

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Los Angeles Charter Elementary

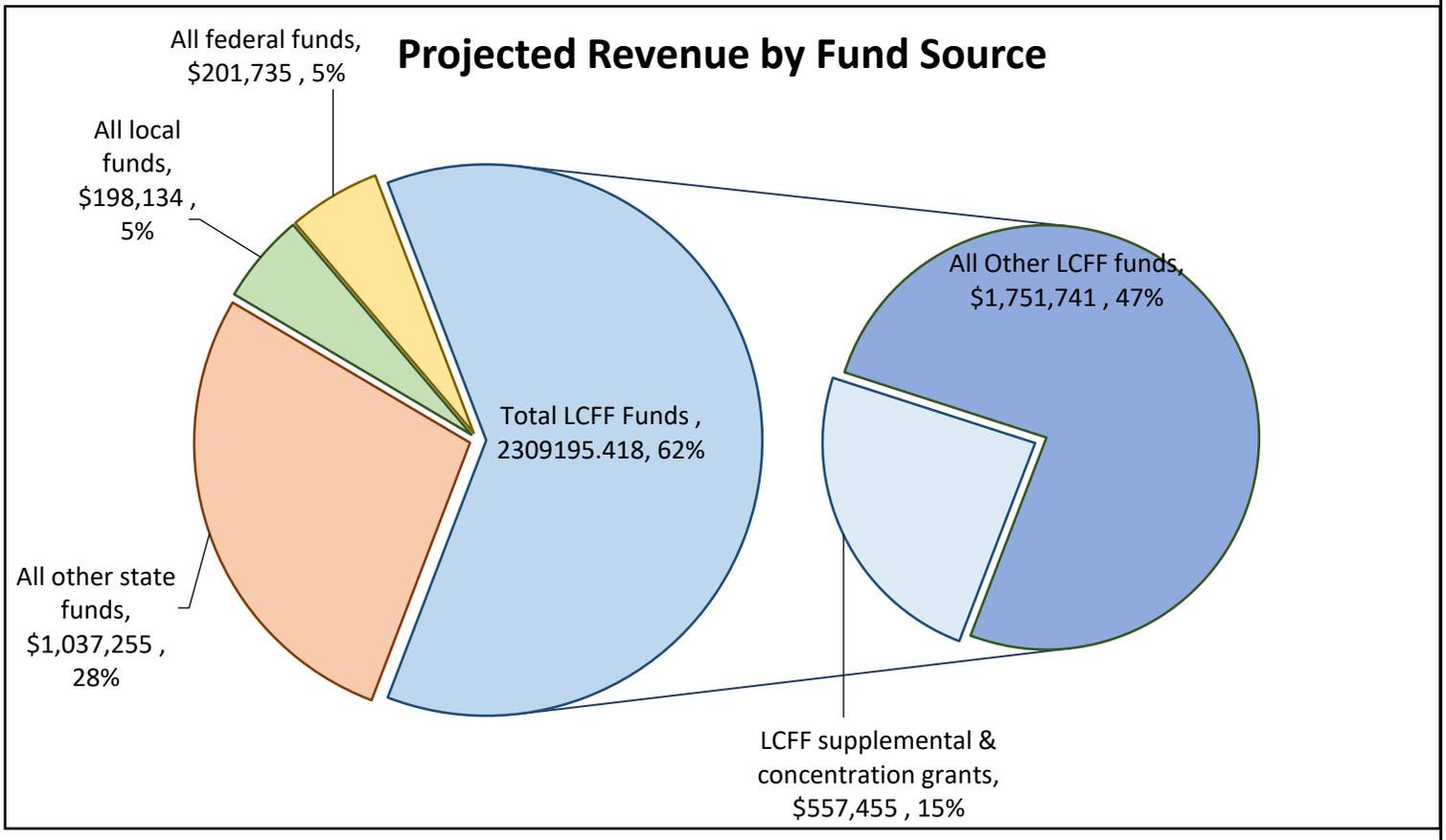
CDS Code: 19647330133702

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

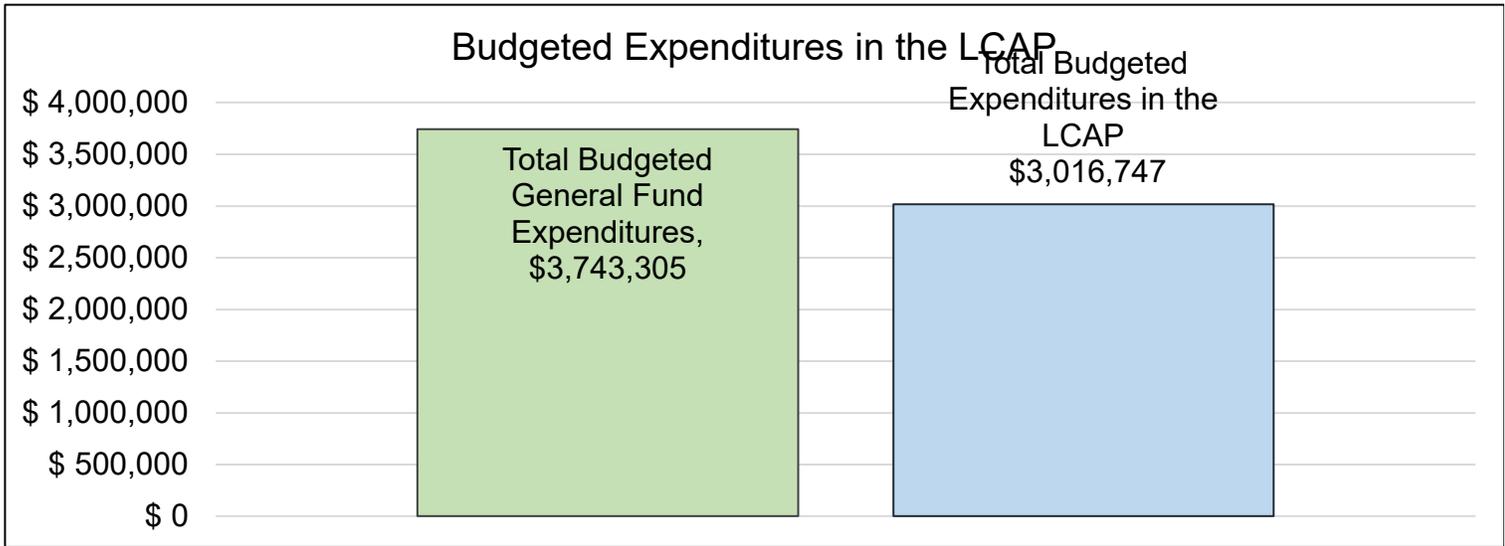


This chart shows the total general purpose revenue New Los Angeles Charter Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Los Angeles Charter Elementary is \$3,746,319.93, of which \$2,309,195.42 is Local Control Funding Formula (LCFF), \$1,037,255.48 is other state funds, \$198,134.44 is local funds, and \$201,734.59 is federal funds. Of the \$2,309,195.42 in LCFF Funds, \$557,454.70 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New Los Angeles Charter Elementary 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 Elementary plans to spend \$3,743,305.29 for the 2025-26 school year. Of that amount, \$3,016,747.00 is tied to actions/services in the LCAP and \$726,558.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

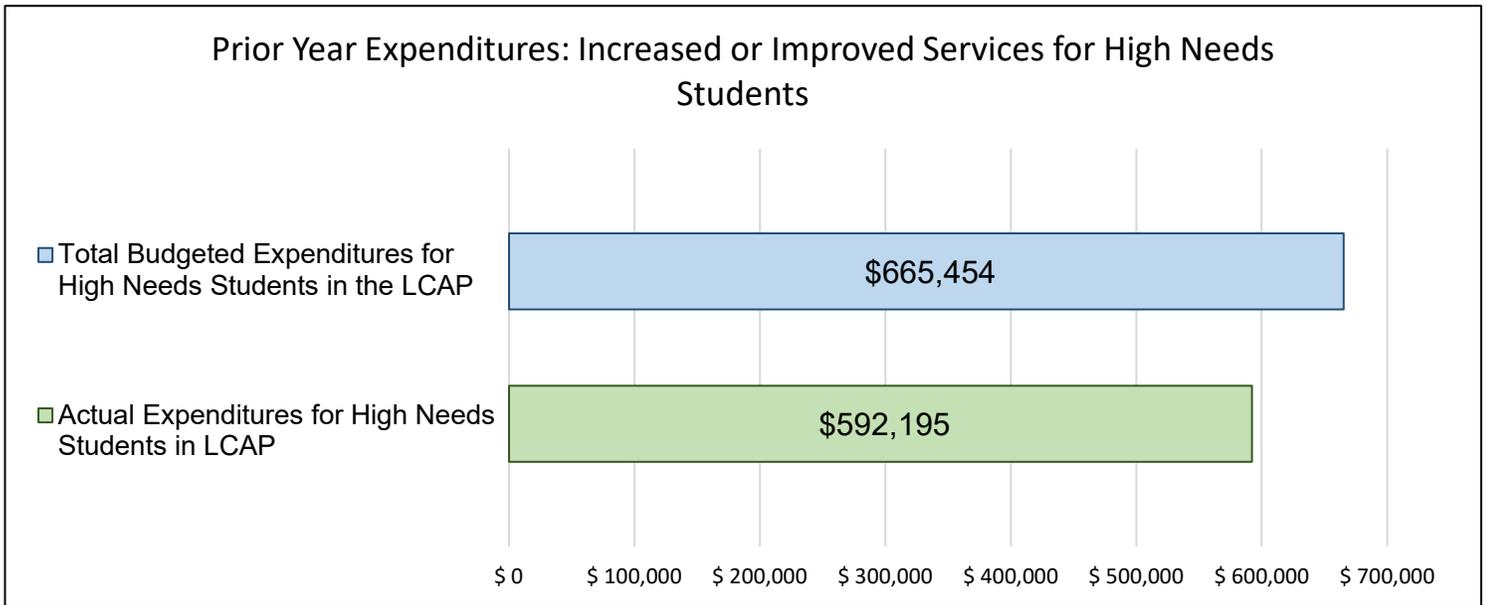
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later

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

In 2025-26, New Los Angeles Charter Elementary is projecting it will receive \$557,454.70 based on the enrollment of foster youth, English learner, and low-income students. New Los Angeles Charter Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. New Los Angeles Charter Elementary plans to spend \$557,454.70 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



This chart compares what New Los Angeles Charter Elementary 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 Elementary 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 Elementary's LCAP budgeted \$665,453.75 for planned actions to increase or improve services for high needs students. New Los Angeles Charter Elementary actually spent \$592,195.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$73,258.75 had the following impact on New Los Angeles Charter Elementary'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 Elementary School	Kate O’Brien, Head of Schools	kobrien@newlosangeles.org 323.556.9500

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 Elementary School (New LA) demonstrates a fierce commitment to social justice and serves every student who walks through our doors. Our 160 students in grades TK-5 have access to a rigorous, standards-aligned academic program that inspires passion for reading, social justice, coding, music, and the arts. Internal data confirms that New LA students experience consistent annual growth, with students with disabilities and English Learners maintaining pace with their peers. New LA is currently revising its strategic plan.

Student Demographics: The school community consists of 61% Hispanic students, 28% African American students, 7% White students, and 2% students identifying as Two or More Races. Our diverse population includes 24% Students with Disabilities, 22% English Learners, 3% Foster Youth, 4% Homeless Youth, and 81% Socioeconomically Disadvantaged students, reflecting the rich diversity of our surrounding community.

Mission Statement

New Los Angeles Charter Elementary School develops a diverse community of students who are passionate about learning, engaged in their community, and demonstrate respect for themselves and others. As a nurturing, standards-based school, New LA Elementary maintains a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. Our school culture creates a shared sense of mission that reinforces students' love of learning, commitment to social action, and deep respect for others.

Core Educational Pillars

- **Passion for Learning: Rigor** We believe college preparation begins in kindergarten, and students' future academic success depends on a strong elementary foundation. Every New LA Elementary student receives the academic foundation necessary for college preparatory middle and high school success, with the ultimate goal of college and career readiness. Our rigorous intellectual development focuses on cultivating habits of mind rather than mere information retention. Students demonstrate mastery of concepts and skills through collaborative, real-life projects rather than test-taking alone. For example, students develop math skills by creating and operating a student store, requiring them to track personal budgets and manage inventory. New LA Elementary implements an effective model of rigorous, standards-based instruction ensuring all students achieve mastery of Common Core standards by the end of each grade.

- **Engagement in the Community: Relevance** At New LA Elementary, we embrace John Dewey's belief that "education is the fundamental method of social progress." Our students are challenged to pursue goals of equality and justice while working to promote progress in their local and global communities. They learn to use their knowledge and skills to work toward a just, equitable, and compassionate world by connecting learning to real-life experiences.
- Students volunteer both within and beyond the school community, gaining valuable social action experience. Primary grade students participate in neighborhood walking field trips to collect litter under teacher facilitation. Older students serve as mentors and tutors for younger students while engaging with the broader community under teacher and parent guidance. Community engagement projects include creating earthquake preparedness pamphlets for neighborhood distribution or organizing school food drives to create care packages for homeless community members. These experiences instill in every student the deeply embedded belief that young people have the power to change the world.
- **Respect for Self and Others: Relationships** Students require safe spaces to take academic, creative, and moral risks for optimal growth. New LA Elementary encourages vigorous debate and individual voice expression while emphasizing active listening and conflict resolution techniques. Through project-based learning and strategic thematic integration, we develop young people with the skills, knowledge, and resources to work with diverse groups in leading their communities toward social justice.

School Climate and Recognition

New LA Charter Elementary School has been recognized as a recipient of "Silver" PBIS (Positive Behavioral Interventions and Supports) recognition and has applied for Gold status recognition. This acknowledgment reflects our commitment to creating positive, supportive learning environments that foster both academic achievement and social-emotional development.

Governance and Compliance

New LA Charter Elementary School has developed its Local Control and Accountability Plan (LCAP) that also serves as its School Plan for Student Achievement (SPSA) and meets educational partner engagement requirements outlined in California Education Code 64001(j). New LA has fulfilled requirements per California Education Code 52062(a) as applicable to charter schools through consultation with SELPA per California Education Code 52062(a)(5), establishment of a Parent Advisory Committee (PAC) per California Education Code 52062(a)(1), and creation of an English Learner Parent Advisory Committee per California Education Code 52062(a)(2). New LA provides written responses to each committee regarding their input and recommendations, ensuring meaningful stakeholder engagement in the planning process.

New LA is not eligible for Equity Multiplier funds; and has expended its Learning Recovery Emergency Block Grant (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 Elementary 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	Yellow	N/A	Yellow	Yellow
English Learners	Green	Orange	Blue	N/A	Yellow	Yellow
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	Orange	Orange	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Blue	N/A	Yellow	Yellow
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Excerpt from 2024-25 LCAP: 2023 CA School Dashboard

New LA Charter Elementary School offers students a broad, academically rigorous course of study. Our teachers use structured literacy curriculum and CGI math methodologies in workshop-structured ELA and math blocks. We use hands-on, inquiry-based science curriculum and

project-based learning units for social studies with a social justice focus. Our focus on social emotional learning is evident in the dedicated daily class meeting block in each classroom, anti-bullying program, and mindfulness practiced with students throughout the school day. Our students participate in weekly coding, music, and art classes and twice-weekly Physical Education classes.

English Language Arts: This school year, New LA Charter Elementary School implemented a new structured ELA curriculum (Superkids K-2 and Read-Side-By-Side 3-5) with a focus on the Science of Reading. The curriculum focuses on critical literacy skills including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The reading curriculum for grades 3-5, includes a rigorous writing component that has been implemented schoolwide.

Tiered Intervention: This year tier one intervention in small groups in the classroom, tier two intervention with our reading specialist, after school tutoring, summer school, and a continued focus on best practices for designated and integrated ELD to support our English Learners. In addition to our new curriculum, we are continuing many of the supports that have been in place over the past few years and have supported the excellent growth we've seen. This includes tier one intervention in small groups in the classroom, tier two intervention with our reading specialist, after school tutoring, summer school, and a continued focus on best practices for designated and integrated ELD to support our English Learners.

New LA Charter Elementary School has expanded and enriched its PBIS with staff participation in the LACOE PBIS cohort, refined school-wide behavior management systems (CHAMPS), mission pillar awards, school-wide assemblies, and student ownership of teaching expectations to one another.

Our school continues to make solid progress in rebuilding parent/caretaker engagement after the pandemic and have a strong family engagement group to plan events and support school functions.

Chronic Absenteeism: This year chronic absenteeism rates have declined as a result of our focus on our attendance process (attendance notifications, meetings with assistant principal, SART process), resources for families (free TAP cards for all students, support for families from our Family Engagement Manager), incentives (class goals, perfect attendance awards, parent perfect attendance raffles), and our positive school culture and program (weekly art, coding, pe, and music, Olweus anti-bullying program, field trips, outdoor education, the after school program, PBIS).

2024 CA SCHOOL DASHBOARD

The following table reflects New Los Angeles Charter Elementary 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	Blue	N/A	Orange	Orange
English Learners	Red	Orange	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	Orange	Blue	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Orange	Blue	N/A	Orange	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

NOTE: New Los Angeles Charter Elementary School has expended its Learning Recovery and Emergency Block Grant Funds (LREBG).

English Learner Progress Indicator (ELPI): Needs Assessment

New Los Angeles Charter Elementary School received a **RED** performance level on the 2024 California School Dashboard for English Learner Progress Indicator (ELPI), with only 30% of students making progress towards English language proficiency. This represents a significant decline of 10.6% from the prior year and falls well below the state average of 45.7%.

Data Analyzed

The analysis of English Learner progress incorporated both quantitative and qualitative data sources to provide a comprehensive understanding of student performance and program effectiveness. ELPAC (English Language Proficiency Assessments for California) results served as the primary indicator, supplemented by reclassification rate data that tracks students' progression to English proficiency. ELA CAASPP results provided additional insight into academic achievement, while iReady diagnostic assessments in both reading and math offered detailed progress monitoring data administered three times per year. Local formative assessments and ongoing student performance tracking data rounded out the comprehensive data collection approach, enabling educators to identify trends, monitor growth, and make informed instructional decisions.

Educational Partners Engaged

The analysis and engagement process for this focus area involved comprehensive collaboration across multiple stakeholder groups. The Leadership Team played a central role in data analysis and strategic planning, working closely with teachers through grade level teams and Professional Learning Communities to examine classroom-level implementation and student outcomes. The English Learner Advisory Committee (ELAC) provided crucial input from the families of English Learners, ensuring that parent voices and perspectives informed the assessment process. Parents and families were engaged through multiple touchpoints, including surveys, meetings, and informal feedback opportunities. Students themselves contributed to the analysis through academic performance data and engagement feedback, creating a holistic view of the English Learner experience at the school.

