance to diverse student populations, including English Learners.

Root Cause Analysis:

- Many English Learners, particularly LTELs, experience academic frustration due to language barriers, potentially leading to disengagement and avoidance behaviors that manifest as school absences.
- For Students with Disabilities, health-related issues and medical appointments may contribute to higher rates of absence, particularly for students with chronic health conditions or those receiving external services.
- Students who experience social-emotional challenges (Social anxiety, depression)
- For SWD that have behavioral goals in their IEPs may have higher rates of school avoidance due to anxiety, social difficulties, or classroom behaviors that result in negative experiences.
- Dually-identified students (EL/SWD) face compounded challenges that may lead to chronic absenteeism, as they navigate both language barriers and disability-related needs that can make the school environment more challenging to engage with consistently.
- For both ELs and SWDs, a negative cycle can develop where absences lead to learning gaps, which create frustration and disengagement, leading to more absences—particularly in subjects like math where sequential learning is critical (potentially explaining the 28% growth rate for ELs in math).
- Family factors such as responsibilities for translation, childcare for younger siblings, or support for family businesses may disproportionately affect English Learners' attendance, while transportation and healthcare coordination may disproportionately affect Students with Disabilities.

Plan of Action: 2025-26:

1. Implement targeted data tracking and goal setting.

- Continue to disaggregate chronic absenteeism data by student subgroups (EL, LTEL, SWD) to establish baseline rates and set improvement targets

- Create a data dashboard that allows for real-time monitoring of attendance patterns specifically for these vulnerable student groups

- Establish an early warning system that identifies attendance concerns for ELs and SWDs after fewer absences than the general population

- Continue to set specific chronic absenteeism reduction goals for each subgroup based on their unique baseline data

2. Enhance specialized outreach and support for EL families

- Develop culturally responsive attendance communications that address common misconceptions about attendance in the primary languages of EL families

- Continue to utilize the bilingual Family Engagement Manager to focus specifically on attendance outreach to EL families (and connect families to community resources.

- Host attendance workshops specifically for EL families, addressing cultural perspectives on school attendance and providing strategies to overcome barriers

3. Strengthen attendance support for Students with Disabilities (SWD):

- Develop individualized attendance plans as part of IEPs for students with chronic absenteeism, with specific accommodations to address identified barriers

- Create a protocol for assessing the impact of absences on IEP goal progress and service delivery, with make-up sessions scheduled when critical services are missed

- Implement check-in/check-out systems for SWDs with attendance concerns, providing daily positive interactions and motivation to attend

4. Address root causes through targeted interventions.

- Continue to provide bus passes. We attempted to design carpooling schedules, but the results proved to be ineffective.

- Create flexible scheduling options for students with medical appointments or family responsibilities that impact attendance.

- Continue to offer social skills and school connection programs through our in-house counseling program, specifically for Els, and SWD's to increase their sense of belonging and motivation to attend school regularly.

- Implement trauma-informed practices that address anxiety and school avoidance behaviors common among SWD with emotional needs.

5. Integrate attendance support with academic and language development

- Develop a system to provide absent EL and SWD students with accessible make-up work that doesn't exacerbate academic frustration

- Create "catch-up" sessions during lunch or elective periods to help frequently absent ELs and SWDs maintain academic progress

- Ensure that classroom teachers understand how to re-engage ELs and SWDs after absences without drawing negative attention to their missed time

- Analyze the relationship between attendance patterns and academic growth for these subgroups, using data to refine interventions.

6. Enhance cross-departmental collaboration

- Establish a monthly attendance team meeting focused specifically on EL, LTEL, and SWD attendance, including representatives from SPED, ELD, and administration

- Create shared protocols between the ELD and SPED departments for addressing attendance concerns of dually identified students

- Develop joint home visit procedures for families of chronically absent ELs and SWDs to address barriers in a supportive, non-punitive manner

- Implement coordinated progress monitoring of attendance interventions across departments.

Note: New Los Angeles Charter School has expended its Learning Recovery Emergency Block Grant (LREBG).

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.

New Los Angeles Charter School is not eligible 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.

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
Administrators/Principal	**Monthly:** The Chief of Schools conducts monthly meetings with the Principal Leadership Team (PLT) to review organizational data, strategic actions, and overall goals. **Weekly:** The Chief of Schools holds weekly meetings with New LA MS site administrators to discuss school-specific data, action items, and objectives. **Key Feedback:** Administrative teams have requested additional support in Social-Emotional Learning (SEL) and Special Education (SPED) to enhance general education instruction and strengthen co-teaching practices. The main changes I made: • Capitalized "Chief of Schools" consistently • Used more active, professional language ("conducts," "holds") • Clarified "New LA MS" context • Spelled out the SEL and SPED acronyms on first use • Restructured the feedback section for better flow and clarity • Made the formatting more consistent throughout
Teachers	**Weekly Administrative Meetings** Administrators conduct weekly meetings with certificated and classified staff to address key schoolwide priorities: school culture/PBIS implementation, ELD-focused instruction, department coordination, and DEIJ initiatives. **Staff Feedback on School Culture and PBIS:** Staff demonstrate strong understanding of the PBIS system after multiple years of implementation. However, they require additional support and clearer protocols for

addressing hate speech incidents and chronic behavioral disruptions. While the school counselor now successfully leads grade-level differentiated advisory lessons (implemented based on prior year feedback), staff recommend adjusting the frequency of advisory sessions or extending lessons across multiple days for better student engagement.

Grade Level Coordination Grade Level Coordinators (GLCs) meet weekly with the assistant principal to plan grade-level meetings focused on PLC goals, field trip coordination, advisory programming, and school events.

GLC Feedback: The increased field trip budget and revised advisory calendar (both implemented from previous feedback) have been well-received. However, lead teachers continue to struggle with PLC implementation due to conflicts with regular grade-level meetings, which are frequently canceled for holidays or pupil-free days.

Instructional Leadership Team (ILT) The ILT meets bi-monthly with the principal to monitor department goal progress and plan monthly department meetings held on minimum days (12:35 dismissal). These meetings focus on data analysis, instructional needs identification, seminar instruction refinement, best practice sharing, and event planning including Passion Nights.

ILT Feedback: The team values continued budget process involvement and successfully led departmental needs assessment protocols for administrative budget planning. They have identified homework and grading policies as areas requiring review and revision.

Mission Pillar Committees Monthly committee meetings align with three mission pillars: school culture, student academic progress, and student/family engagement. The curriculum and instruction committee were replaced with a Kagan Cooperative Learning committee to provide targeted internal support.

Committee Feedback: Committee effectiveness varies, with the caregiver and culture committees demonstrating strongest focus and impact. The caregiver committee's successful coordination of the first family picnic (supported by the Family Engagement Manager and parent representatives) directly addresses the school's priority of increased family involvement.

Survey Data Analysis

March 2025 Panorama Survey Results: Overall staff satisfaction improved significantly from Spring 2024, continuing positive trend data.

Non-Teaching Staff Improvements:

- All categories showed improvement
- School leadership: 92% approval (+36 points)
- Feedback and coaching: 82% approval (+32 points)

	Teaching Staff Improvements: - All categories improved 7-18 points overall - Exception: Staff-family relationships declined 7% **Areas for Targeted Improvement:** Analysis reveals specific challenges in family engagement requiring attention: - In-person family meetings: 30% favorable - Family support during student challenges: 45% favorable - Family communication accessibility: 50% favorable - Perceived family care toward teachers: 65% favorable **Pending Feedback:** Teacher focus groups with the CEO are scheduled for May 2025, with results to be shared with administration. **Recommendations for 2025-26 LCAP** 1. Develop comprehensive protocols for hate speech and chronic disruption incidents 2. Restructure PLC scheduling to minimize conflicts with grade-level meetings 3. Implement targeted family engagement strategies to improve teacher-family relationships 4. Continue budget involvement processes for instructional leadership teams 5. Review and revise homework and grading policies 6. Expand successful committee models (caregiver/culture) to strengthen weaker committees
Other School Personnel	**Operations Team Structure and Meetings** The principal and assistant principal conduct weekly meetings with the operations team, including the Site Manager, Assistant Director of Operations, and Administrative Assistant. These meetings address critical operational functions: attendance tracking, teacher and parent support needs, emergency drill coordination, event planning, food service management, and overall school maintenance operations. **Technology and Communication Systems Positive Impact:** Operations staff report significant satisfaction with the Deanslist system implementation, which has streamlined parent communication processes through automated absence notifications and seamless data synchronization with PowerSchool. **Areas for Improvement:** Office staff identified the need for improved communication protocols when teachers send students to the office. They requested that students arrive with clear information about the referral reason and have structured reflective activities during office visits.

	Response to Feedback: The PBIS committee developed and piloted a new office reflection form to address staff concerns and provide meaningful engagement for students during office visits.
	Campus Safety and Supervision Campus aides maintain regular communication with both administrators throughout the day to ensure appropriate facility usage, including restroom cleanliness, proper classroom furniture use, and cafeteria maintenance during lunch and nutrition periods.
	Safety Infrastructure Improvements: Campus security was enhanced through upgraded camera systems with expanded coverage, significantly improving administrators' ability to monitor student behavior and maintain campus safety compared to previous years.
	Recommendations for 2025-26 LCAP
	1. **Expand Communication Technology:** Continue investing in integrated systems like Deanslist that improve operational efficiency and parent engagement
	2. **Formalize Office Referral Protocols:** Establish clear procedures requiring teachers to provide detailed information when sending students to the office
	3. **Implement Structured Office Support:** Finalize and expand the office reflection form pilot program based on initial results
	4. **Enhance Campus Supervision:** Consider additional campus aide support during high-traffic periods to maintain facility standards
	5. **Continue Safety Infrastructure Investment:** Evaluate effectiveness of new camera systems and identify additional safety technology needs
	6. **Professional Development:** Provide training for operations staff on new systems and communication protocols to maintain high service levels
	Operational Strengths to Maintain
	• Weekly leadership-operations team coordination meetings
	• Proactive approach to technology solutions for communication challenges
	• Collaborative problem-solving between operations staff and educational committees
	• Commitment to campus safety through infrastructure improvements
Students	**Student Voice and Feedback for 2025-26 LCAP**
	Monthly Town Hall Meetings Administrators and the school counselor facilitate monthly grade-level town hall meetings addressing core school priorities: mission pillar implementation, advisory challenges aligned with school values, attendance importance, bullying prevention, student clubs, social justice initiatives,

outdoor education opportunities, and Dolphin Cheers recognition program for students demonstrating mission pillar behaviors.

Town Hall Feedback: The current advisory challenge model, now in its second year, continues to generate positive student engagement. Students demonstrate strong enthusiasm for the year-long advisory competition format. Recent improvements include incorporating games that allow broader simultaneous participation across classrooms, increasing overall student involvement and engagement.

Student Recognition Programs Trimester Passion Awards: Grade-level teachers recognize outstanding student achievement each trimester, reinforcing academic excellence and character development.

Annual Career Exploration Career Day Implementation: Each March, the school hosts Career Day featuring 10+ community professionals presenting to student groups about diverse career pathways.

Student Input Process: Following successful previous implementation, all students' complete surveys administered by the assistant principal to identify desired career presentations. This student-driven approach ensures relevant and engaging programming. The 2025 Career Day featured predominantly medical, business, and entertainment industry professionals based on student requests.

Student Survey Data Analysis

Panorama Survey Results - Fall 2024 Student response patterns remained consistent with Spring 2023 data, indicating stable school culture trends. Key improvements included:

- School belonging: +4 points from Spring 2024
- Rigorous expectations: 60% favorable (highest category)
- School safety: 57% favorable (second highest)

Academic Support Requests: Students identified mathematics and science as areas requiring additional support.

Response to Student Needs:

- **Mathematics:** Implemented IXL Math to supplement existing iReady platform and continued TurtlEd after-school tutoring partnership
- **Science:** Conducted comprehensive curriculum review to identify more engaging alternatives to current Amplify curriculum

Panorama Survey Results - April 2025 Historic Achievement: First survey period with no category score decreases, indicating comprehensive school improvement.