Identified Strengths

Academic Achievement and Program Effectiveness

Despite the concerning ELPI decline, several areas of strength provide a foundation for improvement efforts. The reclassification rate for 2023-24 reached 15.09%, significantly exceeding the target of 10% and indicating that the school has effective processes for identifying and supporting students who are ready to be reclassified as English proficient. This success demonstrates that when English Learners do make progress, the school's systems effectively recognize and support their transition.

English Learners at New Los Angeles Charter Elementary continue to outperform both state and district averages in ELA despite the recent declines, suggesting that the foundational instructional approaches have merit. In mathematics, English Learners achieved 90% of expected annual growth according to iReady diagnostic assessments, coming very close to meeting the full growth target and indicating strong mathematical instruction that successfully serves this population.

Structural and Instructional Foundations

New LA has established a structured English Language Development program that includes both designated and integrated ELD instruction, providing multiple pathways for language acquisition. The 2024-25 school year brought focused professional development implementation aimed at strengthening reading and writing through the adoption of the Simplify Writing curriculum, representing a commitment to addressing identified gaps in literacy instruction.

Comprehensive assessment systems are in place, including iReady Reading and Math administered three times per year, DIBELS assessments, and various formative measures. These tools provide robust data for instructional planning and intervention, enabling teachers to make data-driven decisions about student support and program adjustments.

Greatest Needs

Critical Performance Gaps Requiring Immediate Attention

- The most pressing concern is the dramatic decline in ELPI progression, with only 27.5% of English Learners progressing at least one level in 2024, representing a steep drop from the 54.3% who advanced in 2023. This decline is compounded by increased stagnation, as 42.5% of students maintained their ELPI levels in 2024 compared to just 23.9% in 2023, suggesting that current instructional approaches are not adequately challenging students to advance their language proficiency.
 - A significant reading growth disparity has emerged, with English Learners achieving only 55% of expected annual growth in reading compared to the school-wide average of 94%. This gap indicates that while the school's reading program serves most students effectively, it is not meeting the specific needs of English Learners who require additional language development support integrated with literacy instruction.
 - The ELPAC proficiency shortfall presents another area of urgent need, with only 16.67% of students reaching English Language Proficiency on the Summative ELPAC, falling short of the 20% target. This indicates that while students may be making some progress, they are not achieving the level of English proficiency necessary for academic success without ongoing language support.
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Root Cause Analysis

Identified Root Causes of Performance Decline

- The analysis reveals several interconnected factors contributing to the declining ELPI performance. A primary concern is insufficient focus on language acquisition fundamentals, particularly evident in the significant gap between English Learners' growth in reading (55%) compared to math (90%). This disparity suggests that while mathematical concepts can be more easily accessed through visual and manipulative supports, the language-heavy nature of reading instruction is not adequately addressing the specific linguistic needs of English Learners.
- Limited authentic practice with ELPAC task types appears to be another contributing factor. The school's initiative to provide "ongoing and authentic exposure throughout the school year to tasks that mirror ELPAC task types" is described as a recent development, suggesting this was not consistently implemented during the 2023-24 school year when the performance decline occurred.
- The lack of targeted writing support is evidenced by the timing of the Simplify Writing curriculum implementation, which is described as a current-year initiative. This suggests that structured writing instruction may have been insufficient in previous years, particularly impacting English Learners who need explicit instruction in academic writing conventions and language structures.
- Insufficient differentiation for English Learner needs within core instruction represents another significant root cause. The Universal Design for Learning professional development program began in 2024-25, indicating that differentiation strategies may not have been consistently implemented in previous years when English Learners needed additional scaffolds and supports to access grade-level content.
- Post-pandemic learning recovery challenges continue to impact student achievement, with the LCAP specifically referencing the need to "address students that continue to struggle academically post-pandemic." These ongoing effects may be disproportionately affecting English

Learners who faced additional barriers during remote learning, including limited access to language-rich environments and reduced opportunities for peer interaction.

Identified Resource Inequities

- **Professional Development and Training Gaps:** The analysis reveals significant resource inequities in professional development opportunities. The multi-year professional development program with Open Access on Universal Design for Learning is described as having "begun" in the current year, indicating that teachers may not have previously had adequate resources and training for differentiating instruction specifically for English Learners. This gap in professional learning likely contributed to the inconsistent implementation of effective ELD strategies across classrooms.
 - **Targeted Intervention and Support Resources:** Insufficient English Learner-specific reading support represents a critical resource inequity. The significant performance gap among English Learners (55% growth) compared to other student groups suggests potential inequitable distribution of targeted resources and supports for language development. While New LA provides Tier 2 intervention structures, there may be a need for more specialized resources specifically designed to address the unique needs of English Learners who are simultaneously developing language skills and academic content knowledge.
 - **Curriculum and Instructional Materials:** The delayed implementation of structured writing curriculum represents a resource gap that may have contributed to current performance issues. The timing of Simplify Writing curriculum adoption suggests this was an identified need that was not previously addressed, potentially leaving English Learners without adequate support for developing academic writing skills essential for ELPAC success and overall academic achievement.
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2025-26 Plan of Action: Evidence-Based Interventions for English Learners

1. Enhance Foundational Literacy Skills Development

The plan will implement a systematic approach to teaching foundational reading skills specifically designed for English Learners, recognizing that traditional literacy instruction may not address the unique needs of students who are simultaneously acquiring English proficiency and reading skills. This will include providing targeted intervention in phonological awareness, decoding, and reading fluency for English Learners not making adequate progress, with instruction explicitly connecting English sound patterns to students' home language experiences where appropriate.

Establishing reading fluency goals for English Learners at each grade level with regular progress monitoring will ensure that growth expectations are both challenging and attainable. These goals will be differentiated based on students' English proficiency levels and will include benchmarks for both accuracy and comprehension to ensure that fluency development supports overall reading achievement.

2. Strengthen Academic Language Development

New LA will expand implementation of structured talk routines using Kagan strategies with specific focus on academic vocabulary acquisition across all content areas. This systematic approach will provide English Learners with multiple opportunities to practice using academic language in meaningful contexts, building both receptive and expressive language skills necessary for academic success.

Ensuring that Simplify Writing curriculum implementation includes additional scaffolds for English Learners will address the identified gaps in writing instruction. These scaffolds will include sentence frames, vocabulary banks, and explicit instruction in academic writing conventions that English Learners need to succeed on ELPAC writing tasks and in content area assignments.

Developing content-specific language objectives for core subjects that align with ELD standards will ensure that language development is integrated throughout the school day rather than isolated to designated ELD time. This approach recognizes that English Learners benefit from continuous exposure to academic language in meaningful contexts across all subject areas.

3. Enhance ELPAC Preparation and Assessment Readiness

Creating an ELPAC task-type calendar will systematically expose students to all ELPAC task types throughout the year, ensuring that assessment format does not become a barrier to demonstrating true language proficiency. This calendar will be integrated into regular instruction rather than implemented as test preparation, maintaining focus on authentic language development while building familiarity with assessment expectations.

Developing ELPAC-aligned formative assessments for each domain (listening, speaking, reading, writing) will provide regular feedback on student progress and enable teachers to adjust instruction based on ongoing performance data. These assessments will mirror ELPAC task types while serving authentic instructional purposes, ensuring that preparation enhances rather than replaces quality language instruction.

Providing targeted small group instruction focused on ELPAC domains where students demonstrate the most significant gaps will allow for differentiated support based on individual student needs. This approach recognizes that English Learners may have varying strengths across the four language domains and require different types of support to achieve overall proficiency.

4. Improve Progress Monitoring and Data Systems

Implementing quarterly progress monitoring for all English Learners using formative assessments aligned to ELD standards will provide regular checkpoints for evaluating the effectiveness of instruction and making necessary adjustments. This frequent monitoring will enable early identification of students who are not making expected progress and allow for timely intervention.

Creating data tracking systems that identify students at risk of not advancing ELPI levels will enable proactive rather than reactive support. These systems will use multiple data points to predict student outcomes and trigger additional supports before students fall significantly behind their peers.

Establishing early intervention triggers when English Learners are not meeting language development benchmarks will ensure that struggling students receive additional support promptly. These triggers will be based on both formal assessment data and classroom observations, providing a comprehensive view of student progress.

5. Enhance Professional Development and Teacher Capacity

Providing targeted professional development on integrated ELD strategies for content area teachers will ensure that all educators serving English Learners have the knowledge and skills necessary to support language development within their subject areas. This training will focus on practical strategies that content teachers can implement immediately while maintaining their focus on subject-specific learning objectives.

Continuing and expanding UDL training with specific focus on language scaffolds for English Learners will build on the foundation established in the current year. This ongoing professional development will deepen teachers' understanding of how to provide multiple means of representation, engagement, and expression specifically for students developing English proficiency.

Implementing coaching cycles focused on effective ELD instruction with regular classroom observations and feedback will provide sustained support for teachers as they implement new strategies. This model recognizes that lasting change in instructional practice requires ongoing support and refinement rather than one-time training events.

6. Strengthen Family Engagement and Partnership

Expanding parent education workshops specifically for families of English Learners will address the unique needs and concerns of this population. These workshops will cover topics such as supporting bilingual development at home, understanding the reclassification process, and advocating for their children's educational needs.

Developing home-school connection activities that support language development will engage families as partners in their children's English language acquisition. These activities will honor students' home languages while providing practical strategies for supporting English development in authentic, family-centered contexts.

Ensuring that all English Learner families understand the reclassification criteria and their child's progress toward English proficiency will empower parents to support their children's language development goals. This will include regular communication about student progress and clear explanations of what families can do to support continued growth.

7. Establish Clear Accountability and Monitoring Measures

Setting specific targets for ELPI growth for the 2025-26 school year, with an aim for at least 45% of students making progress, will provide clear goals for improvement efforts. These targets will be ambitious yet achievable, based on analysis of comparable schools and implementation of evidence-based interventions.

Creating grade-level teams responsible for monitoring English Learner progress and adjusting supports will distribute accountability across the instructional team while ensuring that EL needs remain a priority at every grade level. These teams will meet regularly to review data, share effective strategies, and coordinate interventions.

Conducting a mid-year comprehensive review of English Learner programs and interventions will provide an opportunity to make necessary adjustments based on student progress data. This review will examine both individual student outcomes and program-level effectiveness, enabling strategic modifications to improve results.

Metrics for Progress Monitoring

Progress will be measured through multiple assessment tools administered throughout the school year. iReady Reading assessments will be administered three times per year to track growth in literacy skills, while ELPAC results will provide annual data on English language proficiency development. CAASPP ELA performance will indicate academic achievement in English language arts, and reclassification rates will be tracked to monitor students' progression to English proficiency. Local formative assessments aligned to ELD standards will provide ongoing feedback on student progress and instructional effectiveness.

Projected Outcomes and Success Indicators

The comprehensive implementation of this plan is expected to result in significant improvements in English Learner outcomes. The primary goal is to increase the ELPI progress rate from the current 30% to at least 45%, meeting the state average and demonstrating that the majority of English Learners are making meaningful progress toward proficiency. Reading growth for English Learners should improve from 55% to at least 85% of expected annual growth, indicating that literacy instruction is effectively serving this population. The ELPAC proficiency rate should increase from 16.67% to the target of 20% or higher, while maintaining or exceeding the current reclassification rate of 15%.

This comprehensive plan addresses the identified root causes while building on existing strengths and initiatives. Implementation will include regular monitoring of progress and flexibility to adjust strategies based on ongoing assessment data, ensuring that interventions remain responsive to student needs and produce meaningful improvements in English Learner outcomes.

Chronic Absenteeism Indicator: Needs Assessment

New Los Angeles Charter Elementary School's 2024 California School Dashboard results reveal concerning disparities in chronic absenteeism across student groups. While the overall school rate of 33.3% earned a "Yellow" performance level, Students with Disabilities received a **RED** performance level due to a 9.3% increase in their chronic absentee rate. Additionally, English Learners, Socioeconomically Disadvantaged students, Hispanic students, and African American students all received **Orange** performance levels, indicating that chronic absenteeism remains significantly above the state average of 18.6% for these vulnerable populations.

Data Analyzed

- The comprehensive analysis of chronic absenteeism incorporated multiple data sources to understand attendance patterns and identify barriers to consistent school participation. Attendance rates were examined through daily attendance tracking systems, with chronic absenteeism rates calculated for students missing 10% or more of school days. Student school climate surveys provided qualitative insights into factors affecting student engagement and motivation to attend school regularly.
- Monthly attendance audits were conducted to identify at-risk students for chronic absenteeism, enabling early intervention efforts. The data analysis included disaggregation by student groups to identify equity gaps and patterns that might indicate systemic barriers. Real-time

attendance tracking through the newly implemented attendance tracker system provided immediate feedback on intervention effectiveness and family responsiveness to outreach efforts.

- Current performance data shows encouraging progress, with the school's chronic absenteeism rate improving from 36.41% in March 2024 to 19% as of March 2025, and Average Daily Attendance reaching 93.84%. However, significant disparities persist across student groups, particularly for Students with Disabilities who experienced an increase rather than the improvement seen in other populations.
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Educational Partners Engaged

The analysis and engagement process involved comprehensive collaboration across all educational partners. The Leadership Team conducted regular data analysis sessions to monitor attendance trends and evaluate intervention effectiveness. Teachers participated through grade-level meetings and Professional Learning Communities, providing classroom-level insights into student attendance patterns and family circumstances affecting participation.

Parents and families were engaged through multiple touchpoints, including Coffee with the Principal sessions, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) discussions where attendance impact on student outcomes was regularly addressed. Students contributed through school climate surveys and informal feedback about barriers to attendance they experienced.

The School Attendance Review Team (SART) process engaged families directly in collaborative problem-solving, including the Family Engagement Manager who connects families with community resources to address attendance barriers. The Director of Special Education participates in the SART team, focusing specifically on identifying root causes of chronic absenteeism for Students with Disabilities and collaborating with families to develop targeted solutions.

Identified Strengths

System-Wide Improvement and Infrastructure

- New LA has demonstrated significant capacity for improvement, with the overall chronic absenteeism rate dropping substantially from 36.41% in March 2024 to 19% in March 2025. This improvement reflects the effectiveness of newly implemented systems and interventions when applied consistently across the school community.
- Multiple student groups, including African American, Hispanic, and Socioeconomically Disadvantaged students, all experienced significant drops in chronic absenteeism rates from 2023 to 2024, indicating that the school's interventions can effectively address attendance barriers when properly implemented and sustained.

Comprehensive Intervention Framework

- New LA has implemented a comprehensive tiered Multi-Tiered System of Supports (MTSS) response to attendance issues, which includes an attendance tracker that connects office staff, teachers, and administrators for early identification and intervention. This systematic approach ensures that attendance concerns are identified quickly and addressed through coordinated efforts across all staff levels.

- Recognition and incentive programs have been established, including monthly perfect attendance awards, weekly class-wide most improved attendance incentives, and excellent attendance awards for students maintaining 96% or higher attendance. These positive reinforcement strategies focus on celebration and proactive engagement rather than punitive responses to absences.
- The School Attendance Review Team (SART) process provides structured support for families experiencing chronic attendance challenges, connecting them with resources to address barriers such as transportation assistance through TAP cards, mental health support, housing security resources, and other community-based services based on family-identified needs.

Communication and Engagement Systems

- Consistent communication strategies have been established, including weekly Friday email communication to all families highlighting attendance importance, monthly attendance updates during Coffee with the Principal sessions, and discussion of attendance impact at every PAC and ELAC meeting. This multi-channel approach ensures that attendance messaging reaches families through various touchpoints and reinforces the importance of consistent school participation.

Greatest Needs

- **Students with Disabilities Attendance Crisis:** The most pressing concern is the alarming trend among Students with Disabilities, who showed a concerning increase of 9.3% in their chronic absentee rate, resulting in a Red performance level on the Dashboard. This trend runs counter to the overall improvement pattern and requires immediate, targeted attention. The increasing rates for Students with Disabilities suggest that current interventions are not adequately addressing the unique barriers this population faces.
- **Persistent Equity Gaps Across Vulnerable Populations:** While several student groups showed improvement, all significant subgroups including African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities continue to have higher chronic absenteeism rates than the overall student population. These persistent disparities indicate that universal interventions, while helpful, are insufficient to address the specific barriers faced by these communities.
- **Attendance Rate Target Shortfall:** According to the LCAP Annual Measurable Outcomes, the school's target for attendance rate (92%) has not been met, with 2023-24 data showing 90.44% compared to the 2022-23 baseline of 91%. While recent data shows improvement to 93.84% Average Daily Attendance, maintaining this progress and ensuring it translates to reduced chronic absenteeism across all student groups remains a significant challenge.

Root Cause Analysis

- **Health-Related and Disability-Specific Barriers:** Students with Disabilities may experience more health issues requiring absences than their peers, and the current systems may not adequately accommodate these health-related absences or provide appropriate alternatives for maintaining educational continuity. The SPED LCAP Action (Goal 1, Action 6) does not indicate whether there are specific strategies to accommodate health-related absences or provide flexible learning options during medical needs, suggesting this may be a significant gap in current support systems.
- **Transportation and Accessibility Challenges:** While the SART process includes transportation assistance through TAP cards, Students with Disabilities may face unique transportation challenges that TAP cards alone cannot address. Specialized transportation needs, medical

appointments during school hours, and accessibility barriers may create additional obstacles that require more comprehensive solutions than currently available.

- **Inadequate Targeted Communication and Support:** New LA has implemented broad communication strategies about attendance importance but may lack tailored approaches for families of Students with Disabilities who may need different types of information and support. Communication about the intersection of disability services, health needs, and attendance expectations may not be adequately addressing the complex situations these families navigate.
- **Insufficient Accommodation of Disability-Related Barriers:** The IEP process includes discussion of attendance for students with high absentee rates, but there appears to be limited evidence of proactive accommodations to prevent attendance issues before they become chronic. The current approach seems reactive rather than preventive, addressing attendance problems after they develop rather than anticipating and mitigating potential barriers.
- **Limited Integration of Attendance Strategies in Special Education Planning:** While the Director of Special Education participates in the SART team, it is unclear if attendance strategies are systematically integrated into IEPs or behavior intervention plans. This suggests that attendance support may not be receiving adequate attention within the special education planning process, where it could be most effectively addressed through individualized accommodations and supports.
- **Staffing Consistency Challenges Impacting Relationships:** The lack of consistent special education staffing may be contributing to attendance challenges, as Students with Disabilities benefit significantly from stable, trusting relationships with their service providers.
- **Post-Pandemic Recovery Complexities:** The ongoing impacts of pandemic-related disruptions may be affecting Students with Disabilities more severely than other populations. Changes in routine, increased health anxieties, and modified service delivery models during remote learning may have created lasting challenges for this population that continue to impact attendance patterns.

Identified Resource Inequities

- **Specialized Support Staff and Training Gaps:** The challenge of maintaining consistent Education Specialist staffing for TK-2 represents a significant resource inequity that directly impacts Students with Disabilities. The unexpected resignation of a resource teacher in December and subsequent difficulty filling the position indicates potential systemic issues in recruiting and retaining qualified special education personnel. This staffing instability disrupts the relationship-building that is essential for supporting attendance among Students with Disabilities. There appears to be insufficient dedicated staff resources specifically focused on improving attendance for Students with Disabilities, and unclear whether staff receive specialized training on addressing the unique attendance barriers faced by this student group. While New LA has general attendance support systems, the specific needs of Students with Disabilities may require specialized expertise that is not currently available.
- **Transportation and Accessibility Resource Limitations:** While transportation assistance through TAP cards is mentioned as part of the SART process, it is unclear if Students with Disabilities have adequate transportation support given their specific needs and increased absenteeism rates. The current transportation support may not address the complex needs of students requiring specialized transportation, medical equipment, or accommodations for disability-related travel challenges.
- **Health and Medical Support Service Gaps:** Although New LA has a Director of Special Education on the SART team to address root causes of chronic absenteeism, the increasing rates for Students with Disabilities suggest that either resources or implementation may be inadequate. There may be insufficient connections to medical and health support services that could help address the health-related barriers that disproportionately affect Students with Disabilities.

- **Family Support and Communication Resource Disparities:** The comprehensive SPED program outlined in the LCAP includes numerous academic supports but has limited specific strategies targeting attendance for Students with Disabilities. There may be resource inequities in providing specialized communication and support to families of Students with Disabilities who may need different types of information and assistance compared to families of general education students.

2025-26 Plan of Action: Evidence-Based Interventions for Students with Disabilities and Vulnerable Student Groups

1. Develop SWD-Specific Attendance Plans and Individualized Support

The plan will establish a systematic approach to creating individual attendance plans as part of the IEP process for Students with Disabilities at risk of chronic absenteeism. These plans will include specific attendance goals and accommodations tailored to each student's disability-related needs, recognizing that traditional attendance interventions may not address the unique barriers faced by this population.

A dedicated attendance monitoring system specifically for Students with Disabilities will be implemented, allowing for more frequent and targeted tracking of attendance patterns. This system will enable early identification of students at risk and provide data to inform individualized interventions before attendance becomes chronically problematic.

Attendance goals and specific accommodations will be integrated into IEPs when appropriate, ensuring that attendance support becomes part of the comprehensive special education planning process rather than an add-on intervention. This integration will help ensure that attendance barriers are addressed through the same individualized lens used for academic and behavioral support.

2. Enhance Transportation and Accessibility Support

New LA will conduct a comprehensive evaluation of transportation needs for Students with Disabilities and develop tailored solutions that extend beyond TAP cards to address the specific challenges this population faces. This may include coordination with specialized transportation services, flexible scheduling for medical appointments, and support for families navigating complex transportation needs.

A buddy system or specialized transportation arrangements will be considered for Students with Disabilities who face particular challenges getting to school. This peer support model can provide both practical assistance and social connection that may improve motivation to attend school regularly.

Morning check-in routines will be established with families of chronically absent Students with Disabilities, providing consistent touchpoints to identify barriers and provide immediate support. These check-ins will be conducted by staff trained in disability awareness and family engagement strategies.

3. Strengthen Health-Related Absence Protocols and Flexible Learning Options

Flexible learning options will be developed for Students with Disabilities during health-related absences, recognizing that this population may experience more frequent medical needs that require absence from school. These options will ensure educational continuity while accommodating necessary health-related absences.

A streamlined process for make-up work and instruction will be created specifically for Students with Disabilities, with clear procedures for maintaining educational progress during extended absences. This process will be individualized based on each student's IEP goals and accommodate different learning needs and styles.

Telehealth options will be implemented when appropriate to reduce full-day absences for medical appointments. Collaboration with healthcare providers will be explored to schedule necessary services in ways that minimize disruption to the school day while ensuring students receive needed medical support.

4. Enhance Communication and Family Support Systems

Specialized communication protocols will be developed for families of Students with Disabilities regarding attendance expectations, accommodations, and available support services. These communications will be tailored to address the unique concerns and challenges faced by families navigating both educational and disability-related systems.

A parent support group focused on overcoming attendance barriers will be created specifically for families of Students with Disabilities. This group will provide peer support, resource sharing, and collaborative problem-solving opportunities for families facing similar challenges.

Home visits will be implemented specifically targeted to families of chronically absent Students with Disabilities, providing intensive, individualized support to address complex barriers that may not be resolved through school-based interventions alone. These visits will be conducted by staff with expertise in both attendance support and disability services.

5. Build Staff Capacity and Specialized Expertise

Professional development will be provided on the intersection of disability and attendance, helping all staff understand the complex factors that may contribute to attendance challenges among Students with Disabilities. This training will address both the practical and systemic barriers this population faces.

Special education staff will receive targeted training on effective attendance intervention strategies that are evidence-based and appropriate for students with various disability categories. This specialized training will ensure that attendance support is provided by staff with expertise in both attendance intervention and disability services.

A specialized attendance team will be established with representation from special education staff, ensuring that Students with Disabilities receive coordinated support that addresses both their educational and attendance needs. This team will meet regularly to review data, coordinate interventions, and ensure that attendance support is integrated with other special education services.

6. Implement Data-Driven Monitoring and Early Intervention Systems

An early warning system will be created to identify Students with Disabilities at risk of chronic absenteeism before patterns become entrenched. This system will use multiple data points including attendance trends, health-related absences, and family circumstances to predict and prevent attendance crises.

Monthly data review meetings will be established focused specifically on Students with Disabilities attendance, providing regular opportunities to evaluate intervention effectiveness and make necessary adjustments. These meetings will include special education staff, general education teachers, and administrative team members.

Differentiated intervention protocols will be developed based on disability category and attendance patterns, recognizing that different types of disabilities may create different attendance barriers requiring different intervention approaches. These protocols will be evidence-based and tailored to the specific needs of various disability populations.

7. Enhance Incentive and Recognition Programs for All Vulnerable Populations

Attendance incentives will be developed specifically designed to motivate Students with Disabilities, taking into account their individual needs, interests, and accommodation requirements. These incentives will be meaningful to this population and accessible regardless of disability type or severity.

Improved attendance for Students with Disabilities will be recognized through celebrations and rewards that acknowledge progress rather than only perfect attendance, understanding that health-related absences may be unavoidable for some students. This approach will focus on improvement and effort rather than absolute attendance rates.

Peer mentoring programs will be implemented to promote attendance among Students with Disabilities, pairing students with attendance challenges with successful peer mentors who can provide both academic and social support. These programs will be carefully structured to ensure positive interactions and meaningful support.

8. Leverage Community Resources and Partnerships

Partnerships will be established with community health providers to address medical barriers to attendance, ensuring that Students with Disabilities have access to health services that support regular school participation. These partnerships may include school-based health services, mobile clinics, or coordinated care arrangements.

Families of Students with Disabilities will be connected with community resources for additional support beyond what the school can provide directly. This may include disability advocacy organizations, respite care services, family support groups, and other community-based resources that can help address attendance barriers.

Collaboration with disability advocacy organizations will be developed to establish best practices for supporting attendance among Students with Disabilities. These partnerships will provide access to specialized expertise and evidence-based interventions that have been successful with similar populations.

ELA Academic Indicator: Needs Assessment

New Los Angeles Charter Elementary School's 2024 California School Dashboard report reveals concerning performance in English Language Arts, with the school earning an **Orange** performance level and an average Distance from Standard (DFS) of -28.3 for the All Students group. This performance falls significantly below the state average of -13.2 and represents a decline from the previous school year (-25.3). Most concerning is that all numerically significant student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, also received Orange performance levels, indicating systemic challenges in ELA instruction and achievement across the school.

Data Analyzed

The comprehensive analysis of ELA performance incorporated multiple data sources to understand student achievement patterns and instructional effectiveness. ELA CAASPP results served as the primary indicator of student performance relative to state standards, while iReady Reading diagnostic assessments administered three times per year provided detailed progress monitoring data and growth trajectories for individual students and student groups.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments were administered three times per year to monitor early literacy development and identify students needing additional support in foundational reading skills. F-IABs and IABs for ELA in grades 3-5 provided interim assessment data aligned to state standards, while Simplify Writing Pre and Post Unit Assessments for grades K-5 offered insights into writing development and curriculum effectiveness.

The data analysis included disaggregation by student groups to identify achievement gaps and patterns of performance decline. Local formative assessment results were examined alongside standardized measures to provide a comprehensive view of student learning and instructional impact. Professional Learning Community discussions and classroom observation data contributed qualitative insights into instructional implementation and student engagement.

Educational Partners Engaged

The analysis and engagement process involved comprehensive collaboration across multiple stakeholder groups to ensure diverse perspectives informed the assessment. The Leadership Team conducted regular data analysis sessions, working closely with the Curriculum & Assessment Committee and grade cluster leads to examine both school-wide trends and classroom-level implementation challenges.

Teachers participated through monthly principal meetings with Grade Cluster Leads and ongoing Professional Learning Community work focused on analyzing student work and setting instructional goals. New LA's PBIS Committee contributed insights into the intersection of student behavior, engagement, and academic achievement in ELA.

Parents and families were engaged through various touchpoints, including surveys, Parent Advisory Committee meetings, and English Learner Advisory Committee discussions that specifically addressed ELA achievement gaps among English Learners. Students contributed through academic performance data, engagement surveys, and informal feedback about their learning experiences in ELA instruction.

Educational partners consistently emphasized the need for continued focus on writing instruction, with teachers expressing satisfaction with the newly implemented Simplify Writing curriculum while noting the need for ongoing support and professional development to maximize its effectiveness.

Identified Strengths

- **Assessment and Data Systems Foundation:** New LA has established comprehensive assessment systems that provide robust data for instructional planning and intervention. The combination of iReady Reading and Math administered three times per year, DIBELS assessments for early literacy monitoring, and various formative measures creates multiple data points for understanding student progress and making informed instructional decisions. Teachers participated in Professional Learning Communities with dedicated time focused on writing goals and analyzing student work, demonstrating a commitment to collaborative improvement and data-driven instruction. This systematic approach to examining student learning provides a foundation for targeted intervention and instructional adjustment.
 - **Multi-Tiered Support Structure:** New LA has implemented a multi-tiered system of supports (MTSS) with Tier 2 small group instruction in reading provided by classroom teachers and Teacher Associates. This structure enables differentiated support for students at various achievement levels while maintaining focus on grade-level standards and expectations. Struggling learners have access to supplemental intervention platforms including iReady and after-school tutoring through the Expanded Learning Opportunities Program (ELOP) that extends support beyond the regular school day. Summer programming provides additional recovery and acceleration opportunities for students who need extended learning time.
 - **Curriculum and Professional Development Initiatives:** New LA is in year two of implementing a new reading curriculum, allowing teachers to refine and improve their instruction as they become more familiar with the materials and approaches. This growing familiarity provides a foundation for more effective implementation and student support. The recent implementation of Simplify Writing curriculum represents a significant investment in addressing identified gaps in writing instruction. Teachers have expressed high satisfaction with this curriculum, noting improvements in student writing stamina and clarity, indicating that targeted curriculum adoption can produce positive results.
 - **English Learner Support Strengths:** Despite overall performance concerns, English Learners at New Los Angeles Charter Elementary continue to outperform both state and district averages in ELA, suggesting that the foundational approaches for supporting this population have merit. New LA has a structured English Language Development program that includes both designated and integrated ELD instruction, providing multiple pathways for language and literacy development.
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Greatest Needs

Significant Achievement Gaps and Performance Decline

- The most pressing concern is New LA's ELA performance of -28.3 DFS, which falls significantly below the state average of -13.2 and represents a concerning gap in student achievement relative to grade-level standards. This gap indicates that students are performing more than a quarter of a year behind expected grade-level performance, creating cumulative deficits that become increasingly difficult to address as students advance through grade levels.

- The decline from the previous school year (-25.3 to -28.3) indicates that rather than improving, ELA performance is moving in the wrong direction despite various intervention efforts. This trend suggests that current instructional approaches and support systems are insufficient to meet student needs and close achievement gaps.

Disproportionate Impact on Vulnerable Student Groups

- All numerically significant student groups received Orange performance levels, indicating that achievement gaps are not limited to specific populations but represent systemic challenges affecting multiple vulnerable groups. The Hispanic student group experienced a particularly significant decline of 19.1 points, negating the previous year's growth and representing the largest performance drop among student groups.
- English Learners showed a decline in DFS of 10.1 points from 2023, despite continuing to outperform state and district averages for this subgroup. This decline is particularly concerning because English Learners represent a significant portion of the school population, and their success is critical to overall school achievement.
- Students with Disabilities experienced a substantial decline of 39.6 points, erasing previous gains and indicating that current inclusive practices and specialized support may not be adequately meeting their literacy needs. This dramatic decline suggests that the intersection of special education services and ELA instruction requires immediate attention and systematic review.

Reading Growth Disparities and Intervention Effectiveness

- According to local iReady diagnostic data, English Learners achieved only 55% of expected annual growth in Reading, significantly lower than other student groups and the school-wide average of 94%. This disparity indicates that while reading instruction is effective for most students, it is not adequately addressing the specific needs of English Learners who require integrated language and literacy development.
- The gap between different student groups' growth rates suggests that current differentiation strategies and targeted interventions are not sufficiently addressing the varied learning needs across the student population, particularly for students who are simultaneously developing English proficiency and literacy skills.

Root Cause Analysis

- **Curriculum Implementation Challenges and Transition Effects:** New LA is in year two of implementing a new reading curriculum, which may be contributing to an implementation dip as teachers adjust to new materials and instructional approaches. While familiarity is growing, the transition period may have created inconsistencies in instruction that contributed to the performance decline during the 2023-24 school year. The implementation of Simplify Writing curriculum is described as a current initiative, suggesting that structured writing instruction may have been insufficient or inconsistent in previous years, particularly affecting performance on writing-related assessment components that are integral to overall ELA achievement.
- **Limited Differentiation and Universal Design Implementation:** The Universal Design for Learning professional development program with Open Access is described as having "begun" this year, indicating that teachers may not have had adequate strategies to differentiate instruction for diverse learners during the period reflected in the 2024 Dashboard results. This gap in differentiation capacity particularly affects vulnerable student groups who require additional scaffolds and supports to access grade-level content. The multi-year nature of the

UDL training suggests that effective differentiation strategies are complex and require sustained professional development, indicating that previous years may have lacked the systematic approach to meeting diverse learning needs that is now being developed.

- **Insufficient Language Development Support in Literacy Instruction:** English Learners achieved only 55% of expected annual growth in Reading according to iReady assessments, significantly lower than other student groups and the school-wide average of 94%. This disparity suggests inadequate language development support integrated within literacy instruction, particularly affecting performance on language-heavy tasks that are central to ELA achievement. The significant performance gap between English Learners' reading growth and their mathematics growth (90% of expected annual growth) indicates that language demands in literacy instruction are not being adequately addressed through scaffolding, vocabulary development, or other language support strategies.
- **Intervention Implementation Inconsistency:** While New LA has established systems for identifying students for reading support based on DIBELS and iReady performance, the declining results suggest potential inconsistencies in intervention implementation or insufficient intervention intensity. The availability of Tier 2 support does not guarantee consistent, high-quality implementation across all classrooms and student groups. Teacher Associates provide tiered support during the instructional day, but the effectiveness of this support may be limited by factors such as training, consistency of implementation, or alignment with core instructional practices.
- **Post-Pandemic Learning Recovery Challenges:** The LCAP references the need to "address students that continue to struggle academically post-pandemic," suggesting ongoing impacts from pandemic-related learning disruptions that may be particularly affecting literacy development. Remote learning may have disproportionately impacted students' access to rich literacy environments, peer interaction, and intensive reading instruction that are essential for developing strong ELA skills. Certain student groups, particularly English Learners and Socioeconomically Disadvantaged students, may have faced additional barriers during remote learning periods, including limited access to books, quiet study spaces, or family support for reading development, creating learning gaps that persist in current achievement patterns.
- **Professional Development and Capacity Building Gaps:** The timing of various professional development initiatives suggests that teachers may not have had adequate preparation to serve diverse learners effectively during the period reflected in the 2024 Dashboard results. The recent implementation of UDL training, structured writing curriculum, and other capacity-building efforts indicates previous gaps in teacher preparation and support. The emphasis on collaborative analysis of student work and writing goals in Professional Learning Communities appears to be a relatively recent focus, suggesting that systematic examination of student learning and instructional effectiveness may not have been consistently implemented in previous years.

Identified Resource Inequities

- **Professional Development and Training Resource Disparities:** The multi-year professional development program with Open Access on Universal Design for Learning is described as having "begun" this year, indicating that teachers may not have previously had adequate resources and training for differentiating ELA instruction specifically for diverse learners. This gap in professional learning likely contributed to inconsistent implementation of effective literacy strategies across classrooms and student groups. The recent focus on structured writing instruction through the Simplify Writing curriculum implementation suggests this was a resource gap in previous years that may have contributed to current performance issues, particularly affecting students who need explicit instruction in writing conventions and academic language structures.
- **Targeted Intervention and Support Resource Limitations:** The significant performance gaps among student groups, particularly the low growth rate for English Learners (55%) compared to other groups, suggest potential inequitable distribution of targeted resources and supports for literacy development. While New LA provides Tier 2 intervention structures, there may be insufficient specialized resources specifically

designed to address the unique needs of students who are simultaneously developing language skills and literacy competencies. The dramatic decline for Students with Disabilities (-39.6 points) suggests possible inequities in specialized instructional resources, accommodations implementation, or staffing allocation to support their specific learning needs in ELA. The intersection of special education services and literacy instruction may require additional resources that are not currently available.

- **Curriculum and Instructional Materials Equity Issues:** The delayed implementation of structured writing curriculum represents a resource gap that may have contributed to current performance issues, particularly affecting students who need systematic instruction in writing skills that are integral to overall ELA achievement. The timing of curriculum adoption suggests that students may have experienced inconsistent or inadequate writing instruction in previous years. While New LA has comprehensive assessment systems in place, the effectiveness of these tools depends on teacher capacity to use data for instructional decision-making. Resource inequities in data analysis training or time for collaborative examination of student work may limit the impact of assessment data on improving instruction.
- **Extended Learning and Support Service Disparities:** After-school tutoring is provided through ELOP but appears to be limited in scope based on available staffing and student participation. The current cycle focuses only on specific grade levels and subjects, suggesting potential inequities in access to extended learning time for ELA support across all students who might benefit from additional instruction. The availability and effectiveness of summer programming for literacy support may vary based on student participation and family access, potentially creating inequities in recovery and acceleration opportunities for students who need extended learning time to close achievement gaps.