Significant Improvements:

- Rigorous expectations: 67% favorable (+7 points, largest increase)

	- School climate: +3 points
	- Teacher-student relationships: +2 points
	- School belonging: +1 point
	Recommendations for 2025-26 LCAP
	Sustain Successful Programs:
	1. Continue monthly town hall meeting structure with mission pillar focus
	2. Maintain advisory challenge competition model with expanded participation opportunities
	3. Preserve student-input driven Career Day planning process
	Academic Support Enhancement:
	1. Evaluate effectiveness of IXL Math implementation and consider expansion
	2. Implement new science curriculum based on department review findings
	3. Monitor student academic support needs through continued survey feedback
	School Culture Strengthening:
	1. Build upon rigorous expectations success to maintain high academic standards
	2. Develop targeted strategies to further improve teacher-student relationships
	3. Expand Dolphin Cheers recognition program to reinforce positive school culture
	Data-Driven Improvements:
	1. Continue bi-annual Panorama surveys to monitor progress trends
	2. Implement student focus groups to supplement survey data
	3. Create student leadership opportunities to formalize ongoing feedback mechanisms
	Areas for Growth:
	1. Address remaining categories with lower favorable ratings through targeted interventions
	2. Develop peer mentoring programs to strengthen school belonging
	3. Expand social justice project opportunities based on student interest levels
Student Advisory Committee	**April 23, 2025, Student Advisory Committee Meeting** The Student Advisory Committee engaged in comprehensive school performance review and provided direct feedback on key educational priorities:

	Data Analysis and Student Voice: • **California Dashboard Review:** Students examined school performance data across multiple indicators, gaining understanding of academic achievement trends and improvement areas • **Student Experience Feedback:** Committee members provided structured input on their relationships with staff, experiences across different subject areas, and perspectives on attendance importance • **School Culture Assessment:** Students completed comprehensive feedback surveys addressing campus climate, sense of belonging, and overall educational experience **May 21, 2025, Student Advisory Committee Meeting** Students participated in critical end-of-year assessment and planning discussions: • **Attendance Analysis:** Student perspectives on attendance barriers, motivators, and school engagement factors • **State Testing Updates:** Student feedback on testing experiences, accommodations, and academic preparation • **LCAP Development Participation:** Direct student input on 2025-26 Local Control and Accountability Plan priorities, ensuring authentic youth voice in strategic planning **June 4, 2025, Student Advisory Committee Meeting LCAP Approval Process:** The Student Advisory Committee will formally review and provide final input on the 2025-26 Local Control and Accountability Plan, ensuring student perspectives are integrated into school improvement priorities and resource decisions.
Parent Advisory Committee (PAC)	**February 19, 2025, PAC Meeting** The committee reviewed critical school performance data and strategic planning initiatives, focusing on attendance trends and California Dashboard results analysis. Members examined how current performance metrics will inform future educational planning and resource allocation decisions. **April 9, 2025, PAC Meeting** The committee addressed multiple accountability and assessment topics essential to school improvement planning: • **Attendance Data Review:** Continued analysis of attendance patterns and intervention strategies • **State Testing Updates:** Progress reports on CAASPP and other mandated assessments • **LCAP Development:** Active participation in 2025-26 Local Control and Accountability Plan drafting process • **ELPAC Progress:** English Learner Proficiency Assessment updates and student achievement trends

	June 4, 2025, PAC Meeting LCAP Approval Process: The Parent Advisory Committee will formally review and approve the final 2025-26 Local Control and Accountability Plan, ensuring parent voice integration in the school's strategic priorities and resource commitments.
English Learner Parent Advisory Committee (EL-PAC)	**January 29, 2025, ELPAC Meeting** The English Learner Parent Advisory Committee conducted comprehensive review of multilingual learner academic progress and support systems: **Academic Performance Analysis:** • **Attendance Monitoring:** Reviewed attendance patterns specific to English Learner student populations • **EL Assessment Data:** Analyzed English proficiency growth metrics and achievement trends • **iReady Winter Data:** Examined academic progress in reading and mathematics for multilingual learners • **ELPAC Overview:** Reviewed English Language Proficiency Assessment for California results and implications **Instructional Program Review:** • **Designated ELD:** Evaluated effectiveness of dedicated English Language Development instruction • **Integrated ELD:** Assessed content-area English language support across all subjects • **ELPAC Preparation:** Reviewed strategies and resources for supporting student success on proficiency assessments **April 9, 2025, ELPAC Meeting** The committee addressed critical assessment and planning priorities affecting English Learner students: • **Attendance Data:** Continued focus on EL student attendance patterns and intervention needs • **State Testing Updates:** Progress on CAASPP performance and English Learner accessibility supports • **LCAP Development:** Active participation in 2025-26 planning with emphasis on EL-specific goals and services • **ELPAC Progress Updates:** Current year assessment results and reclassification trends **June 4, 2025, ELPAC Meeting LCAP Approval Process:** The English Learner Parent Advisory Committee will formally review and approve the 2025-26 Local Control and Accountability Plan, ensuring multilingual learner needs and services are adequately addressed in school priorities and resource allocation.

Parents including those representing Unduplicated Pupils & Students with Disabilities	**Parent and Caregiver Engagement Feedback for 2025-26 LCAP** **Academic Showcase Events Passion for Learning Nights:** Departments host quarterly evening events where students present their academic work alongside teacher-led demonstrations, providing families with authentic insight into classroom learning and student achievement. • Reading Night: November 13, 2024 • Math Night: February 26, 2025 • Science Night: April 23, 2025 • Social Justice Night: May 30, 2025 **Back to School Orientation Sessions Grade 6-7 Orientation (September 4, 2024):** Covered essential school systems including Deanslist communication platform, attendance policies, student/parent engagement expectations, ARC support services, seminar intervention/enrichment programming, and iReady assessment platform. **Grade 8 Orientation (September 5, 2024):** Addressed culmination requirements, high school counseling transition support, and all Grade 6-7 topics with age-appropriate emphasis on secondary school preparation. **Parent Questions and Responses:** • **High School Counseling:** Parents questioned whether 8th grade counseling meetings are mandatory for students with predetermined high school choices • **Academic Programming:** Parents requested information about seminar/intervention class changes and flexibility **Educational Workshops and Information Sessions** **Sex Education Parent Workshop (September 25, 2024):** Partnership with More Than Sex Ed provided preparatory information for upcoming health education curriculum, ensuring parent awareness and engagement in sensitive academic content. **Prevention Solutions Workshop (January 14, 2025):** Caregiver-focused presentation addressing alcohol, drug, and nicotine prevention strategies, supporting family-school partnership in student wellness. **Outdoor Education Meeting (February 13, 2025):** Grade-level specific information sessions regarding spring camping trips, including logistics, expectations, and volunteer opportunities. **Parent Feedback:** Requests for clearer chaperone selection timeline and communication process. **Principal Connection Meetings Coffee with Principals Sessions:** Monthly informal gatherings providing direct administrator access for parent concerns and school updates.

October 23, 2024 - Bullying Prevention Focus:

- **Parent Concerns:** Requests for specific consequences regarding bullying incidents
- **Administrative Response:** Referral to family handbook and policy clarification
- **Key Request:** Parents expressed strong interest in increased in-person meetings and family engagement opportunities

November 20, 2024 - Academic Progress and Resources: Topics included attendance policies, iReady Trimester 1 data analysis, and community schools grant updates.

- **Parent Questions:** Spring tutoring availability and ARC Thanksgiving camp enrollment procedures

Recommendations for 2025-26 LCAP

Expand Family Engagement Opportunities:

1. Increase frequency of in-person family events and social gatherings based on parent requests
2. Develop family fun nights and community-building activities beyond academic showcases
3. Consider weekend family engagement opportunities to accommodate working parents

Improve Communication Systems:

1. Establish clear timelines for chaperone selection and volunteer opportunity notifications
2. Create comprehensive FAQ resources addressing common parent questions about academic programming
3. Develop proactive communication about seminar/intervention class options and change procedures

Strengthen Support Services:

1. Clarify 8th grade counseling meeting requirements and provide flexible options for families with predetermined high school plans
2. Expand tutoring program information and availability based on parent inquiries
3. Ensure consistent bullying prevention policy communication and enforcement transparency

Maintain Successful Programs:

1. Continue quarterly Passion for Learning Nights with strong parent attendance
2. Sustain monthly Coffee with Principals format for direct administrative access
3. Preserve educational workshop partnerships (More Than Sex Ed, Prevention Solutions)

Data Collection and Feedback:

	1. Implement formal parent satisfaction surveys following major events
	2. Create structured feedback mechanisms for Coffee with Principals sessions
	3. Establish parent focus groups to guide family engagement programming development
	Accessibility and Inclusion:
	1. Explore multilingual support for parent workshops and meetings
	2. Consider childcare options for parent events to increase attendance
	3. Develop virtual participation options for families unable to attend in-person events
SELPA Administrator	**Ongoing Specialist Consultation** The school maintains continuous partnerships with behavioral specialists, mental health professionals, and legal experts to address individual student cases as they emerge, ensuring appropriate support and compliance with educational regulations.
	May 9, 2025: LCAP Goal Development Consultation Educational specialists provided feedback on proposed 2025-26 Local Control and Accountability Plan objectives and implementation strategies.
	Specialist Feedback:
	• **Data Analysis Practices:** Specialists commended the school's effective use of i-Ready assessment platform for comprehensive data analysis and disaggregation by student subgroups
	• **Mental Health Resources:** Specialists reminded administration of available Community of Practice (COP) mental health services that can directly support school attendance improvement goals
	• **Overall Assessment:** Generally positive feedback on proposed LCAP goals and data-driven approach to student support

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

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these stakeholders to ensure their perspectives were incorporated as follows:

Goal 1: Multi-Tiered System of Supports (MTSS) and Community Schools Framework

Teachers' Influence:

- Action 3 (SEL/Behavioral/Mental Health Needs): Staff feedback requesting additional support and clearer protocols for addressing hate speech incidents and chronic behavioral disruptions directly influenced the comprehensive behavioral support framework, including enhanced PBIS implementation and restorative practices training.

- Action 2 (Academic Interventions) Teacher recommendations to adjust advisory session frequency and extend lessons across multiple days influenced the refinement of intervention programming and seminar block structure.

Students' Influence:

- Action 1 (Assessment of Learning): Student identification of mathematics and science as areas requiring additional support led to the implementation of IXL Math supplementation and comprehensive science curriculum review to identify more engaging alternatives.

- Action 3 (SEL/Behavioral/Mental Health): Student survey data showing improvements in rigorous expectations (+7 points) and school climate (+3 points) validated the continuation and expansion of town hall meetings, advisory challenge models, and recognition programs.

Parents' Influence:

- Action 3 (SEL/Behavioral/Mental Health): Parent requests for specific consequences regarding bullying incidents and increased in-person family engagement opportunities influenced the development of comprehensive safety planning and enhanced family communication strategies.

Goal 2: Professional Learning and Teacher Support

Teachers' Influence:

- Action 2 (Professional Learning Opportunities): Staff survey data revealing challenges in family engagement (staff-family relationships declined 7%) directly influenced the focus on targeted family engagement strategies within professional development programming.

- Action 1 (Educators Supporting Core Program): Instructional Leadership Team feedback identifying homework and grading policies as areas requiring review influenced the inclusion of policy revision components in professional development planning.

Operations Staff Influence:

- Action 2 (Professional Learning): Operations team recommendations for improved communication protocols when teachers send students to the office led to the development and pilot of office reflection forms and structured referral procedures.

Goal 3: Parent Engagement and Community Building

Parents' Influence:

- Action 1 (Student Engagement & Safe Environment): Parent expressions of strong interest in increased in-person meetings and family engagement opportunities directly influenced the expansion of family events, spirit weeks, and community-building activities.

- Action 3 (Parent Engagement & Participation): Parent requests for clearer chaperone selection timelines, comprehensive FAQ resources, and proactive communication about academic programming influenced the enhancement of communication systems and support services.

Student Advisory Committee Influence:

- Action 1 (Student Engagement): Student Advisory Committee participation in LCAP development and feedback on school performance data influenced the continuation of student leadership opportunities and formalized feedback mechanisms.

English Learner Parent Advisory Committee Influence:

- Actions across all goals: EL-PAC input on multilingual learner needs and services influenced language accessibility components, interpreter services, and targeted support for English Learner families throughout all engagement activities.

Operations Staff Influence:

- Action 4 (Safe & Clean Facilities): Operations team satisfaction with Deanslist system implementation and recommendations for enhanced campus supervision influenced continued investment in integrated communication technologies and safety infrastructure improvements.

SELPA Administrator Influence:

- Goal 1 overall framework**: SELPA specialist feedback commending the school's effective use of i-Ready assessment platform for comprehensive data analysis influenced the continued emphasis on data-driven decision making and systematic progress monitoring across all goals.

This comprehensive educational partner engagement process ensured that the voices of all educational partners—teachers, students, parents, operations staff, and external specialists—were meaningfully incorporated into the development of specific LCAP goals and actions, creating a responsive and community-driven accountability plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue our commitment to implement the CA Community Schools Framework which includes strengthening our Multi-tiered System of Supports (MTSS), through PBIS, and integrating the Four Key Conditions for Learning, with the Four Pillars of Community Schools. By strengthening these systems, we can improve school responsiveness and effectively identify and address student barriers to learning.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

The 2024 California School Dashboard revealed significant achievement disparities requiring systematic intervention. Students with Disabilities received RED performance levels in ELA, and Long-Term English Learners received RED levels in both ELA and Math, demonstrating urgent need for strengthened Multi-Tiered System of Supports (MTSS).

Educational Partner Input: Extensive consultation with teachers, administrators, parents, and students identified the need for more systematic intervention approaches, enhanced data-driven decision making, and improved coordination between academic and behavioral supports.

Framework Alignment and Mission: Goal 1 aligns with the California Community Schools Framework while supporting the school's mission to develop "a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others." By implementing MTSS through PBIS and integrating the Four Key Conditions for Learning with the Four Pillars of Community Schools, the school creates conditions where all students can thrive.

Systematic Foundation: This goal establishes the foundation for responsive identification and addressing of learning barriers through data-driven, culturally responsive interventions aligned with diverse student needs, ultimately improving academic achievement, engagement, and overall student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -27.8 Hispanic -29 EL -78 SED -32.2 SWD -100.8	2023-24 ELA CAASPP DFS All Students -17 Hispanic -17.5 EL -60.8 LTEL -105.7 SED -18.3 SWD -104.3		2024-25 ELA CAASPP DFS All Students -15 Hispanic -15 EL -58 LTEL -103 SED -16 SWD -100	All: +10.8 Hispanic: +11.5 EL: +17.2 SED: +13.9 SWD: -3.5
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -88.4 Hispanic -89.1 EL -134.4 SED -91.7 SWD -164.1	2023-24 Math CAASPP DFS All Students -81.2 Hispanic -78.8 EL -115.5 LTEL -162 SED -82.8 SWD -150.3		2024-25 Math CAASPP DFS All Students -79 Hispanic -76 EL -113 LTEL -160 SED -80 SWD -148	All: +7.2 Hispanic: +10.3 EL: +18.9 SED: +8.9 SWD: +13.8
3	CAST: % Met or exceeded Source: CAASPP	2022-23 CAST % All Students 27.2% Hispanic 18.9% EL 2.3% SED 25.8% SWD 6.3%	2023-24 CAST % All Students 25.2% Hispanic 27.3% SED 24.5%		2024-25 CAST % All Students 26.0% Hispanic 28.0% SED 25.0%	All: -2% Hispanic: +8.4% SED: +1.3%
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	50% Source: 2023 Dashboard	48.4%: EL 50%: LTEL Source: 2024 Dashboard		50.4% EL 52% LTEL	1.6% decline (EL)
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 17.8%	2023-24: 20% Proficient		2024-25: 18.9%	+2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
6	Reclassification Rate Source: Dataquest	2022-23: 31.6%	2023-24: 17.28%		2024-25: 15.5%	-14.32%-
7	Attendance Rate Source: CALPADS	2022-23: 91%	2023-24: 91.44%		2024-25: 92%	+0.44%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 31.3% Hispanic 28.7% EL 28.2% SED 32.8% SWD 34.4%	2023-24: Chronic Absenteeism Rate All Students 24.6% Hispanic 24.6% EL 22.1% LTEL 20.5% SED 24.8% SWD 24.2%		2024-25 Chronic Absenteeism Rate All Students 22.5% Hispanic 22.0% EL 22.0% LTEL 20.0% SED 22.0% SWD 26.0%	All: -.67% Hispanic: -4.1% EL: -6.1% LTEL: N/A SED: -8% SWD: -10.2%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 4.8% Hispanic 4.5% EL 7.6% SED 5.0% SWD 9.4%	2023-24: Suspension Rate All Students 2.1% Hispanic 0.7% EL 1.4% LTEL 2.3% SED 1.7% SWD 6.0%		2024-25 Suspension Rate All Students 3.7% Hispanic 3.9% EL 5.1% LTEL 5.0% SED 4.0% SWD 5.7%	All: -2.7% Hispanic: -3.8% EL: -6.2% LTEL: N/A SED: -3.3% SWD: -3.4%
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
12	% students participating in an elective course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 97%	2023-24: 100%		2024-25: 100%	+3%

NOTE: New Los Angeles Charter School currently serves grades 6-8, therefore the following CDE LCAP required metrics do not apply:
- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate & High School Graduation rate

Goal Analysis for 2024-25

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.