2025-26 Plan of Action: Evidence-Based Interventions for ELA Achievement

1. Strengthen Core ELA Instruction Through Systematic Implementation

The plan will conduct a comprehensive audit of the reading curriculum implementation to identify and address gaps in consistent, high-quality instruction across all grade levels. This audit will examine lesson delivery, student engagement, assessment integration, and differentiation practices to ensure that all students receive effective literacy instruction aligned to their needs and grade-level standards.

Clear instructional non-negotiables for ELA instruction will be established, including dedicated time for all literacy components such as phonics, fluency, vocabulary, comprehension, and writing. These non-negotiables will ensure consistency across classrooms while allowing for appropriate differentiation based on student needs and learning profiles.

The implementation of Simplify Writing curriculum will be ensured across all grade levels with systematic monitoring of fidelity and effectiveness. Regular classroom walkthroughs focused on ELA instruction will provide immediate feedback cycles to support teacher growth and ensure that curriculum implementation produces the intended student outcomes.

2. Enhance Differentiation Through Universal Design for Learning

The UDL implementation will be accelerated and deepened with targeted coaching support to ensure that all teachers have practical strategies for providing multiple means of representation, engagement, and expression in ELA instruction. This systematic approach will particularly benefit English Learners, Students with Disabilities, and other vulnerable populations who require additional scaffolds to access grade-level content.

Grade-level exemplars of UDL-designed ELA lessons will be created that address common standards and provide concrete models for effective differentiation. These exemplars will be developed collaboratively and shared across grade levels to ensure consistency and quality in differentiated instruction implementation.

Peer observation cycles focused on differentiation strategies will be established, allowing teachers to learn from one another and build collective capacity for meeting diverse learning needs. A UDL resource library will be developed with specific tools and strategies for ELA instruction, providing teachers with immediately usable resources for differentiation.

3. Target Support for High-Need Student Groups

Specialized instructional strategies will be developed for Hispanic students, focusing on culturally responsive teaching practices that honor students' cultural and linguistic assets while accelerating academic achievement. These strategies will address both academic and engagement factors that may be contributing to the significant performance decline experienced by this population.

A comprehensive language development framework for English Learners will be created that bridges core ELA instruction and designated ELD, ensuring that language development is integrated throughout the literacy block rather than isolated to specific instructional times. This framework will address the specific needs of English Learners who are simultaneously acquiring English proficiency and literacy skills.

Collaborative planning time will be established between general education and special education teachers to ensure appropriate accommodations for Students with Disabilities in ELA instruction. This collaboration will focus on developing systematic approaches to providing access to grade-level content while addressing individual learning needs identified in IEPs.

Progress monitoring protocols specific to each high-need student group will be implemented, allowing for early identification of students who are not responding to interventions and enabling timely adjustments to instructional approaches and support intensity.

4. Strengthen Multi-Tiered System of Supports Implementation

Criteria for Tier 2 and Tier 3 intervention placement will be refined with clear entry and exit procedures that ensure students receive appropriate levels of support based on their demonstrated needs. These criteria will be consistently applied across all classrooms and regularly reviewed to ensure effectiveness.

Fidelity checks for intervention implementation will be conducted across all tiers to ensure that students are receiving high-quality, evidence-based support that is likely to produce meaningful learning gains. Professional development on evidence-based reading intervention strategies will be provided to all staff delivering tiered support.

Intervention data review cycles will be established with clear protocols for adjusting supports based on student response to intervention. These cycles will occur regularly and involve all staff working with struggling readers to ensure coordinated and effective support.

5. Enhance Professional Learning Communities and Collaborative Practice

PLC time will be structured to include regular analysis of student work using protocols focused on writing and reading comprehension development. This systematic examination of student learning will enable teachers to identify effective practices and make informed adjustments to instruction based on evidence of student understanding.

Lesson study cycles focused on high-leverage ELA instructional practices will be implemented, allowing teachers to collaboratively plan, observe, and refine instruction based on student response. These cycles will focus on practices that have the greatest impact on student learning and can be implemented across diverse learning environments.

Teacher capacity to analyze formative assessment data and make immediate instructional adjustments will be developed through ongoing professional learning and coaching support. Cross-grade articulation will be established to ensure vertical alignment of ELA instruction and smooth transitions between grade levels.

6. Strengthen Assessment and Data Systems

Regular short-cycle assessments aligned to priority ELA standards will be implemented to provide frequent feedback on student progress and instructional effectiveness. These assessments will be designed to inform instruction rather than simply measure achievement, enabling teachers to make real-time adjustments to support student learning.

Data visualization tools will be developed that make student performance patterns immediately visible to teachers, enabling quick identification of students needing additional support or instructional adjustments. Student-friendly progress tracking tools will be created to increase student ownership of learning and goal setting.

Data conferences between teachers and instructional leaders will be established following benchmark assessments, providing structured opportunities to analyze results, identify trends, and plan targeted interventions based on specific areas of need identified through assessment data.

7. Engage Families as Partners in Literacy Development

Family literacy workshops will be developed that provide strategies for supporting reading and writing at home, recognizing that family engagement significantly impacts student achievement in ELA. These workshops will be tailored to meet the needs of diverse families and will provide practical tools that families can use to support their children's literacy development.

Grade-level literacy activity kits will be created that can be sent home with students, providing families with structured activities and resources to support learning outside of school hours. Regular communication about curriculum focus areas and how families can support specific skills will be established.

Student-led conferences focused on literacy goals and progress will be implemented, enabling students to share their learning with families and set goals for continued growth. This approach increases student ownership while engaging families as partners in the learning process.

Metrics for Progress Monitoring

Progress will be measured through multiple assessment tools that provide both formative and summative data on student achievement and growth. ELA CAASPP results will serve as the primary annual indicator of student performance relative to state standards, while iReady Reading assessments administered three times per year will track individual and group progress toward annual growth targets.

DIBELS assessments will continue to monitor early literacy development and identify students needing foundational skill support, while formative and summative assessments aligned to curriculum units will provide ongoing feedback on student learning and instructional effectiveness.

Writing development will be monitored through Simplify Writing assessments and student work analysis conducted during Professional Learning Communities. Progress monitoring for intervention students will occur more frequently to ensure that targeted support is producing expected learning gains.

Math Academic Indicator: Needs Assessment

New Los Angeles Charter Elementary School's 2024 California School Dashboard report reveals persistent challenges in mathematics achievement, with the school earning an **Orange** performance level and an average Distance from Standard (DFS) of -48.5 for the All Students group. While this performance exceeds LAUSD's average of -60.4, it falls slightly below the state average of -47.6 and represents a minimal decline from the previous school year (-48.4). All numerically significant student groups, including Hispanic students, Students with Disabilities, and English Learners, received Orange performance levels, indicating systemic challenges in mathematics instruction and achievement that require comprehensive intervention.

Data Analyzed

- The comprehensive analysis of mathematics performance incorporated multiple data sources to understand student achievement patterns and instructional effectiveness across grade levels and student populations. Math CAASPP results served as the primary indicator of student performance relative to state standards, providing annual data on student proficiency and growth toward grade-level expectations.
- iReady Math diagnostic assessments administered three times per year provided detailed progress monitoring data and growth trajectories for individual students and student groups, enabling teachers to track progress toward annual growth targets and identify students needing additional support. Kickstart Number Sense screener assessments for grades K-2 offered insights into foundational mathematical reasoning and fundamental skills development in the early grades.
- F-IABs and IABs for Math in grades 3-5 provided interim assessment data aligned to state standards, while local formative assessments generated during Professional Learning Community work contributed ongoing feedback on student understanding and instructional effectiveness. Teachers analyzed student math work during data meetings to identify gaps and plan reteaching opportunities based on specific areas of need.
- The data analysis included systematic disaggregation by student groups to identify achievement gaps and patterns of performance decline, particularly focusing on the significant declines experienced by Hispanic students and Students with Disabilities. Professional Learning Community discussions and classroom observation data contributed qualitative insights into instructional implementation and student engagement with mathematical concepts.

Educational Partners Engaged

The analysis and engagement process involved comprehensive collaboration across multiple stakeholder groups to ensure diverse perspectives informed the mathematical needs assessment. The Leadership Team conducted regular data analysis sessions, working closely with grade cluster leads and the Curriculum & Assessment Committee to examine both school-wide trends and classroom-level implementation challenges in mathematics instruction.

Teachers participated through monthly principal meetings and ongoing Professional Learning Community work focused on analyzing student math work and identifying instructional adjustments needed to support student learning. Grade-level teams collaborated to examine student performance data and coordinate intervention strategies across classrooms serving similar student populations.

Parents and families were engaged through various touchpoints, including surveys about student learning experiences, Parent Advisory Committee meetings that addressed academic achievement, and English Learner Advisory Committee discussions that specifically examined mathematics achievement gaps among English Learners and strategies for supporting mathematical learning at home.

Students contributed through academic performance data, engagement feedback about mathematics instruction, and informal observations about their learning experiences in mathematics classrooms. Educational partners consistently emphasized the need for continued focus on increasing the rigor of mathematics instruction while ensuring that all students have access to grade-level mathematical concepts and problem-solving opportunities.

Identified Strengths

- **Comparative Performance and System Infrastructure:** New Los Angeles Charter Elementary School is outperforming LAUSD in mathematics with a DFS of -48.5 compared to LAUSD's -60.4, demonstrating stronger performance than the surrounding district and indicating that New LA's mathematical instructional approaches have relative merit. New LA's math performance (-48.5) is very close to the state average (-47.6), showing that despite challenges, the school is maintaining near-parity with statewide performance. According to local iReady diagnostic data, overall student progress in math was 92% of expected annual growth, coming very close to meeting the full growth target and indicating that the mathematical instructional program is generally effective in supporting student learning across the school population.
- **Strong Growth Among Specific Student Groups:** Several student groups showed strong growth metrics in math according to iReady diagnostic assessments, demonstrating that effective mathematical instruction can serve diverse learners when appropriately implemented. American Indian/Alaska Native students achieved 108% of expected annual growth, exceeding growth targets and indicating highly effective instruction for this population. Black/African American students achieved 97% of annual growth, Hispanic/Latinx students achieved 96% of annual growth, and Socioeconomically Disadvantaged students achieved 96% of annual growth, all coming very close to meeting full growth expectations. Students With Disabilities achieved 96% of annual growth, indicating that inclusive mathematical practices can effectively serve this population when properly implemented.
- **Assessment and Data Systems Foundation:** New LA has implemented comprehensive assessment systems including iReady Math administered three times per year, Kickstart Number sense screener assessments for K-2, and F-IABs and IABs for Math in grades 3-5. These multiple assessment tools provide robust data for instructional planning, progress monitoring, and intervention decision-making. Teachers are focused on increasing the rigor of math instruction, including multi-step problem solving and pulling information from multiple sources to

solve problems, indicating a commitment to developing higher order thinking skills and mathematical reasoning rather than focusing solely on computational fluency.

- **Multi-Tiered Support Structure and Intervention Systems:** New LA has implemented a multi-tiered system of supports (MTSS) with Tier 1 and Tier 2 intervention in small groups in the classroom, providing differentiated support for students at various achievement levels while maintaining focus on grade-level standards. Teacher Associates provide tiered support during the instructional day, extending the reach of targeted intervention beyond classroom teachers alone. After-school tutoring is provided through the Expanded Learning Opportunities Program (ELOP), with the current cycle focusing on mathematics for 2nd and 5th grade students identified through mid-year iReady data. This targeted approach ensures that students with the greatest need receive additional support beyond the regular instructional day.

Greatest Needs

Persistent Achievement Gaps and Below-Standard Performance

- The most pressing concern is that both schoolwide and all numerically significant student groups remain significantly below standard in mathematics achievement, with the school's DFS of -48.5 indicating that students are performing nearly half a year behind expected grade-level performance. This substantial gap creates cumulative deficits that become increasingly difficult to address as students advance through grade levels and encounter more complex mathematical concepts.
- All numerically significant student groups received Orange performance levels, reflecting a decline from the Yellow performance levels achieved in 2023 and indicating that mathematical achievement gaps are not limited to specific populations but represent systemic challenges affecting multiple vulnerable groups across the school.

Significant Performance Declines Among Vulnerable Populations

- The Hispanic student group experienced a significant decline in achievement of 16.9 points compared to the previous year, representing the largest performance drop among student groups and indicating that current instructional approaches may not be adequately serving this substantial portion of the school population.
- Students with Disabilities declined by 17.7 points in mathematics performance, suggesting that inclusive practices and specialized mathematical support may not be effectively meeting their learning needs. This decline is particularly concerning because it indicates that the intersection of special education services and mathematics instruction requires systematic review and improvement.
- English Learners showed a slight decline of 2.2 points, and while their decline was less severe than other student groups, their continued challenge in mathematics suggests potential gaps in supporting the language demands of mathematical instruction and ensuring that English Learners can access mathematical concepts while developing English proficiency.

Gap Between Current Performance and State Expectations

- While New LA is close to the state average in math, both remain significantly below standard, indicating substantial work is still needed to bring students to grade-level proficiency in mathematics. The proximity to state averages may mask the reality that mathematical achievement across California remains below expectations for student success.
- The gap between the performance of specific student groups and the All Students group suggests inequitable outcomes that need to be addressed through targeted intervention and differentiated instructional approaches that ensure all students have access to high-quality mathematical education.

Root Cause Analysis

Inconsistent Implementation of Rigorous Mathematics Instruction

- While New LA reports a focus on increasing the rigor of math instruction, the implementation may be inconsistent across classrooms, resulting in uneven outcomes for students. The emphasis on "multi-step problems and pulling information from multiple sources" may be a relatively new initiative that hasn't yet yielded consistent results across all grade levels and student populations.
- The Universal Design for Learning training is a new initiative that teachers are still applying to math instruction, suggesting that in the previous year reflected in the 2024 Dashboard, teachers may not have had adequate strategies to differentiate mathematics instruction effectively, particularly affecting Hispanic students and Students with Disabilities who showed the largest declines.

Limited Differentiation for Diverse Learners in Mathematics

- The UDL training is a new initiative that teachers are still applying to math instruction, indicating that during the period reflected in the 2024 Dashboard results, teachers may not have had adequate strategies to differentiate mathematics instruction for diverse learners. This gap in differentiation capacity particularly affects vulnerable student groups who require additional scaffolds and supports to access grade-level mathematical concepts.
- The multi-year nature of the UDL professional development suggests that effective differentiation in mathematics is complex and requires sustained support, indicating that previous years may have lacked the systematic approach to meeting diverse learning needs in mathematical instruction that is now being developed.

Inadequate Support for Language Development in Mathematics

- Although the decline for English Learners was relatively small, their continued challenge in mathematics suggests potential gaps in supporting the language demands of mathematical instruction. New LA is committed to a continued focus on best practices for designated and integrated ELD to support our English Learners in the math block," but implementation may be inconsistent across classrooms and grade levels.
- Mathematical language development requires specific attention to vocabulary, discourse patterns, and communication strategies that may not be systematically addressed in current instructional approaches, particularly affecting English Learners who must simultaneously develop mathematical understanding and English language proficiency.

Gaps in Addressing Foundational Math Skills

- The decline in performance for multiple student groups suggests potential gaps in systematically addressing foundational math skills that students may be missing. The Kickstart Number sense screener is administered to K-2 students, but it's unclear how comprehensive the approach is for addressing foundational gaps for older students who may lack essential mathematical building blocks.
- New LA's approach to supporting students who enter with gaps in foundational mathematical understanding may not be sufficiently systematic or intensive to address the cumulative nature of mathematical learning, where early gaps compound over time and create barriers to accessing grade-level content.

Insufficient Intensity of Intervention for Struggling Learners

- While New LA has systems for Tier 2 intervention, the declining results for specific student groups suggest that the intervention may not be sufficiently intensive or targeted to address their specific learning needs in mathematics. The availability of intervention does not guarantee that it is appropriately designed or implemented to produce meaningful learning gains.
- After-school tutoring appears to be limited in scope, with the current cycle focusing only on mathematics for 2nd and 5th grade students, suggesting potential inequities in access to extended learning time for mathematics across all students who might benefit from additional instruction.

Post-Pandemic Recovery Challenges in Mathematical Learning

- The continues to be ongoing impacts from pandemic-related learning disruptions that may be affecting certain student groups more severely in mathematics. Remote learning may have particularly impacted hands-on mathematical learning, peer collaboration, and teacher-guided problem-solving that are essential for developing mathematical understanding.
- Mathematical learning often requires immediate feedback, collaborative problem-solving, and manipulative use that may have been difficult to replicate in remote learning environments, creating learning gaps that persist in current achievement patterns and disproportionately affect vulnerable student populations.

Identified Resource Inequities

Professional Development and Differentiation Training Gaps

- The multi-year professional development program with Open Access on Universal Design for Learning is a new initiative, indicating that teachers may not have previously had adequate resources and training for differentiating mathematics instruction specifically for diverse learners. This gap in professional learning likely contributed to inconsistent implementation of effective mathematical strategies across classrooms and student groups.
- The emphasis on increasing rigor in mathematics instruction may represent a recent focus that teachers are still developing, suggesting that previous professional development may not have adequately prepared teachers to provide both rigorous and accessible mathematical instruction for all learners.

Targeted Intervention and Support Resource Limitations

- The significant performance gaps among student groups, particularly the large declines for Hispanic students and Students with Disabilities, suggest potential inequitable distribution of targeted resources and interventions specifically designed for mathematics learning. While New LA provides Tier 2 intervention structures, there may be insufficient specialized resources that address the unique needs of different student populations in mathematics.
- New LA's approach to supporting English Learners in mathematics may not be sufficiently addressing their unique language and conceptual development needs, as evidenced by their continued decline, albeit a minor one. Specialized mathematical interventions that integrate language development with mathematical concept development may be lacking.

Extended Learning and Tutoring Access Inequities

- After-school tutoring is provided as part of ELOP, but appears to be limited in scope, with the current cycle focusing only on mathematics for 2nd and 5th grade students identified through mid-year iReady data. This suggests potential inequities in access to extended learning time for mathematics, with students in other grade levels having limited access to additional mathematical support.
- The availability and effectiveness of summer programming for mathematics support varies based on student participation and family access, potentially creating inequities in recovery and acceleration opportunities for students who need extended learning time to close mathematical achievement gaps.

Foundational Skills Assessment and Intervention Resource Gaps

- While the Kickstart Number sense screener is used for K-2 students, there appears to be limited systematic assessment and intervention for foundational mathematical gaps in older students. The declining performance across multiple student groups suggests that students may lack essential mathematical building blocks, but New LA may not have adequate resources to identify and address these gaps systematically.
- The absence of comprehensive foundational skills support for students beyond grade 2 may represent a significant resource inequity, particularly affecting students who enter the school with mathematical gaps or who develop learning difficulties that are not identified and addressed promptly.

2025-26 Plan of Action: Evidence-Based Interventions for Mathematics Achievement

1. Strengthen Core Mathematics Instruction Through Systematic Implementation

The plan will conduct a comprehensive audit of mathematics instruction across all grade levels to identify and address gaps in consistent, high-quality instruction that serves all learners effectively. This audit will examine lesson delivery, mathematical discourse, problem-solving opportunities, and differentiation practices to ensure that all students receive effective mathematical instruction aligned to their needs and grade-level standards.

Clear instructional non-negotiables for math instruction will be established, including balanced attention to conceptual understanding, procedural fluency, and application of mathematical knowledge. These non-negotiables will ensure consistency across classrooms while providing flexibility for appropriate differentiation based on student learning needs and mathematical development.

A structured approach to mental math and number talks will be implemented to build computational fluency and mathematical reasoning across all grade levels. A coherent scope and sequence for mathematical language development will be developed to ensure that students develop the vocabulary and communication skills necessary for mathematical success across grade levels.

2. Enhance Differentiation Through Universal Design for Learning

The UDL implementation will be deepened specifically for mathematics instruction, ensuring that teachers have practical strategies for providing multiple means of representation, engagement, and expression in mathematical learning. This systematic approach will particularly benefit Hispanic students, Students with Disabilities, and English Learners who require additional scaffolds to access grade-level mathematical concepts.

Grade-level exemplars of UDL-designed math lessons will be created that address priority standards and provide concrete models for effective differentiation in mathematical instruction. These exemplars will demonstrate how to provide access to rigorous mathematical content while supporting diverse learning needs and styles.

Peer observation cycles focused on differentiation strategies in mathematics will be established, allowing teachers to learn from one another and build collective capacity for meeting diverse learning needs in mathematical instruction. A math-specific UDL resource library will be developed with scaffolds and extensions for key mathematical concepts across grade levels.

3. Target Support for High-Need Student Groups

Specialized math intervention protocols will be developed for Hispanic students focused on areas of greatest need, incorporating culturally responsive teaching practices that build on students' mathematical thinking and problem-solving strengths while addressing specific skill gaps identified through assessment data.

A comprehensive language development framework specific to mathematics will be created for English Learners, ensuring that mathematical language development is systematically addressed throughout mathematical instruction rather than treated as a separate component. This framework will address the unique challenges of learning mathematical concepts while developing English proficiency.

Collaborative planning time will be established between general education and special education teachers to ensure appropriate accommodations and modifications for Students with Disabilities in mathematics instruction. This collaboration will focus on developing systematic approaches to providing access to grade-level mathematical content while addressing individual learning needs identified in IEPs.

Progress monitoring protocols specific to each high-need student group in mathematics will be implemented, allowing for early identification of students who are not responding to interventions and enabling timely adjustments to instructional approaches and support intensity.

4. Strengthen Multi-Tiered System of Supports Implementation for Mathematics

Criteria for Tier 2 and Tier 3 math intervention placement will be refined with clear entry and exit procedures that ensure students receive appropriate levels of mathematical support based on their demonstrated needs. These criteria will be consistently applied across all classrooms and regularly reviewed to ensure effectiveness.

Fidelity checks for math intervention implementation will be conducted across all tiers to ensure that students are receiving high-quality, evidence-based mathematical support that is likely to produce meaningful learning gains. Professional development on evidence-based mathematics intervention strategies will be provided to all staff delivering tiered mathematical support.

Intervention data review cycles focused specifically on mathematics will be established with clear protocols for adjusting supports based on student response to mathematical intervention. These cycles will occur regularly and involve all staff working with students struggling in mathematics to ensure coordinated and effective support.

5. Address Foundational Math Skills Gaps Systematically

The use of the Kickstart Number sense screener will be expanded beyond K-2 to identify foundational gaps in older students who may lack essential mathematical building blocks. This expanded screening will enable identification of students who need foundational skill support regardless of their current grade level.

Targeted intervention protocols will be developed for specific foundational math skills, providing systematic support for students who lack essential mathematical concepts and procedures. These interventions will be designed to address gaps efficiently while ensuring students continue to access grade-level mathematical content.

Systematic fluency practice will be implemented throughout the instructional day, providing regular opportunities for students to develop computational skills and mathematical reasoning. Adaptive learning pathways will be created for students to address individual skill gaps while building toward grade-level mathematical proficiency.

6. Enhance Professional Learning Communities and Collaborative Practice

PLC time will be structured to include regular analysis of student work in mathematics using protocols that focus on mathematical reasoning, problem-solving strategies, and conceptual understanding. This systematic examination of student mathematical thinking will enable teachers to identify effective practices and make informed adjustments to instruction.

Lesson study cycles focused on high-leverage mathematics instructional practices will be implemented, allowing teachers to collaboratively plan, observe, and refine mathematical instruction based on student response. These cycles will focus on practices that have the greatest impact on mathematical learning and can be implemented across diverse learning environments.

Teacher capacity to analyze formative math assessment data and make immediate instructional adjustments will be developed through ongoing professional learning and coaching support. Cross-grade articulation will be established to ensure vertical alignment of mathematics instruction and smooth transitions between grade levels.

7. Expand Extended Learning Opportunities for Mathematics

Access to after-school mathematics tutoring will be increased across all grade levels, ensuring that students who need additional mathematical support have opportunities to receive intensive intervention beyond the regular instructional day. These programs will be staffed by teachers with expertise in mathematical instruction and intervention.

Targeted summer mathematics programs will be developed for students significantly below grade level, providing intensive intervention that addresses both foundational skills and grade-level mathematical concepts. These programs will be designed to accelerate learning and help students make significant progress during extended learning time.

Saturday mathematics academies focused on problem-solving and application will be implemented to provide enrichment opportunities while supporting students who need additional practice with mathematical reasoning and application. Family math engagement opportunities will be created to support learning outside of school while building mathematical connections between home and school.

8. Strengthen Assessment and Progress Monitoring in Mathematics

Regular short-cycle assessments aligned to priority math standards will be implemented to provide frequent feedback on student progress and instructional effectiveness in mathematics. These assessments will be designed to inform mathematical instruction rather than simply measure achievement.

Data visualization tools will be developed that make student performance patterns in mathematics immediately visible to teachers, enabling quick identification of students needing additional support or instructional adjustments. Student-friendly progress tracking tools will be created to increase ownership of mathematics learning and goal-setting.

Data conferences between teachers and instructional leaders will be established following mathematics benchmark assessments, providing structured opportunities to analyze mathematical learning results, identify trends, and plan targeted interventions based on specific mathematical skill areas needing development.

Metrics for Progress Monitoring

Progress will be measured through multiple assessment tools that provide both formative and summative data on mathematical achievement and growth. Math CAASPP results will serve as the primary annual indicator of student performance relative to state mathematical standards, while iReady Math assessments administered three times per year will track individual and group progress toward annual mathematical growth targets.

Kickstart Number sense assessments will continue to monitor foundational mathematical development and identify students needing additional support in mathematical reasoning and fundamental skills. Formative and summative assessments aligned to mathematical curriculum units will provide ongoing feedback on student learning and instructional effectiveness in mathematics.

Local mathematical assessments will monitor problem-solving development, mathematical reasoning, and application skills that are essential for success on state assessments and real-world mathematical tasks. Progress monitoring for intervention students will occur more frequently to ensure that targeted mathematical support is producing expected learning gains.

This comprehensive approach addresses the identified root causes while building on existing strengths and successful interventions that have shown promise with specific student groups. Regular monitoring and adjustment of strategies will ensure that mathematical interventions remain responsive to student needs and produce sustainable improvements in mathematics outcomes for all students, with particular attention to eliminating the achievement gaps that currently disadvantage vulnerable student populations.

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 Elementary 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
<p>Administrators/Principal</p>	<p>Meeting Schedule: The Chief of Schools maintained regular communication with administrative leadership through monthly meetings with the Principal Leadership Team (PLT) and weekly meetings with New LA site administrators to ensure ongoing collaboration in LCAP development and implementation.</p> <p>Topics Discussed: Administrative meetings focused on comprehensive review and discussion of LCAP goals, metrics, and actions to ensure alignment with school priorities. Internal data analysis was conducted regularly to inform decision-making and track progress toward established targets. Budget planning and allocation discussions ensured that financial resources supported LCAP priorities and schoolwide initiatives were effectively coordinated across all administrative levels.</p> <p>Feedback Provided: The administrative team identified several critical areas requiring attention in the LCAP development process. They emphasized the need for professional development on Project-based Learning (PBL) to enhance instructional practices and student engagement. The team identified the need to implement a play structure to support student physical development and recreational opportunities.</p> <p>Administrators requested clarification of roles and responsibilities for the Director position in relation to site administrators to improve organizational effectiveness and eliminate potential confusion in leadership structures. They highlighted the ongoing need to provide training for teachers and administrators in Diversity, Equity, Inclusion, and Justice (DEIJ) practices to ensure culturally responsive educational approaches.</p> <p>The administrative team emphasized the continued need for professional development for teachers and Instructional Aides in addressing the increased needs of students with disabilities, recognizing the growing complexity and number of students requiring specialized support. Finally, they advocated for maintaining an Assistant Principal position despite lower enrollment, identifying this role as essential for supporting PBIS implementation, Social-Emotional Learning (SEL) initiatives, and addressing chronic absenteeism concerns that impact overall student success and school climate.</p>

<p style="text-align: center;">Teachers</p>	<p>Meeting Schedule: Monthly principal meetings were conducted with Grade Cluster Leads, the Curriculum & Assessment Committee, and School PBIS team to ensure teacher input in LCAP development. Additionally, monthly meetings with the Assistant Principal provided ongoing opportunities for teacher feedback on LCAP goals, actions, metrics, internal data, and schoolwide initiatives.</p> <p>Topics Discussed: Teacher meetings focused on comprehensive review of LCAP goals, actions, and metrics to ensure alignment with classroom-level implementation and student needs. Internal data analysis was conducted to inform instructional decision-making and identify areas requiring additional support or intervention. Schoolwide initiatives were discussed to ensure coordinated implementation across all grade levels and programs.</p> <p>Feedback Provided: Teachers identified several critical areas requiring attention in LCAP planning and resource allocation. They emphasized the need for additional training to address the higher needs they are observing among students with disabilities, recognizing the increasing complexity of student support requirements in inclusive classroom settings.</p> <p>Site improvement needs were highlighted, with teachers advocating for implementation of a play structure to support student physical development and engagement. Teachers requested dedicated budget allocation for Project-based Learning (PBL) projects along with continued training and planning time to effectively implement PBL practices that align with the school's mission and educational philosophy.</p> <p>Teachers expressed high satisfaction with the Simplify Writing curriculum, noting that they have found it easy to implement and are observing significant progress in student writing stamina and clarity. This positive feedback validated the curriculum investment and implementation approach.</p> <p>Finally, teachers requested increased coaching and support to enhance their instructional effectiveness and professional growth. This feedback indicated a desire for ongoing professional development and mentoring opportunities to better serve their diverse student population and implement evidence-based practices effectively.</p>
<p style="text-align: center;">Other School Personnel</p>	<p>Meeting Schedule: Monthly meetings with the Assistant Principal were conducted to ensure classified staff input and engagement in LCAP development and implementation throughout the school year.</p> <p>Topics Discussed: Classified staff meetings focused on comprehensive review of LCAP goals, actions, and metrics to ensure alignment with support staff roles and responsibilities. Internal data was examined to understand how classified staff contributions impact student outcomes and school effectiveness. Schoolwide initiatives were discussed to ensure coordinated implementation across all staff levels and departments.</p> <p>Feedback provided:</p>

<p style="text-align: center;">Students</p>	<p>Meeting Date: April 2025 student input was gathered through Panorama surveys to solicit feedback on the school's program and LCAP Actions.</p> <p>Topics Discussed: Students provided input on various aspects of the school program through comprehensive survey questions addressing school-wide rigorous expectations, valuing of school, and school engagement levels. The survey focused on student perceptions of LCAP Actions and their effectiveness in creating a positive learning environment.</p> <p>Feedback Provided: Student survey results revealed significant positive trends in several key areas of school culture and academic expectations. Students responded 70% favorably to school-wide rigorous expectations, representing the largest increase since the previous survey administration and indicating growing student acceptance and appreciation of academic challenges and high standards.</p> <p>Students demonstrated strong connection to their school community, responding 74% favorably to questions about valuing of school, which reflects positive school culture and student investment in their educational experience.</p> <p>However, students identified school engagement as an area requiring attention, responding least favorably at 49% in this category, representing a slight decline from the previous year's survey results. This feedback suggests that while students appreciate rigorous expectations and value their school, there may be opportunities to enhance student engagement through instructional approaches, extracurricular activities, or student voice initiatives that increase active participation and connection to learning experiences.</p>
<p style="text-align: center;">Parent Advisory Committee (PAC)</p>	<p>Meeting Dates: Three formal PAC meetings were held throughout the LCAP development cycle on January 22, 2025, April 23, 2025, and June 4, 2025, to ensure comprehensive parent input and oversight in the planning process.</p> <p>Topics Discussed: The January 22, 2025, meeting focused on discussion and review of the 2023-24 LCAP Midyear Update, including comprehensive examination of Goals, Actions, and Dashboard data from 2023-2024 to assess progress and identify areas needing attention.</p> <p>The April 23, 2025, meeting centered on reviewing the Program budget wish list based on the comprehensive needs assessment and soliciting parent input for the 2025-2026 LCAP development. This meeting provided parents with the opportunity to influence budget priorities and program planning for the upcoming year.</p> <p>The June 4, 2025, meeting served as the final review and approval session, where PAC members examined the complete 2025-2026 LCAP for submission to the Governing Board, ensuring parent advisory oversight of the final planning document.</p>

	<p>Feedback Provided: PAC meetings occurred with structured agendas focused on LCAP review, budget planning, and final approval processes. However, specific feedback, recommendations, or concerns raised by PAC members during these meetings is not detailed in the provided information. The meeting structure demonstrates systematic parent involvement in LCAP development through formal review cycles that allowed for input at critical stages of the planning process.</p>
<p style="text-align: center;">ELAC</p>	<p>Meeting Dates: Three ELAC meetings were conducted on January 22, 2025, April 23, 2025, and June 4, 2025, to ensure comprehensive input from families of English Learners throughout the LCAP development process.</p> <p>Topics Discussed: The January 22, 2025, meeting focused on reviewing and discussing California School Dashboard findings specifically for English Learners, including comprehensive examination of mid-year academic data updates for English Learners and attendance updates for EL students to assess progress and identify ongoing needs.</p> <p>The April 23, 2025, meeting centered on reviewing the 2025-2026 LCAP Goals, Actions, and Metrics to ensure that English Learner needs and services were adequately addressed in the planning document and that families had input into program priorities.</p> <p>The June 4, 2025, meeting served as the final review and approval session for the 2025-26 LCAP prior to submission to the Governing Board, providing ELAC members with final oversight of English Learner supports and services.</p> <p>Feedback Provided: During the January 22, 2025, meeting, ELAC members provided substantive feedback on English Learner progress and needs. They noted the critical need to close the achievement gap between English Learners and English Only students, identifying this as a priority area requiring continued attention and targeted intervention.</p> <p>ELAC members acknowledged the positive English Learner Progress Indicator (ELPI) from the previous year and expressed hope for continuing the supports that contributed to EL student success. They recognized the progress made by English Learner students in lowering chronic absenteeism rates but identified the ongoing need to implement strategies to further reduce chronic absenteeism among this population.</p> <p>During the April 23, 2025, meeting, ELAC members provided no additional feedback beyond their January input and approved submission of the 2025-26 LCAP to the New LA Board of Directors for approval, indicating satisfaction with how English Learner needs were addressed in the planning document.</p> <p>Note: New LA Charter Elementary School does not meet the criteria to form an English Learner Parent Advisory Committee (EL-PAC).</p>

<p style="text-align: center;">Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Meeting Date: April 2025 parent input was gathered through Panorama surveys to solicit feedback on the school's program and overall family experience.</p> <p>Topics Discussed: Parents provided comprehensive input on various aspects of the school program through family survey questions addressing multiple dimensions of school effectiveness, family engagement, and student support systems. The survey focused on parent perceptions of school performance and areas for continued improvement.</p> <p>Feedback Provided: Parent survey results demonstrated significant positive trends across all measured areas, indicating overall satisfaction and confidence in the school's direction. Scores increased in every area of the family survey, reflecting comprehensive improvement in parent perceptions of school effectiveness and family engagement.</p> <p>The greatest growth was observed in family support, with parents responding 81% favorably, indicating that the school's efforts to connect with and assist families are having meaningful impact. This improvement suggests effective implementation of family engagement strategies and responsive support systems.</p> <p>Parents provided the highest ratings in two critical areas: barriers to engagement at 91% and school safety at 90%. The exceptionally high score for barriers to engagement indicates that parents feel the school has successfully addressed obstacles that might prevent family participation in their children's education. The strong school safety rating reflects parent confidence in the school's ability to provide a secure learning environment for their children.</p>
<p style="text-align: center;">SELPA Administrator</p>	<p>Meeting Dates: Ongoing consultation occurred throughout the year with behavior, mental health, and legal specialists regarding specific cases as they arise. A formal consultation with SELPA regarding LCAP goals took place on May 9, 2025.</p> <p>Topics Discussed: Ongoing consultations focused on behavior support, mental health services, and legal guidance for specific student cases requiring specialized intervention or support. The May 9, 2025, consultation specifically addressed LCAP goals and their alignment with special education services and student needs.</p> <p>Feedback Provided: SELPA provided generally positive feedback during the May 9, 2025, consultation, particularly commending the school's use of i-Ready assessments to examine and disaggregate data for students with disabilities. This recognition validated the school's data-driven approach to monitoring student progress and identifying areas needing additional support.</p> <p>SELPA specialists reminded school leadership that they can access Charter Operated Programs (COP) mental health services to support attendance goals, particularly important given the chronic absenteeism challenges identified among Students with Disabilities. This feedback provided the school with additional resources and support options for addressing the intersection of mental health needs and attendance barriers that may disproportionately affect students with disabilities.</p>

The ongoing consultation model ensures that the school has access to specialized expertise in behavior intervention, mental health support, and legal compliance as individual student needs arise, providing responsive support for complex cases requiring specialized intervention strategies.