Action 1: New Los Angeles Charter School has fully implemented the following assessment system to address learning gaps and close achievement gaps:

- iReady Reading & Math: Administered 3 times annually
- Formative & Summative assessments: Regular standards-aligned evaluations in ELA, Math & Science
- Interim Assessment Blocks (IAB): Implemented for ELA, Math & Science

All assessment data is tracked centrally, allowing targeted analysis by grade level, classroom, and student subgroups.

Action 2: This action has been fully implemented with fidelity. Two key updates: The seminar cycle has been extended from 6 weeks to 8 weeks based on teacher feedback that additional instructional time was needed with students in each cycle. The after-school math tutoring program with TurtlEd has achieved higher weekly attendance compared to last year's figures.

Action 3: New LA Charter School has fully implemented attendance and social-emotional support initiatives, achieving significant improvement in metrics: chronic absenteeism decreased to 21% from 24.78% last year, with current average daily attendance at 93.28%.

The Assistant Principal has implemented SART meetings and attendance incentives through Deanslist, where students earn Pillar Points for perfect attendance. Advisory Class competitions reward classes maintaining 90%+ ADA. Monthly meetings with at-risk families and regular parent education about attendance impacts are ongoing.

Social-emotional support systems include Panorama surveys for students, staff, and families; PBIS implementation led by the Assistant Principal with LACOE training participation; counseling services from both the school Counselor and Share & Care; and Deanslist for PBIS and referral tracking.

The Behavior Interventionist provides professional development on classroom management, while the Los Angeles Institute of Restorative Practices delivers staff coaching. Responsive Classroom and Olweus Bullying Prevention Program continue, with Behavioral Interventionists supporting intervention plan development for students with behavioral challenges

Action 4: New LA Charter School has fully implemented a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) during this school year. All students now participate in a comprehensive curriculum that includes Art, Advisory, Sex Education, and Wellness, ensuring a well-rounded educational experience that supports both academic and personal development.

Action 5: BrainPOP and BrainPOP ELL are supplementary resources rather than primary instructional tools in our ELD program.

Our ELD teacher went on maternity leave in January. The position has been filled with a substitute teacher. To ensure continuity of instruction, the ELD teacher prepared comprehensive lesson plans for the credentialed teacher who will be taking over, maintaining high-quality designated ELD instruction.

We did not contract with Kagan Professional Development this year. Instead, we formed an internal teacher committee focused on Kagan implementation. Based on the committee's recommendations, we purchased new engagement boards and posters for newer Kagan structures using our budgeted Kagan supplies funds. This approach was effective since we have Kagan certified trainers on staff, with one teacher serving as our primary trainer.

We have utilized Interim ELPAC assessment data to identify student strengths and needs. By combining ELPAC results with iReady data, we identified students on the cusp of advancing their English proficiency levels and provided them with targeted, tiered intervention strategies to accelerate their English language development.

Action 6: New LA Charter School has fully implemented targeted support services for Long-term English Learners (LTELs) this school year. Following an analysis that identified LTELs struggling with foundational literacy skills and reading comprehension, with many dually identified as EL/SWD, the school has taken comprehensive action.

An English Language Development (ELD) Interventionist has been hired and is providing targeted, tiered instruction to address the specific language needs of LTELs through regular small group sessions. The ELD Interventionist actively collaborates with resource teachers to ensure ELD instructional alignment with IEP goals for dually identified students, effectively addressing both language and learning needs. Universal Design for Learning (UDL) strategies are being consistently implemented to ensure LTEL/SWD students can access the curriculum and improve their language acquisition skills. The secondary unit of the EL Achieve curriculum is being utilized with particular emphasis on speaking and writing skills.

The ELD Interventionist regularly participates in department-wide planning meetings, supporting teachers with effective LTEL instructional strategies. This includes facilitating co-planning sessions between teachers and their grade-level resource teachers. Professional learning opportunities specifically targeting LTEL instruction have been researched and are being systematically shared with staff during scheduled faculty meetings throughout the school year.

Additional support for LTELs is being provided by paraprofessionals during the instructional day through small group instruction designed to strengthen English language proficiency. LTELs have been prioritized for afterschool tutoring services, ensuring they receive extended learning opportunities to accelerate their language development.

Action 7: This action was partially implemented. New Los Angeles Charter School has strengthened its Special Education Department, which currently consists of 3 Resource Teachers, 3 paraprofessionals, and 1 teacher resident. However, the Assistant Director of Special Education position is currently vacant, affecting departmental leadership and some aspects of service delivery for students with disabilities.

Despite this vacancy, we have implemented several key systems:

We use iReady assessments to inform instructional planning, interventions, IEP goals, progress monitoring, and small group instruction during bi-monthly coaching sessions. This system enables us to track student progress, create action plans, and use data to drive instruction. We recognize the urgent need to address learning gaps among students with disabilities, as evidenced by performance levels in both ELA and Math on the 2023 CA School Dashboard.

All Resource Specialist Teachers (RSTs) are trained in the Wilson Reading System to support literacy development, which they implement in weekly small group sessions.

We maintain weekly department meetings to review compliance reports and provide professional development for quality instruction. We've added individual compliance meetings to monitor caseloads and ensure staff accountability. Professional development has covered behavior strategies, data collection and monitoring, effective IEP writing, goal achievement, culturally responsive teaching practices, and using assessments for multisensory instruction.

We utilize supplemental materials including Snap & Read, Read Naturally, Zearn, and Open Up Math to provide multisensory instruction. Staff has been trained on the newly adopted ELA curriculum, and iReady is used for lesson planning, interventions, and data analysis.

Our department will engage in another book study this trimester focused on Universal Design for Learning (UDL) practices.

We have increased inclusive practices through co-teaching, with RSTs now co-teaching with 1-2 content teachers weekly, enhancing collaboration, student access, and support

There were no material differences between budgeted expenditures and estimated actual expenditures for any actions within Goal 1. Additionally, there were no material differences between planned percentages of improved services and estimated actual percentages of improved services for this goal.

This indicates that all actions under Goal 3 were implemented as planned, with actual spending closely aligning with the original budget allocations. The absence of material differences demonstrates effective budget planning, accurate cost estimation, and successful program implementation. All planned services and activities were delivered within the anticipated financial parameters, suggesting strong fiscal management and operational execution.

The consistency between planned and actual expenditures reflects the school's ability to accurately forecast resource needs and maintain spending discipline while achieving the intended service delivery outcomes for Goal 1.

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

Action 1: This action has been **very effective** in making progress toward the goal of implementing the CA Community Schools Framework and strengthening MTSS.

Full Implementation Success: The action has been implemented with complete fidelity, with 100% of students completing both iReady diagnostics for reading and math three times per year, along with formative and summative assessments in ELA, Math, and Science.

Teacher Adoption and Fidelity: Teachers are consistently using these assessments as communicated by school leadership, demonstrating strong buy-in and systematic implementation across all classrooms.

Data-Driven Decision Making: The iReady diagnostic serves as the school's primary benchmark and screening tool to determine student progress toward mastering grade-level standards and identify students needing intervention support, directly aligning with the MTSS framework goals.

This action is successfully providing the foundational data infrastructure needed to support the school's MTSS implementation and identify student barriers to learning, making it a cornerstone for achieving Goal 1's broader objectives.

Action 2: This action has been **very effective** in making progress toward strengthening MTSS and providing tiered academic support.

Positive Student Outcomes: English Learners outperformed non-EL peers in reading growth, and Students with Disabilities outperformed non-SWD peers in math growth on iReady diagnostics. The TurtlEd after-school program showed 63% of participants (19/30 students) improving their math scores, including ELs and SWDs.

Adaptive Implementation: The seminar intervention cycle was successfully extended from 6 to 8 weeks based on teacher feedback, demonstrating responsive program management that enhanced instructional effectiveness.

Program Expansion: After-school tutoring was expanded to serve more students with improved attendance, creating additional support layers within the MTSS framework.

Challenges Managed:

Staffing: Despite using a substitute math intervention teacher all year, programming continuity was maintained and positive outcomes achieved.

Achievement Gaps: While ELs and SWDs continue to underperform compared to peers on assessments, the positive growth trends indicate interventions are effectively addressing learning gaps.

The comprehensive tiered support system combining in-school intervention blocks, targeted instruction, and expanded after-school programming is successfully identifying and addressing student barriers to learning, with data indicating expected growth on spring CAASPP assessments across most student groups.

Action 3: This action has been **very effective** in making progress toward strengthening MTSS and addressing student barriers to learning.

Improved Attendance: Chronic absenteeism decreased from 24.78% to 21% compared to last year, with current ADA at 93.28%, directly removing a major barrier to learning.

Enhanced SEL Systems: School counselor provides more direct programming and leads two SEL-focused staff committees, with weekly administrative meetings to review student needs and regular staff professional development.

Strengthened Community Partnerships: Increased coaching from Los Angeles Institute of Restorative Practices (3-4 parent meetings vs. 2 last year) and deeper teacher engagement in behavioral data tracking and restorative practices.

The comprehensive approach combining attendance interventions, enhanced SEL programming, and community partnerships successfully addresses barriers to learning, creating a stronger foundation for academic achievement within the MTSS framework. The school's SEL review confirms strong programming both in and outside classrooms.

Action 4: This action has been **effective** in making progress toward the goal.

Full Implementation: All students receive a comprehensive program including Art, Advisory, Sex Education, and Wellness beyond core subjects, with students choosing weekly electives that rotate each trimester.

Enhanced Programming: Year-long Project-Based Learning support from Liberatory and effective integration of internal and external courses create a cohesive educational experience.

The broad course of study supports the Community Schools Framework's whole child approach by providing diverse learning opportunities that enhance student engagement and motivation, directly contributing to Goal 1's priorities for student achievement and engagement.

Action 5: This action has been **moderately effective** but faces implementation challenges that impact its full potential.

Strong Initial Implementation: Started the year with a full-time ELD teacher who delivered multiple professional development sessions to staff featuring updated data from interim ELPAC, iReady diagnostics, and integrated ELD strategies.

Classroom Support: ELA Interventionist provides push-in support to Humanities classrooms, enhancing general education teacher capacity to support English Learners.

Content Mastery: EL students demonstrate better mastery in content classes (Humanities and math) compared to their performance on standardized tests (ELPAC, CAASPP, iReady).

Implementation Challenges:

Staffing Disruption: ELD teacher went on maternity leave in late January, requiring a long-term substitute, potentially impacting continuity of specialized language instruction.

Resource Underutilization: BrainPOP and BrainPOP ELL have been used sparingly rather than as primary instructional tools as originally planned.

Modified Professional Development: No external Kagan PD was provided this year; instead, an internal teacher committee focused on Kagan implementation with new engagement boards and posters.

While EL students show classroom success, the staffing disruption and underutilized resources may limit the action's effectiveness in accelerating language acquisition and closing achievement gaps, which is critical for Goal 1's objective of addressing student barriers to learning through MTSS.

Action 6: This action has been **moderately effective** despite significant implementation challenges.

Strong Initial Implementation: Started with a full-time ELD teacher providing targeted instruction to Long-Term English Learners, with multiple staff professional development sessions on LTEL support strategies.

Collaborative Support: ELA Interventionist provides push-in support to Humanities classrooms, and paraprofessionals offer additional small group instruction during the instructional day.

Content Success: EL students demonstrate better mastery in content classes compared to standardized test performance, indicating some effectiveness of support strategies.

Implementation Challenges:

Staffing Disruption: ELD teacher went on maternity leave in late January, requiring a long-term substitute, potentially impacting specialized LTEL instruction continuity.

Limited Tutoring Access: Difficulty prioritizing LTELs for after-school tutoring due to limited spots, with students selected based on iReady math scores rather than language needs.

Dual Identification Complexity: Most LTELs are dually identified (EL/SWD) and struggle significantly due to their disabilities, making language acquisition more challenging.

While classroom supports show promise, the staffing disruption and prioritization challenges limit the action's effectiveness in addressing the specific language acquisition barriers faced by LTELs. The dual identification issue highlights the need for more integrated EL/Special Education support to fully achieve Goal 1's MTSS objectives.

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.

Changes Made to Planned Goal 1, Metrics, Target Outcomes, or Actions

- **Goal Structure:** No changes will be made to Goal 1 for the coming year, as it continues to align with the school's commitment to implementing the CA Community Schools Framework and strengthening the Multi-tiered System of Supports (MTSS).

- **Metric Modification:** The CA Science Test (CAST) metric will be updated to report results using "points from standard" as displayed on the 2024 CA School Dashboard, rather than the current percentage of students who met or exceeded standards. This change reflects educational partner feedback and ensures consistency with CA School Dashboard reporting methodology.