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

Based on the feedback from educational partners, the adopted 2025-26 LCAP was significantly influenced by stakeholder input across multiple areas. Here is how the feedback was incorporated:

Professional Development and Instructional Support

Administrator and Teacher Feedback Influence: Both administrators and teachers emphasized the need for enhanced professional development in Project-Based Learning (PBL), training for students with disabilities, and increased coaching support. This feedback directly influenced:

- Goal 2, Action 2 (Professional Learning Opportunities) - Includes specific focus on Project-Based Learning, accommodations and modifications for Students with Disabilities, and comprehensive coaching systems for instructional effectiveness
- Goal 1, Action 6 (Comprehensive SPED Program) - Addresses the need for enhanced training for teachers and instructional aides in serving students with disabilities

English Learner Achievement Focus

ELAC Feedback Influence: ELAC members identified the critical need to close achievement gaps between English Learners and English Only students while continuing successful supports. This feedback shaped:

- Goal 1, Action 5 (Supporting EL - Language Acquisition) - Comprehensive ELD program with professional development on ELD strategies, Kagan structures, and specialized writing instruction for English Learners
- The extensive English Learner needs assessment and 2025-26 Plan of Action detailed in the LCAP reflects ELAC's emphasis on targeted intervention

Student Engagement Enhancement

Student Survey Feedback Influence: Students identified school engagement as an area requiring attention (49% favorable), despite valuing school highly (74% favorable). This feedback influenced:

- Goal 3, Action 1 (Promoting Student Engagement & A Safe Learning Environment) - Expanded focus on student engagement through field trips, outdoor education, schoolwide events, and assemblies
- Goal 1, Action 4 (Broad Course of Study) - Comprehensive enrichment programming to enhance student engagement

Family Partnership Strengthening

Parent Survey Feedback Influence: Parents showed highest satisfaction with reduced barriers to engagement (91%) and school safety (90%), with overall improvement across all areas. This positive feedback validated and expanded:

- Goal 3, Action 2 (Parent Input in Decision-Making) - Maintains robust advisory committee structure
- Goal 3, Action 3 (Promoting Parent Engagement & Participation) - Comprehensive family engagement programming with bilingual support

Attendance and Mental Health Support

ELAC and SELPA Feedback Influence: ELAC emphasized reducing chronic absenteeism among English Learners, while SELPA reminded the school about COP mental health services for attendance goals. This feedback enhanced:

- Goal 1, Action 3 (Addressing SEL, Behavioral, & Mental Health Needs) - Strengthened MTSS framework for attendance with tiered interventions and mental health partnerships

Curriculum Implementation Success

Teacher Feedback Influence: Teachers expressed high satisfaction with the Simplify Writing curriculum, noting significant progress in student writing. This positive feedback supported:

- Goal 2, Action 3 (Core Curricular Needs) - Continued investment in standards-aligned curriculum and materials
- Validation of the writing focus integrated throughout Goal 1 actions

Administrative Structure and Support

Administrator Feedback Influence: Administrators advocated for maintaining the Assistant Principal position for PBIS, SEL, and chronic absenteeism support. This feedback influenced:

- Goal 1, Action 3 - Assistant Principal leadership of PBIS team and schoolwide initiatives
- Goal 2, Action 1 - Comprehensive leadership development and mentoring structure

Data-Driven Decision Making

SELPA Feedback Influence: SELPA's positive recognition of the school's use of i-Ready assessments for students with disabilities validated and expanded:

- Goal 1, Action 1 (Assessment of Learning) - Comprehensive assessment system with emphasis on disaggregated data analysis
- Goal 1, Action 6 - Monthly data review using iReady and other formative assessments

Infrastructure and Physical Environment

Administrator and Teacher Feedback Influence: Both groups identified the need for a play structure to support student physical development. While not explicitly detailed in action descriptions, this feedback influenced facility planning and budget considerations within:

- Goal 3, Action 4 (Maintaining Safe & Clean School Facility) - Responsive maintenance and improvement planning

The comprehensive nature of educational partner feedback demonstrates meaningful stakeholder engagement that shaped programmatic priorities, resource allocation, and strategic focus areas throughout the adopted LCAP. The feedback validation of successful initiatives (such as Simplify Writing and family engagement strategies) supported their continuation and expansion, while identified needs (such as enhanced PBL training and student engagement strategies) directly informed new or enhanced programming for 2025-26.

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.

New LA Charter Elementary School has developed Goal 1 to address systemic challenges identified through comprehensive data analysis and stakeholder feedback that require a coordinated, whole-child approach to education. The school's commitment to implementing the CA Community Schools Framework through strengthened Multi-tiered System of Supports (MTSS) and PBIS integration responds to multiple interconnected student needs that cannot be effectively addressed through isolated interventions.

- **Academic Achievement Gaps Requiring Systematic Response:** Data analysis reveals persistent achievement gaps that necessitate comprehensive intervention systems. The school's ELA performance shows a Distance from Standard (DFS) of -28.3, significantly below the state average of -13.2, while math performance at -48.5 DFS indicates students are performing nearly half a year behind grade-level expectations. These academic challenges disproportionately affect vulnerable student populations, including English Learners, Hispanic students, and Students with Disabilities, requiring coordinated support systems that address both academic and barrier-related factors simultaneously.
- **English Learner Success Requiring Integrated Support:** The decline in English Learner Progress Indicator to "Red" status, with only 30% of students making progress toward English proficiency, demonstrates the need for comprehensive language development support that extends beyond traditional ELD instruction. The Community Schools Framework enables integration of language acquisition with academic content, social-emotional support, and family engagement to create holistic learning environments where English Learners can thrive academically while developing language proficiency.

- **Attendance and Engagement Barriers Requiring Multi-Tiered Intervention:** While chronic absenteeism has improved significantly from 36.41% to 19%, the rate remains above the state average of 18.6%, with Students with Disabilities showing particularly concerning increases in chronic absence rates. The MTSS framework provides systematic approaches to identifying attendance barriers early and connecting families with appropriate resources, recognizing that consistent school participation is fundamental to academic success and requires coordinated support across multiple domains.
- **Whole Child Approach Through Community Schools Framework:** New LA recognizes that student success depends on addressing academic, social-emotional, behavioral, and family engagement needs simultaneously rather than through disconnected programs. The Community Schools Framework integrates the Four Key Conditions for Learning with the Four Pillars of Community Schools, enabling the school to respond comprehensively to student and family needs while building community partnerships that extend support beyond traditional school boundaries.
- **Data-Driven Identification and Intervention:** The goal emphasizes implementation of universal screeners for both academic and social-emotional learning to enable early identification of students requiring additional support. This systematic approach ensures that interventions are provided proactively rather than reactively, allowing students to receive appropriate support before challenges become entrenched barriers to learning.
- **Sustainable Systems for Continuous Improvement:** By strengthening MTSS through PBIS and Community Schools Framework implementation, New LA creates sustainable systems for continuous improvement that can adapt to changing student needs while maintaining focus on evidence-based practices. This systematic approach builds institutional capacity for addressing current challenges while preparing the school community to respond effectively to future needs and opportunities.

This comprehensive goal reflects New LA's commitment to ensuring that all students, regardless of their individual circumstances or challenges, have access to the coordinated support systems necessary for academic success, social-emotional development, and meaningful community engagement.

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	2023-24 ELA CAASPP		2024-25 ELA CAASPP	
		DFS	DFS		DFS	All Students: -3
		All Students -25.3	All Students -28.3		All Students -26.3	Hispanic: -19.1
		Hispanic -30.2	Hispanic -49.3		Hispanic -47.3	EL: -10.1
		EL -48.3	EL -58.4		EL -56.4	SED: +0.6
	SED -33.7	SED -33.1		SED -31.1		

2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -48.4 Hispanic -47.5 EL -59.7 SED -51.4	2023-24 Math CAASPP DFS All Students -48.5 Hispanic -64.4 EL -61.9 SED -50.6		2024-25 Math CAASPP DFS All Students -46.5 Hispanic -62.4 EL -59.9 SED -48.6	All Students: -0.1 Hispanic: -16.9 EL: -2.2 SED: +0.8
3	CA Science Test Source: CA School Dashboard	2022-23: 20% Source: CAASPP	2023-24: 31.58% Proficient Source: CAASPP 2023-24: -16 PFS (all students)		2024-25: -15.5 PFS All Students	+11.58%
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	54.3% Source: 2023 Dashboard	30% Source: 2024 Dashboard		35%	-24.3%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 16.67%	2023-24: 16.67%		12%	0%
6	Reclassification Rate Source: Dataquest	2022-23: 9.8%	2023-24: 15.09%		2024-25: 11%	-5.29%
7	Attendance Rate Source: CALPADS	2022-23: 91%	2023-24: 90.44%		2024-25: 91%	+0.56%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 37% African American 46% Hispanic 36% EL 34% SED 40% SWD 30%	2023-24: Chronic Absenteeism Rate All Students 33% African American 34% Hispanic 34% EL 31% SED 34% SWD 39%		2023-24: Chronic Absenteeism Rate All Students 29.0% African American 30.0% Hispanic 29.0% EL 29.5% SED 30.0% SWD 30.0%	All Students: -4% African American: -12% Hispanic: -2% EL: -3% SED: -6%

						SWD: +9%
9	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 1% African American 3% Hispanic 0% EL 0% SED 1% SWD 0%	2023-24: 0% (all students)		2024-25: 0%	All Students: -1% African American: -3% Hispanic: 0% EL: 0% SED: -1% SWD: 0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in an enrichment course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 97.5%	2023-24: 100%		2024-25: 100%	+2.5%

NOTE: New Los Angeles Charter Elementary School currently serves grades TK-5, 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:
 - Middle School dropout rate
 - High School dropout rate
 - High School graduation rates

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: This action was fully implemented. Universal screeners and diagnostic assessments have been fully implemented as planned. These assessments are being administered to identify learning gaps, address achievement disparities among student groups, and develop annual growth targets.

New LA has successfully implemented all planned assessment tools, including iReady Reading and Math assessments three times per year, DIBELS assessments three times per year, the Kickstart Number sense screener, F-IABs and IABs for ELA and Math in grades 3-5, and Simplify Writing Pre and Post Unit Assessments for grades K-5. Additionally, K-2 teachers are utilizing the Kickstart assessments as intended to guide both whole group instruction and small group interventions. This comprehensive assessment system has been implemented without any substantive differences from the original plan, providing educators with the data needed to make informed instructional decisions.

Action 2: New Los Angeles Charter Elementary School has successfully implemented its planned academic intervention strategies. Students are receiving Tier 2 small group instruction in reading and mathematics within their classrooms, with groups formed using data from DIBELS, Kickstart, and iReady assessments. iReady MyPath learning is being used consistently schoolwide to provide individualized learning paths that support both intervention and acceleration based on student needs.

The Expanded Learning Opportunity Program (ELOP) has also been implemented as intended. After-school tutoring is currently in its second cycle, with a strategic focus on mathematics for 2nd and 5th grade students who were identified based on mid-year iReady assessment data. New LA has successfully conducted fall and winter camps and is actively planning the upcoming spring break camp scheduled for April.

Action 3: This action was fully implemented. Our chronic absenteeism initiatives align with established goals through our new attendance tracker connecting office staff, teachers, and administrators for early identification and intervention. We recognize positive attendance weekly and during traditionally low-attendance days through awards, celebrations, and milestone events. The SART process continues with transportation assistance (TAP cards) and community resource connections.

PBIS implementation proceeds as planned with LACOE coaching to enhance our systems and MTSS for student behavior. Daily Mindfulness, Second Step curriculum, and Olweus anti-bullying protocols remain consistent during class meetings, with appropriate Tier 2 referrals for social skills and mental health support.

After fall administration, we prepared for spring Panorama surveys across all stakeholders. Current metrics (as of March 6, 2025) show 93.84% ADA and 19% chronic absenteeism, down from 36.41% in March 2024. This improvement stems from our tiered MTSS response to attendance (office staff initial outreach, teacher family communication, administrative intervention), with most students returning after Tier 2 contact. Our strategic focus targets historically vulnerable grade levels: TK/K classes and 5th grade students who were in 1st grade during the pandemic.

Action 4: This action was fully implemented. All students at New LA Charter Elementary are now enrolled in a comprehensive curriculum that extends beyond core subjects (ELA, Math, Science, Social Studies, and Physical Education). The enrichment program has been fully implemented with TK-5th grade students receiving weekly music and art classes, along with 100 minutes per week of integrated PE/health instruction. Additionally, K-5th grade students participate in weekly coding classes. This expanded course of study ensures students receive well-rounded educational experiences that develop creative, physical, and technical skills alongside traditional academic subjects.

Action 5: This action was fully implemented. Our English Language Development program is being implemented as designed. Classroom teachers incorporate designated and integrated ELD supports throughout instruction. We have disaggregated iReady and DIBELS benchmark data to identify specific supports needed for various student groups, with particular attention to English Learners.

Writing development has emerged as a strategic focus this year, especially for our English Learner population. The school-wide implementation of Simplify Writing (K-5) includes embedded small group ELD lessons specifically designed for English Learners. Teacher Professional Learning Communities have concentrated on authentic classroom integration of ELPAC task types, with writing receiving significant emphasis.

Action 6: This action was partially implemented. New Los Angeles Charter Elementary School continues implementing planned actions for Students with Disabilities (SWD), with full implementation expected by year-end. The Special Education Department conducts weekly meetings to review compliance reports and provides targeted professional development for staff to enhance instructional quality.

We've strengthened collaboration between General Education and RSP teachers through intentional planning during grade-level meetings, ensuring appropriate accommodations and modifications for SWD. Our site administrator partners directly with co-teachers to support implementation, while teachers receive increased coaching through focused mini professional development sessions, more frequent classroom observations, and detailed feedback.

Staff utilizes our newly adopted ELA curriculum along with supplemental instructional materials. We leverage iReady for lesson planning, intervention, and data analysis to drive instruction. Our RST staff has been trained in Linda Mood Bell methodology for small group instruction.

We've established a two-year partnership with Open Access to provide staff training on Universal Design for Learning (UDL) practices. To maintain compliance and accountability, we've implemented individual compliance meetings to review caseloads and stay current with requirements.

Professional development has expanded to include Behavior strategies with data collection and monitoring; Effective IEP writing; Goal achievement tracking; Culturally responsive teaching practices; and Assessment utilization for multisensory instruction.

This trimester, our department has engaged in another book study focused on deepening our implementation of UDL practices.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures

- **Goal 1 - Action 4: Broad Course of Study:** New LA Charter Elementary School overestimated the costs for elective programming, resulting in estimated actual expenditures significantly lower than the planned budget allocation. This action was successfully implemented with all students participating in comprehensive enrichment programming including weekly music and art classes, coding instruction, and physical education. The cost variance occurred due to several factors that reduced anticipated expenses. More favorable contract negotiations with teaching artists and enrichment providers resulted in lower costs than projected during budget planning. Additionally, successful grant acquisition through partnership with 9 Dots provided funding for coding instruction that reduced direct school expenditures. Efficient scheduling and resource sharing across grade levels maximized program delivery while minimizing costs, and some planned equipment purchases were determined unnecessary based on existing inventory assessments. This positive variance demonstrates effective resource management while maintaining full implementation of the broad course of study. All planned enrichment courses were successfully delivered, ensuring that students received comprehensive educational experiences across arts, technology, and physical wellness domains within a more cost-effective framework than originally anticipated.
- **Goal 1 - Action 6: Comprehensive SPED Program:** New LA Charter Elementary School experienced increased costs for special education services that exceeded planned expenditures due to enhanced professional development investments and expanded contracted services. This variance reflects the school's responsive approach to meeting the complex and growing needs of students with disabilities. The increased expenditures resulted from comprehensive Universal Design for Learning professional development through the multi-year partnership with Open Access, which required additional training sessions and coaching support beyond initial projections. Enhanced professional development for staff to address the increasing complexity of student needs included specialized training in behavior intervention strategies, trauma-informed practices, and evidence-based instructional methodologies. Expanded contracted services were necessary to maintain appropriate service delivery as special education enrollment increased from 18% to 25.32% of the student population, requiring additional expertise in areas such as speech and language therapy, occupational therapy, and behavioral intervention support. While this resulted in expenditures exceeding the planned budget allocation, the additional investment was essential to ensure compliance with federal and state special education requirements while providing appropriate services to meet the escalating needs of students with disabilities. These enhanced services directly support improved outcomes for students with disabilities and strengthen the school's capacity to serve this growing population effectively.
- These material differences reflect New LA's commitment to responsive resource allocation and evidence-based program enhancement while maintaining focus on student outcomes and compliance requirements.

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

Action 1: The action demonstrates strong implementation fidelity and operational success in assessment administration and has been effective in supporting Goal 1. However, its effectiveness in achieving the ultimate goal of closing achievement gaps and improving outcomes for all students is limited by inconsistent data utilization and persistent performance disparities among student groups. The action provides a solid foundation for data-driven decision making but requires strengthened systems for ensuring consistent and effective use of assessment data across all classrooms and more robust progress monitoring protocols.

Consistent Assessment Administration: The action has been successfully implemented as written, with all universal screeners (iReady Reading & Math, DIBELS, Kickstart Number Sense) administered at scheduled times throughout the year. This demonstrates strong operational execution of the assessment plan.

Data-Driven Instructional Groupings: Teachers are actively using assessment data to make adjustments to instructional groupings, showing that the assessments are serving their intended purpose of informing instruction.

Targeted Intervention Support: The school has effectively used iReady math and Kickstart data to inform after-school tutoring decisions, demonstrating practical application of assessment results to provide additional support.

Progress Toward Growth Targets: iReady diagnostic growth reports show the school achieved 94% progress toward typical growth in reading and 92% in math, indicating the assessments are helping track meaningful student progress.

Action 2: This action has been moderately effective. Action 2 demonstrates solid implementation of evidence-based intervention strategies and produces measurable student growth through comprehensive tiered support systems. However, effectiveness is constrained by staffing limitations, below-target growth rates, and inadequate progress monitoring protocols. While the action provides a strong foundation for academic intervention, it requires enhanced staffing strategies, strengthened progress monitoring systems, and more intensive support for struggling student groups to fully achieve its goals of accelerating learning and closing achievement gaps.

Areas of Effectiveness: The action has achieved strong implementation of tiered intervention strategies, with students consistently receiving Tier 2 small group instruction in reading and math based on assessment data from DIBELS, Kickstart, and iReady. The school successfully integrated iReady MyPath learning across all classrooms to provide individualized intervention and acceleration opportunities. The ELOP program demonstrates robust execution with after-school tutoring in its second round, completed fall and winter camps, and planned spring programming targeting students based on mid-year data analysis.

Student growth metrics show measurable progress with 49% advancement toward typical growth in reading and 31% in math from beginning to mid-year assessments. Most student groups achieved significant annual growth percentages on iReady diagnostic reports, indicating the intervention strategies are producing tangible academic gains.

Action 3: This action has been effective. Action 3 demonstrates strong effectiveness in its primary focus area of chronic absenteeism reduction, achieving substantial improvements through systematic MTSS implementation and multi-tiered supports. The comprehensive SEL and behavioral programming shows institutional recognition through PBIS awards and provides appropriate mental health services. While challenges remain with overall chronic absenteeism rates and staff climate concerns, the action's systematic approach and measurable attendance gains indicate effective progress toward addressing student barriers to learning through coordinated behavioral and mental health supports.

Areas of Effectiveness: The action demonstrates significant success in addressing chronic absenteeism through systematic MTSS implementation. The school achieved substantial improvement with chronic absentee rates dropping from 36.41% in March 2024 to 19% in March 2025, while maintaining a strong ADA of 93.84%. This improvement resulted from implementing tiered attendance supports including an attendance tracker system coordinating communication between office staff, teachers, and administrators, along with proactive recognition programs celebrating positive attendance.

PBIS implementation shows strong institutional progress with the school receiving a Silver award from CA PBIS and preparing to apply for Gold status. The comprehensive approach includes ongoing LACOE coaching, mindfulness programming, Second Step SEL curriculum, and Olweus

anti-bullying protocols integrated into daily class meetings. Mental health support services are effectively delivered through Her Healing partnerships and targeted social skills groups for both TK-2nd and 3rd-5th grade students during fall and spring sessions.

The school successfully maintains systematic SART processes and provides families with concrete resources such as TAP cards while connecting them with community supports to address attendance barriers.

Areas of Limited Effectiveness: Despite attendance improvements, the school's chronic absenteeism rate of 33.3% on the 2024 Dashboard remains significantly above the state average of 18.6%, indicating continued need for intensive intervention which will be expanded in the 2025-26 school year.

Action 4: This action has been highly effective. Action 4 represents a model of successful LCAP implementation with full student participation, strong community partnerships, continuous program improvement, and measurable student outcomes. The comprehensive enrichment programming directly supports the goal's research-based rationale linking arts and enrichment education to improved academic, social, and emotional development. The action's effectiveness is evidenced by sustained 100% participation rates, positive student engagement metrics, and innovative program enhancements that demonstrate institutional commitment to providing all students with broad educational opportunities beyond core academics.

Areas of Effectiveness: Action 4 demonstrates exceptional implementation success with 100% of students participating in enrichment courses, maintaining this rate from the previous year. The comprehensive program provides all TK-5th grade students with weekly music and art classes, 100 minutes per week of PE/health instruction, and weekly coding classes for K-5th grade students, fulfilling the commitment to broad course access beyond core academic subjects.

The program shows strong institutional partnerships and resource development, with the school fully equipped for coding instruction through successful grant acquisition facilitated by partner organization 9 Dots. Music programming benefits from a consistent and excellent teaching artist who expanded services to include weekly after-school choir. The PE program demonstrates continuous improvement with the teacher developing diverse approaches to gross and fine motor skill development, including innovative additions such as a scooters unit for 2nd-5th grade students.

Student engagement and achievement metrics support program effectiveness with 65% of students currently meeting or exceeding coding standards and 66% expressing enjoyment in coding classes. Physical fitness participation reached 100% for 5th grade students completing all five components of the Physical Fitness Test, representing a 2.5% improvement from the previous baseline of 97.5%.

Action 5: This action has been fully implemented and partially effective, in part because 2024-25 ELPAC/ELPI assessment results are pending. While Action 5 shows strong implementation of integrated ELD supports and demonstrates some positive classroom-level outcomes, the dramatic decline in state-measured English Learner progress indicates significant gaps in effectiveness. The action provides a solid foundation through professional development and structured supports, but requires substantial enhancement in newcomer programming, resource allocation, and alignment between classroom instruction and state proficiency expectations to achieve its goal of supporting English Learner language acquisition and closing achievement gaps.

Areas of Effectiveness: The action demonstrates strong implementation of designated and integrated ELD supports across all classrooms with teachers consistently providing tiered instruction based on disaggregated assessment data from iReady and DIBELS. Professional development investments have yielded significant results with teachers successfully implementing Kagan structures across all classrooms and providing robust integrated ELD supports including sentence stems, word banks, and structured talk routines.

New LA's focus on writing instruction through the new Simplify Writing curriculum shows particular promise, with the K-5 program including embedded small group ELD lessons specifically designed for English Learners. Teacher Professional Learning Communities have strategically focused on exposing students to ELPAC task types in authentic classroom contexts, particularly emphasizing writing development.

Localized data shows encouraging trends with English Learners meeting the 50% growth target in most grade levels except second grade, and in several grades, EL students demonstrated higher growth rates than the overall student population on iReady reading assessments.

Action 6: This action is moderately effective. While Action 6 maintains strong compliance systems and demonstrates commitment to professional development and collaborative practices, critical staffing shortages and unsustainable caseload growth threaten program effectiveness. The comprehensive approach to compliance monitoring and staff development provides a solid foundation, but the inability to maintain adequate staffing levels and address escalating student needs indicates the action requires substantial resource enhancement and strategic staffing solutions to achieve its goals of providing appropriate special education services and improving outcomes for students with disabilities.

Areas of Effectiveness: The action demonstrates strong compliance monitoring systems with weekly department meetings to review compliance reports and individual case manager meetings to maintain IEP timelines and service delivery. The school runs comprehensive reports including the 300 Service Delivery report and Master Calendar report weekly, creating proactive monitoring that has prevented compliance violations. All case managers provide detailed IEP snapshots to general education teachers outlining accommodations and modifications for consistent implementation.

Professional development investments show significant impact with the special education department providing comprehensive summer training to all staff, covering department goals, policy, best practices, and practical accommodation strategies. The partnership with Open Access for Universal Design for Learning training represents a strategic two-year investment in capacity building. Enhanced collaboration between Resource Specialist Teachers and general education staff through grade-level meeting participation has improved co-teaching implementation and instructional planning.

The school maintains appropriate use of supplemental materials including Wilson Reading, Read Naturally, Co-writer, and Snap and Read, with staff trained on newly adopted ELA curriculum. Data-driven instruction through iReady supports lesson planning, intervention design, and progress monitoring in partnership with the Director of Academic Data.

Areas of Significant Challenge: Staffing instability severely undermines program effectiveness with a critical RST vacancy in the TK-2nd grade span following an unexpected December resignation. New LA has been unable to fill this position, relying on substitutes and external agency support, which disrupts service continuity and compliance.

Caseload growth presents an escalating challenge with special education enrollment increasing from 18% in 2021-22 to 25.32% currently, well above typical rates. This dramatic increase, driven by both incoming students with existing IEPs and increased referrals often initiated by medical professionals, strains available resources and staff capacity.

The action faces intensifying student needs with more severe behavioral and mental health challenges as the school community continues recovering from pandemic impacts. These complex needs require specialized interventions that stretch current staffing and resource capabilities.

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 to Planned Goal, Metrics, Target Outcomes, and Actions

- **Goal Stability:** No changes have been made to Goal 1, which continues the school's commitment to implementing the CA Community Schools Framework through strengthened Multi-tiered System of Supports (MTSS), PBIS integration, and the Four Key Conditions for Learning with the Four Pillars of Community Schools. This consistency reflects the goal's continued relevance and effectiveness in improving school responsiveness and addressing student barriers to learning.
- **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.
- **Action Continuity:** All six actions under Goal 1 remain unchanged, maintaining the comprehensive approach to assessment of learning, academic acceleration, SEL/behavioral/mental health supports, broad course of study, English Learner language acquisition, and special education programming. This stability allows for continued refinement and deepening of implementation practices rather than introducing new programmatic elements.
- **Target Outcome Consistency:** Established metrics and target outcomes remain in place to provide longitudinal data tracking and meaningful progress measurement across all student groups, particularly focusing on closing achievement gaps among English Learners, Hispanic students, and Students with Disabilities.
- **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 dual-immersion educational model focus.

The unchanged goal structure demonstrates NLA's commitment to sustained implementation of evidence-based practices while allowing for data-driven refinements that enhance program effectiveness and alignment with state accountability systems.

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
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1	ASSESSMENT OF LEARNING	<p>New LA Charter Elementary School will implement a comprehensive assessment system using universal screeners, diagnostic assessments, and benchmark assessments to identify and address learning gaps, close achievement gaps among student groups, and develop annual growth targets for all students during the 2025-26 school year.</p> <p>Planned Assessment Implementation: New LA will administer iReady Reading and Math assessments three times per year to track student progress and growth toward grade-level proficiency. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments will be conducted three times annually to monitor early literacy development and identify students needing additional support. Kickstart Number Sense screener assessments will provide diagnostic information about mathematical reasoning and fundamental skills to inform instruction and intervention. F-IABs and IABs for both ELA and Math will be administered to students in grades 3-5 to measure progress toward state standards and guide instructional planning. Screening for Risk of Reading Difficulties will be conducted for grades K-2 in compliance with Education Code Section 53008 to ensure early identification of students needing literacy support. Simplify Writing Pre and Post Unit Assessments will be implemented across grades K-5 to monitor writing development and evaluate curriculum effectiveness throughout the year.</p> <p>Kickstart Number Sense Implementation: New LA will utilize Kickstart Number Sense as a comprehensive math assessment program that uncovers students' mathematical reasoning and measures fundamental skills essential for building student success in mathematics. This universal screening and progress monitoring tool will provide educators with detailed insights into at-risk students while measuring the effectiveness of math instruction across grade levels. The assessment will be administered as a diagnostic tool for all students in grades K-2, with additional administrations conducted twice more for students receiving mathematical intervention to measure progress and inform adjustments to support strategies.</p> <p>DIBELS Assessment Protocol: New LA will implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a comprehensive set of procedures and measures designed to assess the acquisition of early literacy skills through short fluency measures that regularly monitor the development of early literacy and reading capabilities. The assessment</p>	\$12,813	Y
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		<p>will address four of the five critical skills necessary for successful beginning reading, commonly referred to as the "Big Ideas" of reading, including phonemic awareness, phonics, fluency, and comprehension, with vocabulary development supported through additional instructional measures.</p> <p>DIBELS will function as a benchmark assessment administered three times per year during fall, winter, and spring assessment windows, with additional regular progress monitoring checks conducted based on individual student needs and intervention requirements. This systematic approach will enable teachers to identify students requiring additional support while monitoring the effectiveness of literacy instruction and intervention strategies throughout the 2025-26 academic year.</p>		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>New LA Charter Elementary School will implement a comprehensive academic support system during the 2025-26 school year to address achievement gaps, accelerate learning, and provide intensive support for students who continue to struggle academically following pandemic-related learning disruptions.</p> <p>Tiered Instructional Support System: Classroom teachers will provide targeted Tier 2 reading support to students identified through multiple assessment measures, ensuring that struggling learners receive immediate intervention within the regular instructional setting. Students will be systematically identified for reading and math support based on performance data from DIBELS assessments, Kickstart Number Sense results, and iReady diagnostic outcomes, creating a comprehensive picture of student learning needs across literacy and numeracy domains.</p> <p>Teacher Assistants (Title I Funded: 68,128.97) will deliver tiered academic support during the instructional day, providing additional personnel to ensure that intervention services reach all students requiring supplemental assistance. This staffing model will enable more intensive small-group instruction and individualized support while maintaining focus on grade-level standards and expectations.</p> <p>Supplemental Intervention and Technology Platforms: Struggling learners will have access to research-based supplemental intervention platforms, including iReady personalized learning paths and Kickstart Number Sense</p>	\$463,075	N

		<p>targeted skill development, providing students with adaptive technology that adjusts to their individual learning needs and pace. These platforms will complement classroom instruction while offering additional practice and skill development opportunities.</p> <p>Extended Learning Opportunities Program (ELOP): New LA will provide after-school tutoring through the comprehensive Expanded Learning Opportunities Program (ELOP), ensuring that students needing additional academic support have access to extended learning time beyond the regular school day. ELOP programming will extend throughout the academic year, including afterschool sessions, fall intersession, winter intersession, spring intersession, and summer programming, providing multiple opportunities for academic recovery and acceleration.</p> <p>This multi-faceted approach ensures that academic support is available through various modalities and timeframes, addressing diverse student learning needs while providing multiple pathways for academic success and growth.</p>		
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	<p>New LA Charter Elementary School will strengthen its Multi-Tiered System of Supports (MTSS) Framework during the 2025-26 school year to address chronic absenteeism rates and provide comprehensive social-emotional and behavioral support for all students.</p> <p>Tiered Attendance Support System: New LA will implement a comprehensive tiered approach to improve daily student attendance through systematic Tier 1 supports. Monthly attendance audits will identify at-risk students for chronic absenteeism, enabling early intervention and family engagement. Recognition programs will include monthly perfect attendance awards and weekly class-wide most improved attendance incentives to celebrate positive attendance behaviors. All students will receive free TAP cards to address transportation barriers, while ongoing communication about attendance impact will occur at each Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and Coffee with the Principal event, supplemented by weekly Friday email communication to all families.</p> <p>Students with ongoing absences will be referred to the School Attendance Review Team (SART) process, which includes the Family Engagement</p>	\$239,088	Y

Manager who will connect families with comprehensive resources to address attendance barriers. Support services may include referrals for mental health services, housing insecurity assistance, and transportation solutions based on family-identified needs and circumstances.

Positive Behavioral Interventions and Supports (PBIS): New LA will maintain its commitment to providing comprehensive social-emotional and behavioral support to address student mental health needs. The Assistant Principal will lead the PBIS team and coordinate schoolwide PBIS initiatives, including professional development on de-escalation techniques, strategies for addressing student behavioral issues, and implementation of alternatives to suspension practices.

The PBIS Team will continue receiving coaching from Los Angeles County Office of Education's PBIS Community of Practice (CoP) (Title I funded: \$2,181.03; LCFF S&C \$2,818.97) to strengthen implementation, ensure fidelity, and maintain alignment with the Niroga Mindfulness Program, Restorative Justice practices, and Olweus Bully Prevention Program. Building on the school's recognition as a recipient of "Silver" PBIS status, the team will work toward achieving Gold recognition through continued implementation excellence and program expansion.

Social-Emotional Learning and Mental Health Services: Teachers will implement the Second Step SEL curriculum and evidence-based practices to support students' social-emotional development and self-regulation skills. Students will have access to comprehensive counseling services through the school's partnership with Her Healing, providing professional mental health support for students experiencing social-emotional challenges.

Comprehensive Data Collection and Analysis: Panorama surveys will be administered to students each trimester as a social-emotional learning universal screener, providing comprehensive data on student well-being, school climate, and engagement. The Panorama platform integrates social-emotional learning, multi-tiered system of supports, response to intervention, school climate assessment, and student voice initiatives into one comprehensive system.

This research-based survey system, recognized as evidence-based by Every Student Succeeds Act (ESSA), will provide school leaders with visual dashboard reporting to interpret data and take immediate action to

		<p>improve student outcomes. The platform offers valid and reliable measurement tools to enhance social-emotional learning schoolwide while compiling actionable data for educators to implement best practices for intervention management. Additionally, Panorama surveys will be utilized to address and support educator and staff well-being and social-emotional capacity, ensuring a comprehensive approach to school climate and mental health support.</p>		
4	BROAD COURSE OF STUDY	<p>New LA Charter Elementary School will provide all students with enrollment in a comprehensive course of study that extends beyond core academic subjects during the 2025-26 school year, ensuring students receive a well-rounded educational experience that supports their academic, social, and emotional development.</p> <p>Comprehensive Enrichment Programming: All students will participate in a broad course of study that includes core subjects of English Language Arts, Mathematics, Science, Social Studies, and Physical Education, supplemented by enrichment courses in Art, Health, Music, and Coding. This comprehensive approach ensures that students develop both academic competencies and creative, technological, and physical wellness skills essential for 21st-century success.</p> <p>Research-Based Benefits of Arts Education: Implementation of comprehensive arts programming is supported by extensive research demonstrating the academic and social-emotional benefits of arts education. According to recent studies by the Brookings Institute, researchers found strong evidence that art and music educational experiences have remarkable impact on students' academic, social, and emotional development, including improvements in standardized writing scores, increased compassion for others, and enhanced interest in understanding others' perspectives and emotions.</p> <p>Multiple research studies support the academic benefits of arts engagement, demonstrating that students who participate in arts education perform better in mathematics, reading, and writing. A comprehensive meta-analysis performed by the Arts Education Partnership revealed that students who study music demonstrate increased achievement and</p>	\$96,568	N

		<p>proficiency in mathematics, while also showing improvements in reading and cognitive development capabilities.</p> <p>Integrated Learning Approach: New LA’s broad course of study will be designed to complement and enhance core academic learning while providing students with multiple pathways for expression, creativity, and skill development. Arts, music, coding, and health education will be integrated strategically to support the school's mission of developing passionate learners who are engaged in their community and demonstrate respect for themselves and others.</p> <p>This comprehensive educational approach aligns with the school's commitment to rigorous, standards-based instruction while ensuring that all students have access to enrichment opportunities that support their individual talents, interests, and developmental needs across multiple domains of learning and growth.</p>		
5	SUPPORTING EL – LANGUAGE ACQUISITION	<p>New LA Charter Elementary School will implement a comprehensive English Language Development program during the 2025-26 school year to address identified achievement gaps and accelerate language acquisition for all English Learners.</p> <p>Current Performance Context and Needs Assessment: While the percentage of English Learners meeting English Language Proficiency rose to 54.3% as measured by the English Learner Progress Indicator (ELPI) on the 2023 California School Dashboard, comprehensive data analysis reveals persistent achievement gaps between English Learners and English Only students as measured by the ELA and Math Academic Indicators. A thorough needs assessment identified that English Learners lack foundational skills, particularly in writing development, requiring targeted intervention and support.</p> <p>Professional Development and Teacher Capacity Building: New LA will provide all teachers with extensive professional development focused on English Language Development (ELD) strategies, Kagan cooperative learning structures, and specialized writing instruction for English Learners. This comprehensive training will ensure that all educators have the knowledge and skills necessary to support English Learners effectively across all content areas while maintaining high academic expectations.</p>	\$5,024	Y

Comprehensive ELD Service Delivery: All English Learners will receive both designated and integrated English Language Development instruction, ensuring that language acquisition support occurs during dedicated ELD time and is reinforced throughout content area instruction. This dual approach provides English Learners with systematic language development opportunities while ensuring access to grade-level academic content.

Tiered Academic Support and Intervention: English Learners who are struggling academically will receive additional tiered academic support from credentialed teachers and Teacher Assistants, providing intensive intervention that addresses both language development and academic skill gaps. Students will utilize BrainPop EL, a research-based digital platform designed specifically for English Learners, to supplement classroom instruction with engaging, level-appropriate content that supports language acquisition.

English Learners will be prioritized for after-school tutoring services to provide extended learning time focused on language acquisition and English proficiency development. This additional support ensures that English Learners receive the intensive instruction necessary to accelerate their progress toward English proficiency and academic success.

Data Analysis and Assessment: Local assessments will be systematically disaggregated by student group to identify trends, monitor progress, and inform targeted tiered intervention strategies. This data-driven approach will enable educators to make informed decisions about instructional adjustments and support services based on specific areas of need identified through ongoing assessment and progress monitoring.

Master Plan Revision and Stakeholder Engagement: The English Learner Master Plan will be comprehensively reviewed and revised with input from educational partners, including the English Learner Advisory Committee (ELAC), ensuring that language acquisition policies and procedures reflect current best practices and meet the specific needs of the school's English Learner population. This collaborative revision process will incorporate stakeholder feedback and align with current research on effective English Learner instruction and support.