- **Target Outcome Adjustments:** Based on midyear implementation analysis, target outcomes will be refined to reflect realistic growth expectations while maintaining high standards for student achievement, English Learner progress, attendance rates, and behavioral outcomes.

- **Annual Reflection Approach:** As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing for responsive adjustments that improve the effectiveness of MTSS implementation and student barrier identification while maintaining the school's educational model focus.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENT OF LEARNING	To systematically address learning gaps and reduce achievement disparities among all student subgroups, the school implements a comprehensive assessment system utilizing universal screeners and internal benchmark assessments. This multi-tiered approach enables educators to establish annual student growth targets, continuously monitor academic progress, and evaluate program effectiveness across all instructional areas. **Assessment Implementation Framework** **Universal Screening and Progress Monitoring:**	$15,900	N

- **iReady Reading & Mathematics:** (Title I Funded: $15,900) Administered three times annually to track student growth and identify intervention needs

- **Formative and Summative Assessments:** Ongoing evaluation in English Language Arts, Mathematics, and Science to inform daily instruction

- **Interim Assessment Blocks (IAB):** Standards-aligned assessments in ELA, Mathematics, and Science providing detailed performance data

iReady Assessment System Integration The California State Board of Education has designated Curriculum Associates iReady Assessments as an approved verified data source, ensuring alignment with state accountability requirements. iReady functions as a comprehensive assessment and instructional platform that provides educators with research-based resources to support all student populations.

Key System Features:

- **Diagnostic Integration:** Seamless connection between assessment data and personalized instruction delivery

- **Differentiated Instruction Support:** Reduces instructional complexity while making individualized learning achievable in every classroom

- **Actionable Data Dashboards:** User-friendly reporting systems that provide educators with clear understanding of individual student strengths and growth areas

- **Adaptive Online Instruction:** Tailored lessons and practice opportunities designed to accelerate student academic growth

Data-Driven Instructional Impact The assessment system enables teachers to make informed instructional decisions by providing foundational understanding of each student's academic profile, facilitating targeted intervention strategies, and supporting evidence-based program modifications to maximize student learning outcomes.

Expected Outcomes Through systematic implementation of this comprehensive assessment framework, the school anticipates measurable reduction in achievement gaps, improved student growth trajectories

		across all subgroups, and enhanced instructional effectiveness through data-informed practice.		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	**Multi-Tiered System of Support (MTSS) Framework** The school strengthens its comprehensive Multi-Tiered System of Support by implementing tailored, tiered academic interventions designed to accelerate learning and improve student outcomes across all achievement levels. This systematic approach ensures appropriate support intensity based on individual student needs and comprehensive assessment data. **Specialized Intervention Staffing** A dedicated Reading Intervention Specialist provides intensive Tier 2 reading support for students demonstrating below-grade-level literacy skills, while a Mathematics Intervention Specialist delivers tiered mathematical support for struggling learners. Student placement in these intervention services is determined through multiple assessment measures including iReady diagnostic results, CAASPP assessment outcomes, and ongoing progress monitoring data that tracks student growth and intervention effectiveness. **Seminar Block Programming** The master schedule incorporates an eight-week intensive intervention cycle focusing on English Language Arts and Mathematics skill development. Students participate in four sessions per week providing concentrated academic support, with placement determined by iReady assessment performance to ensure appropriate groupings and intervention intensity levels. **Expanded Learning Opportunities Program (ELOP)** Comprehensive academic enrichment programming extends learning beyond the traditional school day through after-school academic support and enrichment activities, intersession learning opportunities during school breaks and transition periods, and summer programming that provides extended year academic acceleration and skill maintenance. **Systematic Support Structure** The tiered approach includes universal classroom instruction with differentiated support for all students at Tier 1, targeted small-group interventions for students requiring additional academic support at Tier 2, and intensive individualized interventions for students with significant learning gaps at Tier 3. This framework ensures	$600,105	Y

		responsive support through flexible intervention placement based on ongoing assessment data. **Expected Outcomes and Monitoring** The program focuses on systematic closure of academic skill gaps through targeted intervention, measurable growth in reading and mathematics proficiency, and comprehensive support opportunities extending beyond traditional school hours. Regular assessment cycles ensure intervention effectiveness and appropriate student placement adjustments, maintaining focus on accelerated learning outcomes for all participating students while strengthening the overall MTSS approach to meeting diverse student academic needs.		
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	**Comprehensive Attendance Support System** New LA Charter School continues implementing Student Attendance Review Team (SART) meetings to improve daily attendance and reduce chronic absenteeism rates. The Assistant Principal has developed attendance incentives through Deanslist that recognize perfect attendance with weekly Pillar Points as part of the PBIS system, redeemable at the student store. Advisory class competitions award points to classes achieving 90% or higher Average Daily Attendance, creating peer motivation for consistent school attendance. The Assistant Principal (Title I Funded: $122,016) conducts monthly attendance meetings with families of at-risk students and leads SART meetings to provide targeted intervention support. During every parent meeting, administrators discuss the importance of daily attendance and educate families about the impacts of chronic absenteeism on academic outcomes, socialization, and behavioral risks for students. **Social-Emotional Learning and Mental Health Framework** New LA Charter School provides comprehensive social-emotional and behavioral supports to address student mental health needs through systematic screening and intervention. Panorama surveys serve as universal SEL screeners for students while also collecting input from staff and families regarding school climate, connectedness, and sense of belonging across the school community. The Assistant Principal leads the PBIS team and schoolwide initiative, ensuring social-emotional learning and mental health needs are addressed	$345,268	Y

while implementing evidence-based strategies to reduce chronic absenteeism rates. The school continues participation in LACOE's PBIS Community of Practice training to strengthen implementation and sustainability of positive behavioral supports.

Counseling and Mental Health Services The school counselor provides comprehensive SEL and mental health services including small group counseling interventions for students requiring additional support. Students also access counseling services through the Share & Care partnership, expanding available mental health resources. New LA Charter School continues implementing Deanslist as a comprehensive PBIS rewards tracking program that integrates attendance monitoring and referral systems for both discipline and counseling services, aligning with the Multi-Tiered System of Support framework.

Professional Development and Behavioral Support The Behavior Interventionist provides ongoing professional development focused on addressing student behavioral challenges and implementing consistent classroom structures that foster a culture of community and respect. The Los Angeles Institute of Restorative Practices delivers onsite staffwide coaching and training on restorative practices, building capacity for relationship-centered conflict resolution and community building.

Evidence-Based Program Implementation New LA Charter School continues implementing Responsive Classroom, a student-centered social and emotional learning approach to teaching and discipline comprised of research and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. The school maintains the Olweus Bullying Prevention Program, an evidence-based comprehensive program focused on long-term change that creates safe and positive school climate.

Individualized Behavioral Intervention Behavioral Interventionists provide additional support through development and implementation of individualized Behavioral Intervention Plans, addressing specific behavioral issues that inhibit students' ability to learn and participate successfully in the school environment. This targeted approach ensures students receive appropriate interventions matched to their specific social-emotional and behavioral needs.

| 4 | BROAD COURSE OF STUDY | **Comprehensive Educational Programming** New LA Charter School provides all students with a broad course of study that extends beyond core academic subjects to ensure well-rounded educational experiences. While maintaining rigorous instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, the school enriches student learning through comprehensive supplementary programming.

Expanded Curriculum Offerings Students participate in Art education that develops creative expression and aesthetic appreciation alongside critical thinking skills. The Advisory program provides structured opportunities for social-emotional learning, character development, and academic guidance through regular small-group sessions with dedicated staff mentors.

Health and Wellness Education The school implements comprehensive Sex Education programming that addresses age-appropriate health topics, relationship education, and personal safety in alignment with state standards and community values. Wellness education complements physical education by focusing on mental health awareness, stress management, nutrition education, and overall well-being strategies that support student success both academically and personally.

Integrated Learning Approach These supplementary courses are strategically integrated into the master schedule to ensure all students have equitable access to diverse learning experiences. The broad course of study supports the school's mission of developing well-rounded individuals prepared for academic success, personal growth, and civic engagement.

Educational Outcomes This comprehensive approach to curriculum ensures students develop not only academic competencies but also creative abilities, emotional intelligence, health literacy, and life skills essential for success in secondary education and beyond. The broad course of study reflects the school's commitment to addressing the diverse developmental needs of middle school students through varied and engaging educational experiences. | $72,615 | N |

5	SUPPORTING EL – LANGUAGE ACQUISITION	**Specialized Language Development Support** New Los Angeles Charter School employs a dedicated English Language Development (ELD) Interventionist who provides tiered language support to English Learners during intervention blocks and connects with EL families to inform them of students' language needs and effective strategies for supporting language acquisition at home. English Learners receive prioritized access to after-school tutoring services to accelerate their academic and linguistic development. **Professional Development for Integrated Support** All teachers participate in advanced Kagan Structures Professional Development to implement research-based cooperative learning strategies in their classrooms that specifically support English Learners with language acquisition throughout the school year. Teachers gain access to specialized instructional tools that can be incorporated into classroom instruction to enhance language development across content areas. **Assessment and Goal Setting** The ELD Interventionist administers ELPAC Interim Assessments to create individualized learning goals prior to summative ELPAC administration. This interim assessment data informs instructional goal development for general education teachers, enabling them to provide targeted support that helps students achieve proficiency on the summative ELPAC assessment. **Designated ELD Programming** The school implements EL Achieve, a comprehensive ELD curriculum for designated English Language Development instruction. The ELD teacher has received complete training in this curriculum to ensure effective implementation and maximum student language growth. **Data-Driven Instruction and Monitoring** Internal assessments are systematically disaggregated by student subgroups, including English Learners, to assess EL performance, monitor growth, identify achievement gaps, and determine specific instructional needs. This data analysis strengthens the delivery of instruction and supports for English Learners across all academic areas. **Comprehensive Language Acquisition Framework** This multi-faceted approach ensures English Learners receive both designated language	$98,330	Y

		development instruction and integrated support across all content areas, while engaging families as partners in the language acquisition process. The combination of specialized staff, evidence-based curriculum, targeted professional development, and data-driven decision making creates a comprehensive system for accelerating English Learner academic and linguistic success.		
6	SUPPORTING LTEL - LANGUAGE ACQUISITION	**Performance Context and Identified Needs** The Long-Term English Learner (LTEL) student group received RED performance levels for both ELA and Mathematics Academic Indicators on the 2024 California School Dashboard. Analysis of LTEL academic performance identified significant struggles with foundational literacy skills, particularly reading comprehension, with many students dually identified as English Learners with disabilities (EL/SWD). **Specialized Intervention Staffing** New LA Charter School employs a dedicated English Language Development Interventionist who provides targeted, tiered instruction specifically designed to address the complex language acquisition needs of Long-Term English Learners through intensive small group instruction. The ELD Interventionist collaborates closely with resource teachers to ensure instructional alignment between ELD programming and Individualized Education Program (IEP) goals, addressing both language and learning needs simultaneously. **Curriculum and Instructional Approach** The ELD Interventionist implements Universal Design for Learning strategies to ensure LTEL students with disabilities can access curriculum content while developing language acquisition skills. Instruction utilizes the secondary unit of the EL Achieve curriculum with concentrated focus on speaking and writing skill development to address the specific academic language needs of this student population. **Collaborative Professional Support** The ELD Interventionist participates in department-wide planning meetings to support general education teachers with implementing evidence-based strategies for LTEL instruction, including structured co-planning sessions between classroom teachers and grade-level resource teachers. Additionally, the ELD Interventionist researches and identifies professional learning opportunities specifically	$34,279	Y

		targeting LTEL support, disseminating best practices to staff during faculty meetings throughout the academic year. **Extended Learning Support** Paraprofessionals provide additional instructional support during the school day through targeted small group instruction designed to strengthen English language proficiency among LTEL students. Long-Term English Learners receive prioritized access to after-school tutoring services, ensuring extended learning opportunities that reinforce classroom instruction and accelerate academic progress. **Comprehensive Support Framework** This multi-layered approach addresses the unique challenges faced by Long-Term English Learners through specialized staffing, evidence-based curriculum implementation, collaborative professional development, and extended learning opportunities. The integration of special education support for dually identified students ensures comprehensive services that address both language acquisition and individualized learning needs.		
7	COMPREHENSIVE SPED PROGRAM	**Performance Context and Identified Needs** The Students with Disabilities (SWD) student group received RED performance levels for the ELA and Math Academic Indicators on the 2023 California School Dashboard. On the 2024 California School Dashboard, SWD received a RED performance level for the ELA Academic Indicator, while the Math Academic Indicator improved and received an ORANGE performance level. New LA Charter School has gone through a comprehensive review of the SPED program and will be implementing some changes for 25-26. We will continue to be dedicated to a full inclusion model with efforts to implement a co-teaching model, using co-planning tools. Resource teachers will partner with 1-2 content teacher (Humanities & Math teacher) *To support academic progress* the SPED team will use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff participate in all professional development and also have internally provided PD specifically for the SPED department. We will continue using IXL for math as a targeted support. The SPED team will be able to use it to assign targeted practice pathways. For SWD the targeted practice can be	$742,108	N

specific to the goals outlined in their IEPs. This additional resource and training along with the instruction from the resource teachers will help address the Orange performance level in Math. The SPED team will meet weekly to review compliance, best practices and participate in PD as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA as well as other opportunities such as conferences and will participate in a department-wide professional read. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning.

The SPED team will provide instructional, social emotional and behavioral support as outlined by the student's IEP. In addition to supports outlined in the IEP, New LA provides Tier 1 and Tier 2 academic supports to students with disabilities and those who are not identified. The SPED Director will ensure IEP compliance and timelines, communicate with families, and oversee the vision of the SPED Program. Members of the SPED team will participate in LAUSD SELPA Option 3 committees and professional development. SPED Director will support SPED staff with IEP Compliance, co-teaching, developing lessons that focus on IEP goals, and support general education with implementing IEP accommodations into lessons and assessments and support with planning universally designed lessons to support SWD. The SPED Team, comprised of the SPED Director, Education Specialists, Speech and Language Pathologist, SLPA, BIIs, Paraprofessionals, and Contracted Services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. New LA ensures that all providers meet state credentialing and training requirements, and we observe required caseload limits. BII and BID will follow the behavior plan written into the IEP with fidelity to meet the cognitive, social-emotional, and physical needs of students with disabilities. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning.

All education specialists participate in weekly grade level meetings with the general education teachers of the students they serve. These meetings help Ed. Specialists be aware of topics and curriculum in the gen ed classrooms and allow opportunities for co-planning and co-teaching. Additionally, gen ed teachers will participate in PD provided by the SPED

department throughout the year. They will address topics such as providing accommodations in accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners and the role of gen ed teacher on the IEP team. New LA uses iReady to monitor academic progress and the SPED team will be looking at disaggregated data from the iReady platform as well as other formative data monthly. This will support the team to set goals for the department and individually and monitor progress toward those goals. Through student-led conferences, committees and the IEP process New LA ensures that student/parent voice is included in decision making and feedback.

As discussed in Goal 1, Action 6 Resource Teachers will also collaborate with the ELD teacher to specifically target those students who are LTELs and SWD. Together they will be able to address both IEP goals and language goals in the resource and ELD instruction.

To address behavior the SPED team will implement BIPs with fidelity and will collaborate with the Assistant Principal and the PBIS committee to ensure that tier 1 supports for all students are in place to ensure a safe learning environment. BIDs will participate in grade level meetings to support teams with providing tier 1 supports and conducive learning environments for SWD. If behavior becomes a challenge for students with disabilities the team will assess the need and may make amendments to the BIP, behavior goals or behavior services on the IEP, develop a safety plan for the student, and engage in alternatives to suspension to respond to actions that may require a consequence. In some cases, student behavior may result in a recommendation for re-evaluation. New LA will continue to collaborate with and consult with the behavior team at our SELPA to both prevent behavior incidents and to respond appropriately when a behavior incident occurs. COP3 Behaviors Specialists will also be providing organization wide professional development during our beginning of year summer session on responding to behaviors in and out of the classroom environment to meet the social-emotional needs of all students.

To address chronic absenteeism New LA will implement our attendance policy with fidelity which includes responding to absences quickly with

| | | supportive measures before attendance becomes an issue. All parents are informed of the importance of attendance and are contacted when absences occur. For students with IEPs who have high absentee rates the topic is always discussed at IEP meetings and the Director of Special Ed is a part of the SART team which focuses on identifying the root causes of chronic absenteeism and collaborating with the student and the family to find solutions. The SPED Department will also be holding quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement and importance of school attendance to access curriculum and continuity of special education services as outlined in their students IEP. | | |

Goal

Goal #	Description	Type of Goal
2	Continue to provide educators and support staff with professional learning opportunities on the academic content standards and evidence-based strategies that supports student motivation, competence and self-directed learning through well-scaffolded instruction and use of formative assessments to check for understanding.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

To provide a high-quality educational program, maintaining high teacher retention rates is critical. New LA Charter School will continue to provide robust professional development to support teachers and support staff, build expertise and capacity which will improve overall student outcomes, engagement, and attendance.

The school recognizes that effective teaching is fundamental to student success across all achievement levels and student populations. By investing in comprehensive professional learning opportunities focused on academic content standards and evidence-based instructional strategies, the school aims to build teacher capacity and enhance educators' ability to deliver well-scaffolded instruction that supports student motivation, competence, and self-directed learning. This approach ensures teachers can effectively use formative assessments to check for understanding and adjust instruction accordingly while providing ongoing professional development that helps teachers feel confident and supported in their roles.

The goal directly supports the school's mission to develop "a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others" by ensuring that all educators have the professional learning support they need to create engaging, effective learning environments. By equipping staff with the knowledge and skills necessary to meet diverse learner needs and close achievement gaps, this comprehensive approach to professional development strengthens the foundation for improved student outcomes across all populations.

The goal addresses State Priorities 1 (Basic) and 2 (Implementation of State Standards), ensuring that students have access to appropriately credentialed teachers and standards-aligned instruction delivered through evidence-based practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84%	2022-23: 60%		2023-24: 95%	-16%
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	No difference
16	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard	2023-24 ELA: 4 ELD: 3 Math: 3 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	2024-25: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 4 CTE: N/A Health: 4 PE: 5 VAPA: 5 World Language: N/A		2025-26: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 4 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: NA	ELA: +1 ELD: +1 Math: +2 Social Science: +2 Science: 0 CTE: NA Health: 0 PE: +1 VAPA: +1 World Language: NA

Goal Analysis for 2024-25

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

Action 1: employed a principal and appropriately credentialed teachers to support the core educational program (ELA, Math, Science, Social Studies, PE) for all students.

All teachers participated in 10 days of robust professional learning during Summer 2024, in addition to 3 non-instructional days focused on data analysis to inform instructional decision-making. Professional development continues weekly throughout the academic year.

A substantive change occurred in November 2024, when the Assistant Principal was promoted to Principal following the resignation of the previous Principal. This leadership transition has been successfully implemented with minimal disruption to school operations and educational programming.

Action 2: New Los Angeles Charter School has fully implemented comprehensive professional development, including 10 summer days, weekly sessions during the academic year, and 3 non-instructional days. Based on assessment results, stakeholder feedback, classroom observations, and staff surveys, professional development has covered: DEIJ, Reading Instruction (Inquiry by Design), differentiation, Culturally Responsive Teaching, iReady implementation and data analysis, Restorative Practices, accommodations for SWD, Olweus Bullying Prevention, PBIS, and MTSS.

The Chief of Schools actively mentors and coaches the principal and Director of Special Education. The Director of Academics and Data resigned earlier this school year, and the position was not filled. Instead, these critical responsibilities have been redistributed to the Principal and the Chief of Schools. This represents a substantive organizational change from the original implementation plan. The Director of DEIJ works with leadership to implement the Strategic Plan for Equity, develop professional development, design social justice curriculum, and foster inclusive community spaces through family and staff partnerships.

Action 3: All curricular purchases were made as planned. All students have access to standards aligned curriculum and instructional materials.

Action 4: New Los Angeles Charter School has fully implemented its technology plan this school year. All students have access to devices for curricular materials with necessary tech support and subscriptions for virtual meetings. The Tech team has maintained proper bandwidth schoolwide and ensured updated devices are available during both instructional hours and expanded learning programs.

There was a material difference for the following actions:

- Action 1: The Principal resigned in the Fall quarter. The Assistant Principal served as the Interim Principal and AP (dual role) resulting in a decrease in Estimated Actual Expenditures.
- Action 2: The costs for substitute teachers exceeded the Budgeted Expenditures.

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

Action 1: This action has been **effective** in providing robust professional learning opportunities for educators.

Full Implementation: All teachers participated in 10 days of summer professional learning, 3 non-instructional days, and weekly sessions focused on data-driven instructional decision-making.

Systematic Improvement: Instructional Leadership Team leads monthly department meetings targeting data-identified needs, resulting in greater integration of best practices across departments and grade levels.

Implementation Challenges:

Staffing Transitions: Leadership change in November (AP to Principal) and long-term substitutes needed for maternity leave delayed some coaching work.

The action successfully maintains the core educational program with credentialed teachers while building educator capacity through systematic, data-driven professional development that directly supports Goal 2's objective of improving student outcomes through enhanced educator effectiveness.

Action 2: This action has been **effective** despite staffing challenges in making progress toward providing comprehensive professional development.

Systematic Programming: Professional development for the entire year was calendared before school started, featuring a rotation of core areas (DEIJ, SWD, ELD, School Culture/PBIS, Department) ensuring comprehensive coverage and sustained implementation rather than one-time sessions.

Enhanced Leadership Support: Chief of Schools participates in Relay GSE's National Principal Supervisors Academy, resulting in effective practices for supporting the principal with coaching teachers.

Structured Approach: All professional development areas have an overall scope for the year, ensuring systematic capacity building across multiple priorities.

Implementation Challenges:

Staffing Gap: Director of Academic Data position vacant since October 1, with duties transferred to Chief of Schools and Principal, potentially limiting specialized data analysis support.

Time Constraints: Teachers need more planning time to fully implement professional development learnings.

Delayed Coaching: Leadership changes caused some principal coaching to start later than planned.

Despite staffing challenges, the systematic approach to professional development with year-long planning and rotational focus areas effectively builds educator capacity across multiple domains. The structured programming ensures sustained implementation of evidence-based strategies, directly supporting Goal 2's objective of improving student outcomes through enhanced professional learning.

Action 3: This action has been **effective** in making progress toward providing standards-aligned curriculum and instructional materials.

Full Implementation: The action has been fully implemented with fidelity, ensuring all students have access to standards-aligned curriculum and instructional materials across all disciplines.

Complete Coverage: Annual purchases of needed materials, including consumables, have been made to maintain comprehensive curricular resources.

Implementation Status:

No Challenges or Successes Reported: The midyear update indicates no specific challenges faced or notable successes, suggesting smooth, routine implementation.

This foundational action effectively supports Goal 2 by ensuring the basic infrastructure of standards-aligned materials is in place, enabling teachers to implement state academic standards with appropriate resources. While not directly innovative, this action provides the essential foundation for effective instruction and professional learning implementation across all subject areas.

Action 4: This action has been **effective** in making progress toward ensuring equitable technology access for all students.

Full Implementation: The action has been fully implemented with fidelity, providing technology devices, wi-fi hotspots, tech support, and subscriptions to ensure all students can access curricular materials.

Centralized Support: Having a full-time tech coordinator has centralized repairs and improved device management efficiency.

Improved Device Reliability: Fewer Chromebook repairs were needed this year, indicating better device maintenance and student care.

Implementation Challenge:

Capacity Needs: Additional tech coordinator time (one extra day per week) would be beneficial to further enhance support.

This action effectively removes technology barriers that could impede implementation of state academic standards and professional learning initiatives. By ensuring all students have reliable access to digital tools and platforms, the action supports Goal 2's objective of providing educators with the technological infrastructure needed to deliver evidence-based instruction and utilize data tools for informed decision-making.

While the planned goal and metrics remain unchanged, several action modifications have been made based on reflections on prior practice:

Professional Development Structure Refinements (Action 2)

- **Reduced Summer Institute Duration**: Summer professional development reduced from 10 days to 5 days for returning teachers (maintaining 10 days for new teachers), reflecting feedback that teachers needed more collaborative planning time rather than extended summer training.
- **Enhanced Leadership Support**: Following the November 2024 leadership transition, the Chief of Schools' role is strengthened through participation in Relay GSE's National Principal Supervisors Academy to improve teacher coaching practices.

Curriculum and Resource Adjustments

- **Reading Instruction Framework Change**: Transition from Inquiry by Design to EB Academics for reading instruction, providing more foundational support with holistic Science of Reading integration to better address identified learning gaps.

Data Management Restructuring: Following the Director of Academic Data departure in October 2024, responsibilities redistributed to Chief of - Schools and Principal to maintain data-driven decision making.

Technology and Support Enhancements

- **Expanded Tech Support**: Request for additional tech coordinator time (one extra day per week) building on successful centralized repair systems and reduced maintenance needs.

Annual Reflection Approach: As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing responsive adjustments that improve professional learning effectiveness while maintaining focus on building educator capacity to support all students' academic achievement.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	New LA Charter School will employ a principal and appropriately credentialed teachers to deliver comprehensive instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education for all students during the 2025-26 academic year. **Professional Development Structure for 2025-26** All teachers will participate in five days of summer professional learning (Summer 2025), with new teachers receiving ten days of training. Additionally, three non-instructional days will focus on data analysis to inform instructional	$1,448,302	Y

Action #	Title	Description	Total Funds	Contributing
		decision-making, supplemented by weekly professional learning throughout the 2025-26 academic year. **Continuous Improvement Framework** This combination of qualified staffing and ongoing professional development will ensure teachers can effectively interpret assessment data, identify student learning needs, and adjust instruction to meet diverse student needs while maintaining high-quality core educational programming throughout the 2025-26 school year.		
2	PROFESSIONAL LEARNING OPPORTUNITIES	New Los Angeles Charter School is committed to implementing a comprehensive, evidence-based professional learning program that strengthens instructional practices and supports student achievement. Our multi-tiered approach includes intensive summer programming, ongoing weekly sessions, and targeted professional development days throughout the academic year. **Professional Development Structure** - **Summer Institute (10 Days)** provides intensive foundational training to prepare educators for the upcoming school year while establishing consistent practices and building collaborative culture. - **Weekly Professional Learning** supports ongoing skill development and practice refinement throughout the academic year through collaborative planning and reflection sessions. - **Professional Development Days (3 Days)** offer deep-dive training sessions during non-instructional time, creating opportunities for extended learning and implementation planning. **Areas of Focus** Based on comprehensive analysis of student assessment data, educational partner feedback, classroom observation findings, and staff survey results, professional development will concentrate on several key areas. Academic excellence initiatives include reading instruction through the evidence-based EB Academics framework, differentiated instruction strategies to meet diverse learner needs, and effective iReady implementation with data analysis to drive instructional decisions. Equity and inclusion efforts	$219,616	Y

Action #	Title	Description	Total Funds	Contributing
		encompass Diversity, Equity, Inclusion & Justice (DEIJ) work to build culturally responsive learning environments and culturally responsive teaching practices that integrate students' cultural assets into instruction. Student support systems focus on implementing a comprehensive Multi-Tiered System of Supports (MTSS) framework for academic and behavioral interventions, Positive Behavioral Interventions and Supports (PBIS) for proactive school-wide behavior management, restorative practices and justice approaches to build community and address conflicts constructively, and the evidence-based Olweus Bullying Prevention Program to create safe school environments. Special education excellence includes accommodations and modifications training to support Students with Disabilities (SWD) through individualized approaches. **Leadership and Support Structure** • **Administrative Mentorship:** The Chief of Schools will provide direct mentorship and coaching to the principal and Director of Special Education, ensuring strong leadership capacity and consistent implementation of school-wide initiatives. • **Data-Driven Decision Making:** The Chief of Schools will collaborate with site leadership to systematically collect and analyze both formative and summative data, identifying specific areas of academic need through comprehensive data review. This role includes developing targeted goals and actionable plans to address identified needs, establishing robust progress monitoring systems throughout the school year, and providing training and ongoing support for staff in utilizing data tools and reports to foster a culture of data-driven instructional decisions. The Director of Academic Data will provide additional support through comprehensive data reporting and analysis for external accountability requirements, compliance reporting and documentation, survey data collection and analysis, and data support for teacher evaluation and professional development planning. • **Equity Implementation:** The Director of DEIJ will partner with site and organizational leadership to implement the New LA Strategic		

Action #	Title	Description	Total Funds	Contributing
		Plan for Equity while conducting regular analysis of school progress toward strategic equity goals. This leadership role encompasses developing and sequencing staff-wide professional development in DEIJ practices, collaborating with leadership to facilitate high-quality professional development sessions, and designing age-appropriate DEIJ, and social justice curriculum aligned with strategic priorities. Additionally, the Director will foster authentic partnerships with families and school staff to ensure welcoming, inclusive spaces for all community members. This comprehensive professional learning approach will result in enhanced instructional quality across all content areas, increased cultural responsiveness in teaching practices, and strengthened systems for supporting all learners. Additional outcomes include improved school climate and student engagement, greater alignment between equity goals and daily practices, and data-informed decision making at all levels. **Support for Teacher Effectiveness and Retention** To further support teacher effectiveness, retention, and credential clearance, NLACS will partially fund induction expenses for teachers. (Title II Funded: $9,156)		
3	CORE CURRICULAR NEEDS	New Los Angeles Charter School will provide all students with access to high-quality, standards-aligned curriculum and instructional materials across all academic disciplines. The school will ensure comprehensive coverage of California State Standards including Common Core English Language Arts and Mathematics, Next Generation Science Standards, and California History-Social Science Standards. **Curriculum and Materials** NLACS will maintain current instructional materials for all core subjects including English Language Arts, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Physical Education, and Career Technical Education. Materials will include both print and digital resources to support diverse learning needs and technological literacy.	$13,967	N

Action #	Title	Description	Total Funds	Contributing
		Resource Management Annual assessments will identify curricular gaps and determine necessary updates or replacements. The school will purchase consumable materials such as workbooks, laboratory supplies, art materials, and digital subscriptions as needed throughout the academic year. All materials undergo review by educational leadership and teachers to ensure quality and alignment with instructional goals. **Budget and Planning** Strategic budget planning ensures sustainable funding for ongoing curricular needs while establishing replacement cycles for major adoptions and maintaining adequate inventory of consumable resources. This systematic approach guarantees equitable access to learning materials that support academic achievement and college and career readiness for all students.		
4	CLOSING THE DIGITAL DIVIDE	New Los Angeles Charter School will provide comprehensive technology access to ensure all students can fully participate in digital learning opportunities. The school will supply technology devices to every student for accessing curricular and instructional materials both during the school day and through expanded learning programs. **Technology Access and Support** NLACS will provide wi-fi hotspots to students who lack reliable internet access at home, ensuring continuous connectivity for remote learning and homework completion. Professional technical support will maintain proper bandwidth schoolwide and ensure all devices function effectively throughout the instructional day. **Device Management and Updates** Technology devices will be regularly updated and maintained to support current educational software and platforms. The tech support team will manage device distribution, maintenance, and replacement cycles to guarantee reliable access for all students during regular instruction and extended learning opportunities.	$31,004	N

Action #	Title	Description	Total Funds	Contributing
		Digital Platform Subscriptions NLACS will maintain necessary subscriptions for virtual meeting platforms and educational software to support both in-person and remote learning needs. These resources ensure seamless access to digital curriculum and enable effective communication between students, families, and educators regardless of location or circumstances.		

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Ensuring parents/families feel a sense of belonging and connected is essential to our whole child approach to education, for our students and our school to excel. There is a need to continue to align school and community resource to support our families in addressing student barriers to learning and barriers to attendance.

The school recognizes that meaningful family engagement is a critical component of student success and essential to implementing the Community Schools Framework effectively. Strong partnerships between families, school, and community create the foundation for addressing the diverse needs of the school's student population, which includes 87% Hispanic students, 77% socioeconomically disadvantaged students, 22% students with disabilities, and 18% English learners.

Research demonstrates that when families are actively engaged as partners in their children's education, students experience improved academic outcomes, better attendance, and stronger social-emotional development. The school's commitment to relationship-centered engagement recognizes that families bring valuable cultural assets and perspectives that enhance the educational experience for all students. By fostering collaborative decision-making and participatory practices, the school ensures that diverse voices contribute to shaping policies, programs, and resource allocation decisions.

This goal directly supports the school's mission to develop "a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others" by creating authentic opportunities for families to participate meaningfully in their children's educational journey. The focus on building strong relationships and community connections helps create a positive and nurturing school environment where all students can thrive academically, socially, and emotionally.

The goal addresses State Priorities 1 (Basic), 3 (Parental Involvement & Family Engagement), and 6 (School Climate), ensuring that families have meaningful opportunities to engage in school governance while contributing to a safe and supportive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
18	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10.3 11.4 12.3	2024-25: 9. 4 10. 4 11. 5 12.5		2025-26: 9. 4 10.+5 11.5 12.5	9. 0 10.+1 11.+1 12.+2
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	2023-24: 1. 4 2. 4 3. 4 4. 4	2024-25: 1. 4 2. 5 3. 4 4. 5		2025-26: 1. 5 2. 5 3. 4 4. 5	1. 0 2. +1 3. 0 4. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: Score - [CDE Priority 3 Self-reflection tool](#)					
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source:	<u>2023-24:</u> 58% Sense of Safety 35% School connectedness	<u>2024-25:</u> 57% Sense of Safety 40% School Connectedness		<u>2025-26:</u> 59% Sense of Safety 45% School Connectedness	-1% Sense of Safety +5% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source:	<u>2023-24:</u> 80% Sense of Safety 86% School connectedness	<u>2024-25:</u> 85% Sense of Safety 99% School Connectedness		<u>2025-26:</u> 87% Sense of Safety >90% School Connectedness	+5% Sense of Safety +13% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source:	<u>2023-24:</u> 60% Sense of Safety 81% School connectedness	<u>2024-25:</u> 100% Sense of Safety 100% School Connectedness		<u>2025-26:</u> >90% Sense of Safety >90% School Connectedness	+40% Sense of Safety +19% School Connectedness

Goal Analysis for 2024-25

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.

Action 1: New Los Angeles Charter School has fully implemented enrichment opportunities beyond the classroom to enhance student engagement and motivation.

Monthly grade level Town Halls, themed Spirit Weeks (Earth Day, LGBTQ+ Pride, Black History, Bully Prevention), and schoolwide events (Career Day, trimester Passion Nights for Reading, Math, and Science) are all operational. After-school clubs include Queer Club, Black Student Union, Yearbook, and Student Runners, though no Dance Club was established. Our 7th grade Where Everyone Belongs (WEB) leadership club functions as our school ambassadors and student council. All students receive TAP cards at no additional cost; with bus passes provided to homeless students as needed. The uniform policy is in effect, with spirit t-shirts supplied to students.

The Yonder System has been successfully implemented, requiring students to secure cell phones in sealed pouches during school hours. This has significantly improved student behavior, school culture, and engagement, with students now supporting the system.

Field trips and after-school activities provide extended learning opportunities through real-world experiences. Panorama SEL surveys are administered to students, staff, and parents to assess school connectedness and engagement.

The School Safety Plan has been reviewed and revised with stakeholder input. Emergency supplies are maintained in all classrooms, and campus aides provide supervision. Both the Raptor Visitor Management System and Hall Pass app have been implemented to enhance campus security.

Action 2: New Los Angeles Charter School has fully implemented parent involvement in decision-making through the English Language Advisory Committee (ELAC), DELAC, EL Parent Advisory Committee (EL-PAC) per CA EC 52062(a)(2), and Parent Advisory Committee (PAC) per CA EC 52062(a)(1).

The school ensures diverse representation by including parents of Unduplicated Pupils (English Learners, Low-income, foster youth) and Students with Disabilities in schoolwide decision-making processes. The bilingual Family Engagement Manager has established community partnerships to support family needs, works directly with identified families to connect them with community resources, and collaborates with leadership to increase family participation in school functions and representation on committees and decision-making bodies. Interpreter services are available upon request for all school events and meetings.

Action 3: New Los Angeles Charter School has fully implemented comprehensive parent engagement opportunities for all families, including those of unduplicated pupils and Students with Disabilities.

The school hosts various events including Back to School Nights, High School Night for 8th graders, and trimester Passion for Learning Nights focused on reading, math, and science. Monthly Coffee with the Principals sessions provide regular access to school leadership. Parent

workshops cover diverse topics including difficult conversations, social media awareness, setting boundaries, attendance strategies, connecting with teens, restorative practices, bullying prevention, iReady assessments, substance abuse prevention, and Sex Education.

To address chronic absenteeism, the Administrative Assistant collaborates with the Assistant Principal to implement the school's Attendance Policy. The leadership team conducts SART Meetings, contacts families, identifies absence root causes, and provides tiered interventions. The bilingual Administrative Assistant translates correspondence and interprets for Spanish-speaking parents, while the bilingual Office Assistant serves as initial family contact for absences, notifying families within an hour.

Family communication occurs through DeansList and MailChimp platforms. Parents access PowerSchool Parent Portal to monitor academic progress, attendance, and communicate with staff. All correspondence is provided in both English and Spanish based on language survey results, with additional interpreter services available upon request. The school has recently expanded parent outreach regarding local fires and immigration concerns to address emerging community needs.

Action 4: New Los Angeles Charter School has fully implemented its plan to provide all students and staff with a safe, clean facility. Janitorial services have maintained the campus and implemented procedures safeguarding health and safety. The annual Facility Inspection Tool (FIT) report was completed as required, with results reported on the SARC, Local Indicators Report, and LCAP. All identified findings have been promptly addressed. This action has been implemented without any substantive differences from the original plan.

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 was a material difference for the following action:

- Action 3: Additional support staff roles were repurposed to further engage families to improve daily attendance and reduce chronic absenteeism rates. Therefore, the Estimated Actual Expenditures exceeded the Budgeted Expenditures.

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

Action 1: This action has been **effective** in making progress toward engaging parents as partners and strengthening community relationships.

Full Implementation: All programming implemented with fidelity, including monthly town halls, spirit weeks, Career Day, Passion Nights, and after-school clubs.

Transformed Student Leadership: WEB 8th grade program has students leading SEL lessons with 6th graders, planning spirit weeks, and serving as school ambassadors.

Enhanced Communication: Deanslist App serves as core PBIS platform and main family communication tool through two-way texting.

Implementation Challenges:

Rising Costs: Increased field trip expenses and school covering $25 Yondr pouch replacement costs when families cannot afford them.

The comprehensive approach effectively builds strong school community through enhanced student engagement, improved safety systems, and strengthened communication channels, directly supporting Goal 3's objective of fostering strong relationships and community engagement.

Action 2: This action has been **effective** in making progress toward engaging parents as partners in shared decision-making.

Full Implementation: All required advisory committees (ELAC, DELAC, EL-PAC, PAC) established and functioning with diverse representation from Unduplicated Pupils and Students with Disabilities families.

Strong Participation: Committee meetings are well attended by both committee members and other parents during monthly Coffee with the Principal sessions.

Renewed Membership: New committee members are primarily 6th grade families who are expected to commit to multi-year participation, ensuring continuity.

Implementation Challenge:

Membership Turnover: Lost several parents from previous year's committees, requiring recruitment of new members to meet demographic representation requirements.

This action effectively creates structured opportunities for meaningful parent input in school decision-making processes, ensuring diverse voices are heard and families feel connected to their child's educational experience. The strong attendance and renewed membership demonstrate successful engagement of parents as partners in school governance, directly supporting Goal 3's objective of fostering collaborative relationships and participatory practices.

Action 3: This action has been **effective** in making progress toward engaging parents as partners and building strong community relationships.

High Engagement Levels: Parent engagement is relatively high compared to previous years, with parents actively reaching out to advisors, office, and administrators with needs as they arise.

Enhanced Communication: Weekly principal emails include programming updates, classroom pictures, and community events. Deanslist two-way texting used by staff to send positive messages during weekly meetings.

Expanded Programming: New LAIRP workshops offered (engaging your child, stress/anxiety management) and earlier SART meetings held.

Responsive Support: Recent additional outreach regarding fires and immigration fears demonstrates adaptability to community needs.

Implementation Challenges:

Time Constraints: Many parents struggle to find time for on-campus events.

Participation Limits: Only 50-70 parents attend monthly Coffee with the Principals on Zoom.

This action effectively strengthens parent-school partnerships through comprehensive communication strategies, diverse engagement opportunities, and responsive programming. The increased parent engagement and proactive outreach directly support Goal 3's objective of fostering strong relationships and community connections that enhance the educational experience.

Action 4: This action has been **effective** in making progress toward providing a safe and nurturing school environment.

Full Implementation: Action fully implemented with no substantive differences from the plan.

Well-Maintained Facilities: The school is well maintained, supporting a positive learning environment.

Staffing Stability: Personnel changes with daytime and evening custodians have been resolved with permanent hires in place.

Implementation Challenges:

Staffing Transitions: Temporary vacancies in custodial positions required use of substitutes and outsourced duties before permanent staff were hired.

Facility Repairs: Costly roof repairs are needed.

This foundational action effectively supports Goal 3 by ensuring students, families, and staff have access to safe, clean facilities that foster a positive school environment. Well-maintained facilities contribute to the overall sense of safety and community that supports strong parent engagement and student success, directly aligning with Goal 3's objective of creating a nurturing school environment.

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.

While the planned goal and metrics remain unchanged, several action modifications have been made based on reflections on prior practice:

Student Engagement and Safety Enhancements (Action 1)

- **Cost Management**: Strategic budget adjustments to address rising field trip expenses and Yondr pouch replacement costs while maintaining programming quality.
- **Enhanced Student Leadership**: WEB 8th grade program expanded based on transformative success, with refined roles in SEL delivery, spirit week planning, and ambassador functions.
- **Optimized Communication**: Deanslist App enhanced for more effective two-way texting and family engagement based on implementation success.

Parent Engagement Improvements (Action 3)

- **Responsive Programming**: New protocols for addressing emerging community needs (fires, immigration concerns) and expanded LAIRP workshops including stress/anxiety management topics.
- **Enhanced Communication**: Weekly principal emails now include classroom pictures and community events, with staff using Deanslist for positive family messaging during meetings.

Advisory Committee Strengthening (Action 2)

- **Membership Continuity**: Focused recruitment of 6th grade families for multi-year committee participation to address turnover and ensure sustained representation.

Facility Management (Action 4)

- **Staffing Stability**: Permanent custodial staff hired, resolving temporary challenges and ensuring consistent maintenance standards.

Annual Reflection Approach

As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing responsive adjustments that strengthen family engagement, improve facility safety, and enhance community partnerships while maintaining the school's commitment to relationship-centered education and participatory decision-making.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	New Los Angeles Charter School will create a comprehensive environment that fosters student engagement through diverse learning opportunities while maintaining the highest standards of safety and security for all community members. **Student Engagement Initiatives** • **Academic and Cultural Programming:** The school will implement monthly grade-level town halls to build community and address student concerns. Spirit weeks will align with meaningful causes and awareness campaigns including Earth Day, LGBTQ+ Pride, Black History Month, and Bullying Prevention Month to promote inclusivity and social awareness. Major schoolwide events will include Career Day and trimester-based Passion Nights celebrating Reading (trimester 1), Mathematics (trimester 2), and Science (trimester 3) to showcase student learning and build excitement around academics. • **Student Leadership and Voice:** The WEB 8th grade leadership club will serve as school ambassadors and function as the school council, providing peer mentorship and leadership development opportunities. The Student Advisory Committee will offer meaningful input on the school's Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF) allocation, and Title funding decisions, ensuring student voice in important school decisions.	$518,231	Y

- **Extracurricular Opportunities:** After-school clubs will be established based on student interest and requests, including organizations such as the Queer Club, Black Student Union, Yearbook Committee, and Student Runners. These clubs provide safe spaces for identity affirmation and shared interests while building community connections.
- **Extended Learning Experiences:** Field trips and after-school club activities will offer real-world learning opportunities that allow students to apply academic standards through authentic experiences beyond the traditional classroom setting.
- **Transportation and Accessibility:** Students will receive TAP cards at no additional cost to support transportation access. Homeless students will receive bus passes as needed to ensure consistent school attendance regardless of housing circumstances.

School Culture and Environment

- **Technology Management:** The school has successfully implemented the Yonder System, requiring students to secure their cell phones in sealed pouches during the school day with access restored after dismissal. This system has demonstrated significant improvements in student behavior, schoolwide culture, and classroom engagement, with students recognizing and supporting its positive impact.
- **School Identity:** The school will implement a uniform policy while providing spirit t-shirts to build school pride and community identity.

Safety and Security Measures

- **Comprehensive Safety Planning:** The School Safety Plan will undergo annual review and revision with input from educational partners and staff. Every classroom will maintain sufficient emergency supplies and equipment to ensure preparedness for various emergency scenarios.
- **Campus Supervision and Security:** Campus aides will provide ongoing supervision throughout school facilities to maintain a safe

| | | learning environment. The Raptor Visitor Management System will identify and manage all school visitors, enhancing campus security protocols. The Hall Pass app will track student movement when leaving classrooms for office visits, providing relevant information about student needs and ensuring accountability.
• **Assessment and Continuous Improvement:** New LA will administer Panorama Social-Emotional Learning (SEL) surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement levels. Results will be analyzed and reported in the school's LCAP, and local indicators report to inform ongoing improvements and ensure responsive programming that meets community needs. | | |
| 2 | PARENT INPUT IN DECISION-MAKING | New Los Angeles Charter School ensures meaningful parent input in decision-making through formal advisory committees that provide diverse perspectives on school policies and programs.

• **English Learner Committees:** The English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) provide input on programs and services for English Learner students in accordance with California Education Code 52062(a)(2).
• **Parent Advisory Committee (PAC):** The Parent Advisory Committee (PAC) serves as the primary forum for parent input on school governance and the Local Control and Accountability Plan (LCAP) as required by California Education Code 52062(a)(1).

C New Los Angeles Charter School will ensure that parents representing Unduplicated Pupils including English Learners, low-income students, and foster youth are actively represented on advisory committees. Additionally, parents of Students with Disabilities (SWD) will be included to ensure diverse voices contribute to schoolwide decision-making processes.

Language Accessibility

Translation of materials and interpreter services will be provided by bilingual administrators for all committee meetings and when requested | $0 | N |

		by families. This ensures that language barriers do not prevent meaningful participation in school governance and decision-making. This comprehensive advisory structure will ensure that all parent voices, particularly those representing the school's most vulnerable student populations, have meaningful opportunities to influence school policies, programs, and resource allocation decisions.		
3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	New Los Angeles Charter School will provide comprehensive opportunities for all parents, including those of Unduplicated Pupils (English Learners, low-income, and foster youth) and Students with Disabilities (SWD), to actively engage in their child's education through diverse activities, events, and support systems. **Family Engagement Events and Activities** • **Schoolwide Events:** The school will host annual Back to School Nights to welcome families and provide important information about the upcoming academic year. Eighth-grade families will participate in High School Night to support successful transition planning. Trimester-based Passion for Learning Nights will celebrate student achievements in reading, mathematics, and science while providing families with strategies to support learning at home. • **Ongoing Communication Opportunities:** Monthly Coffee with the Principals sessions will create informal opportunities for families to connect with school leadership, ask questions, and provide feedback on school programs and policies. • **Parent Education Workshops:** The school will offer targeted parent workshops addressing relevant topics including engaging in difficult conversations with adolescents, social media and digital awareness, setting healthy boundaries, improving attendance, connecting with teenagers, restorative practices, bullying prevention, understanding iReady assessments, drug and alcohol prevention, and comprehensive sex education. These workshops will be designed to support parents in navigating the challenges of raising school-age children.	$162,723	N

Addressing Chronic Absenteeism

- **Attendance Policy Implementation:** To address high chronic absenteeism rates, the Administrative Assistant will collaborate with the Assistant Principal to implement and communicate the school's Attendance Policy, ensuring that all parents understand expectations and procedures.
- **Intervention and Support Systems:** The Assistant Principal and Leadership Team will participate in Student Attendance Review Team (SART) meetings, maintain regular contact with families, identify root causes of attendance challenges, and provide tiered interventions based on individual student needs. When necessary, staff will participate in parent meetings and workshops focused on attendance improvement and truancy prevention.
- **Multilingual Support:** The Administrative Assistant will translate correspondence and serve as an interpreter for Spanish-speaking parents during meetings and conferences. The Office Assistant will serve as the initial point of contact for families and will contact families within one hour when a student is absent, providing reports to the Administrative Assistant and Principal. The bilingual Office Assistant will also provide interpretation services during parent meetings to ensure clear communication.

Communication Systems

- **Digital Platforms:** Communication with families will be maintained through Dean List and MailChimp platforms to ensure timely and organized information sharing. Families will have access to the PowerSchool Parent Portal to monitor their child's academic progress, attendance records, and communicate directly with school staff.
- **Language Accessibility:** All correspondence sent to families and guardians will be provided in both English and Spanish, as identified through the primary language survey. Interpreter services will be available upon request for families who speak languages other than English or Spanish, ensuring that language barriers do not prevent meaningful participation in their child's education.

| 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | New Los Angeles Charter School will provide all students and staff with safe, clean, and well-maintained school facilities that support optimal learning and working conditions.

Daily Maintenance

Professional janitorial staff will maintain daily cleaning schedules for classrooms, common areas, restrooms, and outdoor spaces, including regular sanitization of high-touch surfaces and proper waste management.

Annual Assessment and Reporting

The school will complete the annual Facility Inspection Tool (FIT) report to evaluate facility conditions and safety systems. Results will be reported through the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report.

Responsive Maintenance

All findings and deficiencies identified through the FIT report or daily operations will be addressed promptly through appropriate maintenance, repairs, or facility improvements to ensure safe learning environments. | $672,500 | N |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,120,228	$133,313

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
33.78%	0%	$0	33.78%

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 #(s)	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
Goal 1, Action 2	**Academic Achievement Gaps:** Students with Disabilities received RED performance levels in ELA on the 2024 California School Dashboard, and Long-Term English Learners received RED performance levels in both ELA and Math, demonstrating critical academic deficiencies requiring intensive intervention. **Foundational Skills Deficits:** Analysis identified that many unduplicated pupils, particularly English Learners and Students with Disabilities, lack foundational skills in reading and	**ELA Interventionist:** • **Addresses Need:** Provides intensive Tier 2 reading support targeting foundational literacy deficits among Students with Disabilities (RED ELA performance) and English Learners struggling with academic language • **Schoolwide Rationale:** Reading deficits span all grade levels and subgroups; systematic schoolwide approach ensures comprehensive identification while disproportionately serving unduplicated	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

	mathematics. English Learners showed only 28% annual growth rate in math (far below the expected 100% benchmark), while Students with Disabilities showed 84% annual growth rate in ELA (below the expected 100%). **Intervention Intensity Needs:** Many students enter middle school significantly behind grade level (2+ grade levels in some cases), requiring specialized tiered support that goes beyond core classroom instruction to close achievement gaps and accelerate learning. **Systemic Support Structure:** The need for a comprehensive Multi-Tiered System of Support (MTSS) that provides appropriate intervention intensity based on individual student needs, with specialized staffing for reading and mathematics intervention, systematic assessment-driven placement, and extended learning opportunities beyond the school day. This action addresses the urgent need to provide intensive, targeted academic interventions specifically designed for unduplicated pupils who demonstrate the greatest academic needs, as evidenced by state assessment data and local diagnostic assessments.	pupils who comprise majority of intervention-needing students **Math Interventionist:** • **Addresses Need:** Delivers tiered math support targeting severe achievement gaps, particularly Long-Term English Learners' RED performance and English Learners' 28% growth rate (vs. 100% expected) • **Schoolwide Rationale:** Math skills are sequential across grades; with 77% socioeconomically disadvantaged students and many unduplicated pupils 2+ grade levels behind, schoolwide intervention principally serve highest-need populations **Teacher Resident:** • **Addresses Need:** Provides additional instructional capacity for smaller intervention groups and intensive individualized support within MTSS framework • **Schoolwide Rationale:** Supports overall intervention implementation by reducing group sizes; benefits all students but principally serves unduplicated pupils who comprise majority requiring Tier 2/3 interventions	
Goal 1, Action 3	**Chronic Absenteeism Crisis:** English Learners, Long-Term English Learners, and Students with Disabilities received ORANGE performance levels for Chronic Absenteeism on the 2024 California School Dashboard, indicating attendance barriers that directly impact academic access and achievement.	**Behavioral Interventionist (BII):** • **Addresses Need:** Develops individualized intervention plans targeting school avoidance and behavioral barriers causing chronic absenteeism among Students with Disabilities and English Learners • **Schoolwide Rationale:** Behavioral supports improve overall school climate while	The metric that will be used to monitor effectiveness: • #7: Attendance Rates • #8: Chronic Absenteeism Rates

Attendance-Achievement Connection: Chronic absenteeism compounds academic challenges for vulnerable populations - English Learners' extremely low math growth (28%) and Students with Disabilities' below-expected ELA growth (84%) are partially attributable to inconsistent school attendance affecting access to specialized instruction and accommodations.

Social-Emotional Barriers: Students experiencing academic frustration due to language barriers (English Learners) and learning challenges (Students with Disabilities) demonstrate higher rates of disengagement and avoidance behaviors that manifest as chronic absenteeism, creating a cycle where absences lead to learning gaps, which increase frustration and further absences.

principally serving unduplicated pupils with highest chronic absenteeism rates

School Counselor:
- **Addresses Need:** Provides SEL services and small group counseling targeting anxiety and school avoidance behaviors contributing to chronic absenteeism among vulnerable populations
- **Schoolwide Rationale:** Mental health support benefits all students while disproportionately serving unduplicated pupils experiencing higher rates of trauma and engagement challenges

PBIS Community of Practice:
- **Addresses Need:** Strengthens attendance incentives (Pillar Points system) and positive behavioral supports targeting chronic absenteeism among at-risk populations
- **Schoolwide Rationale:** PBIS requires universal implementation for effectiveness; systematic reinforcement benefits all while principally supporting unduplicated pupils needing additional attendance motivation

Panorama SEL Survey:
- **Addresses Need:** Identifies students with social-emotional challenges and school disconnection contributing to chronic absenteeism, particularly among English Learners and Students with Disabilities
- **Schoolwide Rationale:** Universal screening ensures comprehensive identification while focusing intervention resources on unduplicated pupils showing highest absenteeism risk factors

Goal 2, Action 1	**Teacher Retention and Program Quality:** To provide a high-quality educational program, maintaining high teacher retention rates is critical. New LA Charter School must continue to provide robust professional development to support teachers and support staff, build expertise and capacity which will improve overall student outcomes, engagement, and attendance. **Professional Learning Time Requirements:** The complexity of implementing effective dual immersion education, combined with the need to address achievement gaps among student groups, requires substantial professional development time beyond traditional approaches. Teachers need intensive preparation time (5 days summer professional learning), dedicated data analysis time (3 non-instructional days), and ongoing weekly professional development to build and maintain the specialized expertise required for high-quality dual immersion instruction.	**5 Days of Summer Professional Development:** • **Addresses Need:** Builds teacher capacity in evidence-based strategies for diverse learners, targeting instruction for English Learners, Students with Disabilities, and socioeconomically disadvantaged students with achievement gaps • **Schoolwide Rationale:** Universal teacher training ensures consistent differentiated instruction approaches while principally benefiting unduplicated pupils requiring specialized strategies **3 Non-Instructional Days for Data Analysis:** • **Addresses Need:** Develops teacher expertise in analyzing assessment data to identify learning gaps and intervention needs among unduplicated pupils showing below-grade-level performance • **Schoolwide Rationale:** Data-driven instruction requires systematic training across all classrooms; benefits all students while focusing decisions on unduplicated pupils with greatest academic deficits All components systematically build teacher capacity for diverse learners while focusing on strategies that most benefit unduplicated pupils.	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 2, Action 2	**Achievement Gap Response:** With Students with Disabilities receiving RED performance in ELA and Long-Term English Learners receiving RED performance in both ELA and Math on the 2024	**Chief of Schools:** • **Addresses Need:** Provides direct mentorship and coaching to principal and	The metric that will be used to monitor effectiveness:

	California School Dashboard, there is urgent need for specialized professional development in evidence-based instructional practices, accommodations, and differentiated instruction. **Chief of Schools Expanded Role Requirements:** The Chief of Schools must now fulfill comprehensive data analysis responsibilities including: • Collecting and analyzing formative and summative data from multiple sources (iReady, IRLA/ENIL, CAASPP, ELPAC, SchoolPace Assessments) • Disaggregating data by student groups to identify trends for English Learners (36%), Hispanic students (80%), and socioeconomically disadvantaged students (70%) • Providing timely data presentation to educational partners for immediate instructional adjustments • Creating systems for ongoing progress monitoring to support struggling learners • Provide leadership coaching to the Principal	Director of Special Education, addressing leadership gaps created by principal resignation and vacant Director of Academic Data position; ensures systematic implementation of evidence-based practices for serving unduplicated pupils with achievement gaps • **Schoolwide Rationale:** Administrative leadership affects all students and staff; however, enhanced coaching specifically targets implementation of MTSS, PBIS, and specialized support strategies that principally benefit unduplicated pupils (77% socioeconomically disadvantaged, English Learners with RED performance, Students with Disabilities with achievement gaps) who require coordinated, systematic interventions across all classrooms and grade levels The Chief of Schools' role ensures consistent, high-quality leadership support that maintains focus on equity-centered practices and data-driven decision making that most benefits students experiencing the greatest academic and engagement challenges.	• #16: Implementation of the State Academic content & performance standards for all students & enable ELs access. • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 3, Action 1	**Student Engagement and Attendance Barriers:** English Learners, Long-Term English Learners, and Students with Disabilities received ORANGE performance for Chronic Absenteeism on the 2024 California School Dashboard, requiring comprehensive interventions to increase school engagement and attendance.	**Campus Aides:** • **Addresses Need:** Provide visible supervision and positive adult interactions that create secure learning environments, directly addressing safety-related attendance barriers among unduplicated pupils experiencing chronic absenteeism	The metric that will be used to monitor effectiveness: • #7: Attendance Rates • #8: Chronic Absenteeism Rates

Outdoor Learning Experiences (Outdoor Education):
- **Engagement Need:** Unduplicated pupils experiencing academic frustration and disengagement from traditional classroom settings need alternative learning modalities; outdoor education increases motivation and school connection for English Learners with language barriers and Students with Disabilities facing learning challenges
- **Real-World Application:** Socioeconomically disadvantaged students (77% of population) benefit from experiential learning connecting academic content to authentic experiences, building relevance that traditional instruction cannot provide

School Safety via Campus Aides:
- **Safety and Belonging:** Students with chronic absenteeism cite safety concerns and lack of school connectedness as attendance barriers; campus aides provide visible supervision creating secure learning environments
- **Targeted Support:** Unduplicated pupils, particularly those with behavioral challenges or social-emotional needs, require additional adult presence to feel safe and supported throughout the school day, directly addressing safety-related attendance barriers while increasing school connectedness

These interventions target chronic absenteeism root causes through increased engagement via experiential learning and safe, supportive environments.

- **Schoolwide Rationale:** Safety supervision must cover all campus areas and benefit all students; however, enhanced adult presence principally serves unduplicated pupils (Students with Disabilities, English Learners) who require additional support to feel safe and connected, addressing their higher rates of chronic absenteeism

Outdoor Education:
- **Addresses Need:** Provides experiential learning opportunities that increase engagement and school connection for unduplicated pupils experiencing academic frustration and disengagement from traditional classroom settings
- **Schoolwide Rationale:** All students participate in outdoor education programs, but alternative learning modalities principally benefit unduplicated pupils who struggle with traditional instruction - English Learners facing language barriers, Students with Disabilities with learning challenges, and socioeconomically disadvantaged students (77% of population) needing real-world application to build academic relevance and motivation

Both interventions create comprehensive engagement and safety supports that benefit all students while principally addressing the chronic absenteeism and school connectedness challenges disproportionately affecting unduplicated pupils.

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
Goal 1, Action 5	**English Learner Academic Performance Gaps:** English Learners demonstrated significant underperformance with only 48.4% making progress toward English Language Proficiency (declining from 50% baseline) and extremely low 28% annual growth rate in mathematics (far below 100% expected benchmark), indicating urgent need for specialized language development support. **Language Acquisition Barriers:** English Learners struggle with both designated and integrated English Language Development, requiring targeted instruction that addresses academic language development across content areas while building foundational English proficiency skills.	**ELD Teacher:** • **Addresses Need:** Provides specialized designated English Language Development instruction using EL Achieve curriculum, directly targeting the language acquisition barriers evidenced by English Learners' declining progress toward proficiency (48.4% vs. 50% baseline) and extremely low math growth (28% vs. 100% expected) • **Specialized Instruction:** Delivers targeted, tiered language support during intervention blocks, focusing on academic language development and foundational English proficiency skills that English Learners need to access grade-level content across all subject areas • **Family Engagement:** Connects with EL families to inform them of students' specific language needs and provides effective strategies for supporting language acquisition at home, creating partnerships that extend learning beyond school hours	The metric that will be used to monitor effectiveness: • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

		• **Professional Development Support:** Provides training and coaching to general education teachers on integrated ELD strategies and Kagan Structures, building schoolwide capacity to support English Learners' language development across all content areas

This specialized position ensures English Learners receive intensive, research-based language instruction specifically designed to accelerate English proficiency and academic achievement while building systemic support throughout the school. | |
| Goal 1, Action 6 | **Critical Academic Performance:** Long-Term English Learners (LTELs) received RED performance levels for both ELA and Mathematics Academic Indicators on the 2024 California School Dashboard, representing the most severe level of academic underperformance and indicating urgent need for specialized intervention.

Foundational Literacy Deficits: Analysis identified that LTELs struggle significantly with foundational literacy skills, particularly reading comprehension, which are prerequisite skills needed to access grade-level content across all subject areas.

Dual Identification Complexity: Many LTELs are dually identified as English Learners with | **Paraprofessional:**

• **Addresses Need:** Provides additional instructional support during the school day through targeted small group instruction specifically designed to strengthen English language proficiency among LTELs who struggle with foundational literacy skills and reading comprehension

• **Intensive Support:** Delivers supplementary language development instruction that reinforces and extends the specialized ELD Interventionist's work, ensuring LTELs receive multiple daily touchpoints for language acquisition practice and skill reinforcement

• **Small Group Focus:** Enables smaller instructional groups that allow for more | The metric that will be used to monitor effectiveness:

• #4: % LTEL who made progress towards English Language Proficiency |

disabilities (EL/SWD), presenting complex instructional challenges that require specialized approaches bridging both language acquisition and individualized learning needs simultaneously.	individualized attention and differentiated support, particularly critical for LTELs who require intensive intervention after 6+ years without achieving English proficiency • **Dually Identified Student Support:** Works collaboratively with both ELD and Special Education staff to support students who are both LTELs and Students with Disabilities, providing consistent reinforcement of both language acquisition and IEP goals throughout the instructional day • **Extended Instructional Time:** Increases the overall amount of specialized language instruction LTELs receive beyond designated ELD time, addressing their need for intensive intervention to accelerate progress toward English proficiency and academic achievement • **Academic Language Development:** Focuses on building academic vocabulary and language structures needed for success in content area classes and standardized assessments, directly targeting the RED performance levels in ELA and Math This additional staffing ensures LTELs receive the intensive, sustained language support necessary to overcome foundational deficits and achieve English proficiency.	

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.

Not 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.

The additional concentration grant add-on funding will be used to fund an ELA Interventionist (Goal 1, Action 2), and additional Behavioral Interventionist (Goal 1, Action 3) to provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,707,247.59	$ 4,676,291.00

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	ASSESSMENT OF LEARNING	No	$ 18,122	$ 18,122
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 267,365	$ 213,853
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 410,000	$ 432,261
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 180,155	$ 163,465
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	$ 131,398	$ 126,816
1	4	BROAD COURSE OF STUDY	No	$ 66,107	$ 63,104
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 104,479	$ 60,896
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Yes	$ 103,427	$ 68,700
1	7	COMPREHENSIVE SPED PROGRAM	Yes	$ 189,626	$ 161,859
1	7	COMPREHENSIVE SPED PROGRAM	No	$ 455,689	$ 572,376
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	No	$ 1,425,184	$ 1,306,340
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 350,505	$ 398,752
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	No	$ 57,210	$ 80,368
2	3	CORE CURRICULAR NEEDS	No	$ 29,499	$ 30,416
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 23,744	$ 23,598
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	$ 197,521	$ 186,900
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 34,101	$ 97,261
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	$ 95,096	$ 98,528
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 568,020	$ 572,676

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,067,525	$ 1,195,557	$ 1,067,525	$ 128,032	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 267,365	$ 213,853.00	0.000%	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 180,155	$ 163,465.00	0.000%	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 104,479	$ 60,896.00	0.000%	0.000%
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Yes	$ 103,427	$ 68,700.00	0.000%	0.000%
1	7	COMPREHENSIVE SPED PROGRAM	Yes	$ 189,626	$ 161,859.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 350,505	$ 398,752.00	0.000%	0.000%

2024-25 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)
$ 3,051,948	$ 1,067,525	0.000%	34.978%	$ 1,067,525	0.000%	34.978%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	$ 3,316,246	$ 1,120,228	33.780%	0.000%	33.780%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,970,733	$ 1,545,952	$ -	$ 458,263	$ 4,974,948.00	$ 3,132,451	$ 1,842,497

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	ASSESSMENT OF LEARNING	All	No				2025-26	$ -	$ 15,900	$ -	$ -	$ -	$ -	15,900	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	NLA-MS	2025-26	$ 220,324	$ -	$ 220,324	$ -	$ -	$ -	220,324	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2025-26	$ 12,000	$ 367,781	$ -	$ 379,781	$ -	$ -	379,781	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	NLA-MS	2025-26	$ 195,163	$ 11,089	$ 206,252	$ -	$ -	$ -	206,252	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No				2025-26	$ 139,016	$ -	$ -	$ 17,000	$ -	$ 122,016	139,016	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2025-26	$ 49,450	$ 23,165	$ 69,615	$ 3,000	$ -	$ -	72,615	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	English Learners	Yes	Limited	English Learners	NLA-MS	2025-26	$ 97,830	$ 500	$ 98,330	$ -	$ -	$ -	98,330	0.000%
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Long-term EL	Yes	Limited	English Learners	NLA-MS	2025-26	$ 34,279	$ -	$ 34,279	$ -	$ -	$ -	34,279	0.000%
1	7	COMPREHENSIVE SPED PROGRAM	SWD	No				2025-26	$ 495,287	$ 246,821	$ 316,417	$ 345,971	$ -	$ 79,720	742,108	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	Yes	Schoolwide	All	NLA-MS	2025-26	$ 321,441	$ 60,000	$ 381,441	$ -	$ -	$ -	381,441	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No				2025-26	$ 1,066,861	$ -	$ 883,282	$ 183,579	$ -	$ -	1,066,861	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	Yes	Schoolwide	All	NLA-MS	2025-26	$ 114,228	$ -	$ 114,228	$ -	$ -	$ -	114,228	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No				2025-26	$ 89,888	$ 15,500	$ 96,232	$ -	$ -	$ 9,156	105,388	0.000%
2	3	CORE CURRICULAR NEEDS	All	No				2025-26	$ -	$ 13,967	$ 13,967	$ -	$ -	$ -	13,967	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2025-26	$ -	$ 31,004	$ 31,004	$ -	$ -	$ -	31,004	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	Yes	Schoolwide	All	NLA-MS	2025-26	$ 62,501	$ 146,000	$ 208,501	$ -	$ -	$ -	208,501	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No				2025-26	$ -	$ 309,730	$ 21,484	$ 56,775	$ -	$ 231,471	309,730	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2025-26	$ -	$ -	$ -	$ -	$ -	$ -	-	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	No				2025-26	$ 143,569	$ 19,154	$ 162,723	$ -	$ -	$ -	162,723	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No				2025-26	$ 90,614	$ 581,886	$ 112,654	$ 559,846	$ -	$ -	672,500	0.000%

2025-26 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
$ 3,316,246	$ 1,120,228	33.780%	0.000%	33.780%	$ 1,263,355	0.000%	38.096%	**Total:**	$ 1,263,355
								LEA-wide Total:	$ -
								Limited Total:	$ 132,609
								Schoolwide Total:	$ 1,130,746

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	NLA-MS	$ 220,324	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLA-MS	$ 206,252	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLA-MS	$ 98,330	0.000%
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLA-MS	$ 34,279	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	Schoolwide	All	NLA-MS	$ 381,441	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	Schoolwide	All	NLA-MS	$ 114,228	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	Schoolwide	All	NLA-MS	$ 208,501	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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  - If the LEA has unexpended LREBG funds the LEA must provide the following:

    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

      - Actions may be grouped together for purposes of these explanations.

      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;

  - **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; and

- For charter schools, see _Education Code_ Section 47606.5.

- **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.

    o 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.

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:

    o 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)_ 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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.

- o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

    o **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

For English Learners and Long-Term English Learners

- 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:

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

    o Professional development for teachers.

    o 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    ▪ Identify the action as an LREBG action;

    ▪ Include an explanation of how research supports the selected action;

    ▪ Identify the metric(s) being used to monitor the impact of the action; and

    ▪ Identify the amount of LREBG funds being used to support the action.

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:

  o **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.

  o **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.

  o **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).

  o **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.

  o **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.

  o 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%).

   o 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**

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

  o 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)**

- o 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)**

  - o 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)**

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

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