6	COMPREHENSIVE SPED PROGRAM	<p>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 general education teachers and related service providers.</p> <p>New LA Charter Elementary School participates in LAUSD's (Option 3) SELPA. New LA has identified academics (both ELA and Math), behavior, and chronic absenteeism as areas of need for students with disabilities. 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 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, 2 RSTs, BII 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.</p> <p>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 be trained in all programs by internal and external experts on a bi-monthly basis. The SPED team will meet weekly to review compliance best practices and participate in professional development as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA and other opportunities such as conferences and participate in a department-wide professional read. These</p>	\$550,480	N
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efforts aim to improve the delivery of instruction and student academic outcomes and accelerate student learning.

All resource specialist teachers participate in weekly grade level meetings with the general education teachers of their students. These meetings help RSTs be aware of topics and curriculum in the gen ed classrooms and allow opportunities for co-planning and co-teaching. Additionally, general education teachers will participate in professional development 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 every month. This will support the team to set goals for the department and individually monitor progress toward those goals. Through parent-teacher conferences, committees, and the IEP process New LA ensures that student/parent voice is included in decision making and feedback.

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. 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 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

		<p>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. 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 hold quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement, and the importance of school attendance to access curriculum and continuity of special education services as outlined in their student's IEP.</p>		
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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.

New LA Charter Elementary School has developed Goal 2 to address critical capacity-building needs identified through data analysis and stakeholder feedback that directly impact the school's ability to deliver high-quality, standards-based instruction that serves all students effectively. The goal responds to both current challenges and the ongoing need for sustained professional excellence in a dynamic educational environment.

- **Teacher Credentialing and Retention Challenges:** Data reveals concerning trends in teacher credentialing, with the percentage of fully credentialed and appropriately assigned teachers declining from 100% in 2021-22 to 81% in 2022-23, representing a 19% decrease from baseline. This decline undermines the fundamental premise of providing high-quality instruction and necessitates intensive professional development to build and maintain teaching capacity. Additionally, maintaining high teacher retention rates is critical for program stability, as evidenced by the school's current 100% teacher retention, which enables sustained implementation of evidence-based practices and deeper professional learning.
- **Standards Implementation Requiring Sustained Support:** Implementation ratings for state academic content standards show areas needing improvement, with Math declining from level 5 (Full Implementation & Sustainability) to level 4 (Full Implementation) and Science experiencing similar declines. These decreases suggest that while teachers have foundational knowledge of standards, they require ongoing professional development to maintain high-quality implementation across all subject areas and ensure that instruction consistently aligns with rigorous academic expectations.
- **Achievement Gap Closure Through Instructional Excellence:** The persistent achievement gaps identified in Goal 1, including ELA performance 15 points below state average and math performance indicating students are nearly half a year behind grade-level expectations, require sophisticated instructional approaches that can only be achieved through comprehensive professional development. Teachers need ongoing training in differentiation strategies, Universal Design for Learning, and evidence-based practices that ensure all students, including English Learners and Students with Disabilities, have access to grade-level content through well-scaffolded instruction.
- **Evidence-Based Practice Implementation:** The school's commitment to implementing research-based strategies such as Project-Based Learning, Cognitive Guided Instruction, Universal Design for Learning, and structured writing approaches requires sustained professional learning opportunities. These complex instructional methodologies cannot be implemented effectively through one-time training but require

ongoing coaching, collaboration, and refinement to achieve their intended impact on student motivation, competence, and self-directed learning.

- **Formative Assessment and Data-Driven Instruction:** Effective use of the comprehensive assessment systems outlined in Goal 1 requires teachers to have sophisticated skills in analyzing student data, adjusting instruction based on formative assessments, and using evidence to inform instructional decisions. Professional development focused on assessment literacy and data-driven instruction ensures that the investment in assessment tools translates into improved student outcomes through responsive teaching practices.
- **Leadership Development for Sustainable Improvement:** The goal recognizes that instructional excellence requires strong leadership at all levels, necessitating ongoing coaching and mentoring for principals, assistant principals, and teacher leaders. This distributed leadership approach ensures that professional learning initiatives are effectively implemented and sustained over time while building institutional capacity for continuous improvement.
- **Support for Diverse Learner Needs:** Given the school's diverse student population, including 22% English Learners, 24% Students with Disabilities, and 81% Socioeconomically Disadvantaged students, teachers require specialized training in culturally responsive practices, accommodations and modifications, structured talk routines, and PBIS implementation. This comprehensive professional development ensures that all educators have the knowledge and skills necessary to serve every student effectively.
- **Alignment with School Mission and Vision:** Professional development focused on evidence-based strategies that support student motivation and self-directed learning aligns directly with New LA's mission to develop passionate learners who are engaged in their community. This goal ensures that instructional practices consistently reflect the school's commitment to rigorous, relevant, and relationship-centered education that prepares students for academic success and civic engagement.

This comprehensive professional development goal reflects New LA's understanding that high-quality instruction is the foundation of student success and requires sustained investment in educator growth, capacity building, and evidence-based practice implementation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 100%	2022-23: 81%		2023-24: 92%	-19%
14	% students with access to standards-aligned materials.	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Textbook Inventory/classroom observations					
15	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA Health:5 PE: 5 VAPA:5 World Language: NA	<p><u>2024-25</u></p> ELA: 5 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: NA		<p><u>2025-26:</u></p> ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: NA	ELA: 0 ELD: 0 Math: -1 Social Science: 0 Science: -1 CTE: NA Health: 0 PE: 0 VAPA: 0 World Language: NA

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: This action has been fully implemented as planned. Teachers participated in a comprehensive summer learning program from August 5-16, receiving training in Project Based Learning, Universal Design for Learning, the Simplify Writing curriculum, and best practices for English Language Development.

To date, we have completed two of our three scheduled professional development days, with the final session set for April 25th. Our first professional development day focused on Project Based Learning strategies, while the second day concentrated on Universal Design for Learning principles and applications.

Action 2: This action has been fully implemented as planned with one substantive difference: Cognitively Guided Instruction (CGI) was not included in this year's professional development calendar. This shift allowed us to focus on other instructional priorities.

The decision to exclude CGI training was strategic, as we experienced 100% teacher retention this year. All current staff previously received extensive CGI training in prior years. CGI implementation continues through ongoing discussions at the intermediate level, grade-level meetings, and Professional Learning Communities.

Teachers participated in a comprehensive summer learning program from August 5-16, receiving training in Project Based Learning, Universal Design for Learning, the Simplify Writing curriculum, and best practices for English Language Development. To date, we have completed two of our three scheduled professional development days, with the final session scheduled for April 25th.

Action 3: This action was fully implemented. All planned curriculum procurement has been completed as scheduled. We purchased consumables for our reading curriculum, secured Simplify Writing access for K-2nd grade, and maintained ongoing access to Amplify Science and Little Justice Leaders. All curricular purchases were executed according to plan, ensuring every student has full access to standards-aligned curriculum and instructional materials across all subject areas.

Action 4: This action was fully implemented. New Los Angeles Charter Elementary 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.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures

- **Goal 2 - Action 2: Professional Learning Opportunities:** New LA Charter Elementary School experienced material differences in Action 2 due to increased costs for substitute teachers that exceeded planned expenditures. This variance resulted from higher-than-anticipated substitute teacher usage during professional development activities and teacher absences throughout the school year. The increased substitute costs reflect the school's commitment to maintaining continuity of instruction while providing teachers with essential professional learning opportunities. Contributing factors included more frequent need for substitute coverage during professional development sessions than originally budgeted, higher substitute teacher daily rates than projected during budget planning, additional substitute coverage required to support teacher participation in coaching cycles and collaborative planning time, and unforeseen circumstances requiring substitute coverage beyond the planned professional development calendar. While this resulted in expenditures exceeding the planned budget

allocation, the investment was necessary to ensure that professional learning opportunities were delivered as intended without disrupting student instruction, directly supporting the goal's objective of providing educators with evidence-based strategies and ongoing professional development.

- **Goal 2 - Action 3: Core Curricular Needs:** New LA Charter Elementary School overestimated the costs for consumables and curriculum materials, resulting in estimated actual expenditures significantly lower than the planned budget allocation. This action was fully implemented as designed, with all students receiving access to high-quality, standards-aligned curriculum and instructional materials across all academic disciplines. The cost variance can be attributed to more favorable pricing negotiations with curriculum vendors than anticipated during budget planning, efficient inventory management that reduced the need for additional consumable purchases, strategic timing of purchases that took advantage of educational discounts and bulk pricing, and some planned curriculum updates being postponed or determined unnecessary based on current resource adequacy. This positive variance demonstrates effective fiscal management while maintaining full implementation of curricular support. All planned curriculum and instructional materials were successfully procured and deployed, ensuring that the action's objectives were met within a more cost-effective framework than originally projected.
- These material differences reflect New LA's adaptive budget management and commitment to maintaining high-quality educational programming while responding to actual operational needs and market conditions throughout the fiscal year.

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 moderately effective. While Action 1 successfully implements comprehensive professional development programming and maintains strong partnerships for ongoing capacity building, the significant decline in teacher credentialing rates represents a fundamental challenge to program effectiveness. The action demonstrates solid execution of training components and shows positive impacts on instructional practices, but the inability to maintain full credentialing compliance and declining implementation ratings in key subject areas indicate systemic issues that require immediate attention to achieve the goal of providing high-quality educators for the core educational program.

Areas of Effectiveness: The action demonstrates strong execution of its professional development plan with teachers completing the full 10-day summer learning program from August 5th-August 16th, covering Project Based Learning, Universal Design for Learning, Simplify Writing curriculum, and ELD best practices. The school successfully conducted two of three planned professional development days focused on Project Based Learning and Universal Design for Learning, with the final session scheduled for April 25th.

Strategic partnerships enhance program effectiveness, particularly the three-year collaboration with Open Access providing ongoing Universal Design for Learning professional development. This sustained approach to capacity building demonstrates institutional commitment to evidence-based instructional practices. The dedicated data analysis days have proven valuable in providing teachers time to analyze student performance data and make informed instructional decisions for both whole-class and small-group instruction.

The action successfully renewed the school's commitment to Project Based Learning, with teachers demonstrating increased implementation of this research-based pedagogical approach. All students maintain access to standards-aligned materials, with 100% access sustained from the previous year baseline.

Areas of Concern: The most significant effectiveness challenge relates to teacher credentialing and retention. The percentage of fully credentialed and appropriately assigned teachers declined dramatically from 100% in 2021-22 to 81% in 2022-23, representing a 19% decrease

from baseline. This substantial decline undermines the action's fundamental premise of employing appropriately credentialed teachers to support the core educational program.

Action 2: This action has been highly effective. Action 2 exemplifies strategic professional development implementation with measurable improvements in teaching practices, particularly in UDL and Project Based Learning adoption. The high teacher retention rate and evidence of sustained practice changes indicate the professional learning opportunities are building genuine capacity rather than providing superficial training. The thoughtful modification of programming based on staff experience and institutional needs demonstrates mature professional development planning that maximizes impact while efficiently utilizing resources to support student motivation, competence, and self-directed learning through enhanced instructional practices.

Areas of Effectiveness: The action demonstrates significant impact in Universal Design for Learning implementation with teachers showing noticeable improvement in understanding and applying UDL practices across subject areas. This systematic approach to inclusive instruction design benefits all students while specifically supporting English Learners and students with disabilities through multiple access points to learning.

Project Based Learning professional development achieved substantial success with teachers demonstrating renewed commitment to this pedagogical approach. Every teacher has planned at least one project for implementation during the school year, with several having already completed projects and all scheduled to finish at least one by year's end. This comprehensive adoption indicates effective professional development delivery and institutional support.

The structured approach to leadership development shows strong implementation with the Chief of Schools mentoring the principal and Director of Special Education, while the principal provides coaching to the Assistant Principal. This tiered leadership development model creates sustained capacity building throughout the administrative structure.

High teacher retention rates this year reflect the action's effectiveness in building staff capacity and job satisfaction, supporting the goal of maintaining experienced educators who have received extensive professional development in previous years.

Areas of Strategic Modification: The school made deliberate programmatic adjustments by not including Cognitive Guided Instruction in this year's professional learning focus. This decision reflects strategic prioritization given the absence of new teachers and existing staff's extensive CGI training from previous years. CGI concepts continue to be reinforced through grade-level meetings and Professional Learning Communities, demonstrating sustainable integration of past professional development investments.

The concentrated focus on fewer professional development areas allows for deeper implementation and mastery rather than superficial coverage across multiple topics, indicating mature professional development planning.

Action 3: This action has been highly effective. Action 3 successfully achieves its fundamental goal of providing universal access to standards-aligned materials while demonstrating measurable improvements in instructional quality, particularly in writing. The sustained 100% access rate combined with positive teacher feedback and student engagement indicates effective curriculum selection and implementation. While curriculum transition challenges exist, the overall outcomes show the action effectively supports Goal 2's objectives of providing educators with quality materials that enhance student motivation, competence, and learning through well-scaffolded instruction.

Areas of Effectiveness: The action demonstrates complete success in maintaining universal access to standards-aligned materials with 100% of students having access to appropriate curriculum and instructional materials, sustaining the baseline achievement from the previous year. This fundamental equity measure ensures no students face barriers to learning due to inadequate materials.

Curriculum implementation shows strong positive outcomes, particularly in writing instruction where the new Simplify Writing curriculum has produced significant improvements across all grade levels. The school successfully achieved its ambitious goal of implementing writing block instruction at least three days per week in all K-5 classrooms, representing a systematic enhancement to literacy instruction.

Teacher satisfaction and student engagement metrics indicate effective curriculum selection with educators expressing happiness with the structured reading curriculum including Superkids and Read Side by Side programs. High student engagement levels suggest the materials effectively support motivation and learning, aligning with Goal 2's focus on student motivation and competence.

Strategic purchasing decisions reflect responsive curriculum management with appropriate consumables acquired for reading programs, K-2nd grade access to Simplify Writing, ongoing Amplify Science access, and Little Justice Leaders materials. These targeted investments demonstrate effective resource allocation to support comprehensive programming.

Action 4: This action has been moderately effective. Action 4 successfully achieves universal technology access and maintains functional digital infrastructure across all learning environments. The comprehensive device deployment and classroom technology setup effectively eliminate immediate digital divide barriers. However, aging infrastructure challenges and minimal budget allocation raise significant concerns about long-term sustainability. While current implementation meets equity objectives, the action requires enhanced resource allocation and proactive replacement planning to maintain effectiveness and prevent future technology barriers from undermining student access to digital learning opportunities.

Areas of Effectiveness: The action achieves its fundamental equity objective by providing universal technology access with all students receiving assigned Chromebooks and every classroom equipped with necessary technology infrastructure. This comprehensive device deployment ensures no students face digital barriers to accessing curricular and instructional materials, directly supporting the goal's commitment to eliminating technology-based inequities.

Universal educator support demonstrates effective implementation with all teachers having dedicated computers for instructional planning and delivery. The complete classroom technology setup including working document cameras and projectors in every learning space creates consistent instructional capacity across the school, supporting teachers' ability to deliver engaging, technology-enhanced lessons.

The action successfully maintains operational technology systems during both regular instructional time and expanded learning opportunities programming, indicating robust technical support and infrastructure management. Proper bandwidth maintenance schoolwide ensures reliable connectivity for digital learning platforms and virtual meeting capabilities.

Areas of Declining Effectiveness: Infrastructure aging presents increasing operational challenges with computers, projectors, and document cameras becoming cumbersome to use in classrooms and meetings. This deterioration undermines the action's effectiveness by creating technology barriers that impede smooth instruction delivery and professional collaboration.

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 to Planned Goal, Metrics, Target Outcomes, and Actions

- **Goal Stability:** No changes have been made to Goal 2, which continues the school's commitment to providing educators and support staff with professional learning opportunities on academic content standards and evidence-based strategies that support student motivation, competence, and self-directed learning through well-scaffolded instruction and formative assessments. This consistency reflects the goal's continued importance in maintaining high-quality educational programming and teacher retention.
- **Metric Consistency:** All established metrics remain unchanged, including the percentage of teachers who are fully credentialed and appropriately assigned, percentage of students with access to standards-aligned materials, and implementation ratings of state academic content and performance standards. These metrics continue to provide meaningful measurement of professional development effectiveness and instructional quality.
- **Action Continuity:** All four actions under Goal 2 remain unchanged, maintaining the comprehensive approach to educator support through core educational program staffing, professional learning opportunities, curricular needs, and digital equity. This stability allows for continued refinement of professional development practices and sustained capacity building rather than introducing new programmatic elements.
- **Target Outcome Consistency:** Established target outcomes remain in place to provide longitudinal tracking of teacher effectiveness, student access to quality materials, and standards implementation across all subject areas. This consistency enables meaningful progress measurement and supports continuous improvement in educational delivery.
- **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 professional development effectiveness and instructional capacity while maintaining focus on evidence-based practices that support student achievement.

The unchanged goal structure demonstrates New LA’s commitment to sustained investment in educator professional growth and instructional excellence while allowing for data-driven refinements that enhance teaching effectiveness and student learning outcomes.

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 Elementary School will maintain a fully qualified educational team during the 2025-26 school year, employing a principal and appropriately credentialed teachers to deliver high-quality instruction in the core educational program encompassing English Language Arts, Mathematics, Science, Social Studies, and Physical Education for all students.	\$970,493	Y

Staffing and Credentialing: New LA will ensure that all teaching positions are filled with appropriately credentialed educators who meet state certification requirements and demonstrate expertise in their assigned subject areas. Administrative leadership will include a principal who provides instructional leadership and supports teacher effectiveness in delivering standards-based instruction across all core academic areas.

New LA will employ substitute teachers to ensure continuity of instruction at all grade levels and support teachers during professional learning activities when applicable. This substitute teacher support system will maintain consistent educational delivery while enabling teachers to participate in professional development opportunities without disrupting student learning.

Comprehensive Professional Learning Program: All teachers will participate in five days of intensive, robust professional learning during Summer 2025, providing focused preparation for the upcoming academic year. This summer professional development will address current educational priorities, curriculum implementation, assessment strategies, and evidence-based instructional practices that support student achievement across all core subject areas.

Ongoing Professional Development Structure: In addition to summer professional learning, teachers will participate in three non-instructional days throughout the academic year specifically dedicated to data analysis and instructional decision-making. These structured data analysis sessions will enable teachers to examine student performance data, identify learning trends, adjust instructional strategies, and develop targeted interventions based on student needs and progress monitoring results.

Weekly Professional Learning: Teachers will engage in weekly professional learning opportunities during the academic year, ensuring continuous professional growth and collaborative improvement in instructional practices. These ongoing sessions will focus on refining teaching strategies, sharing best practices, examining student work, and implementing evidence-based approaches that enhance student learning outcomes across all core educational program areas.

This comprehensive approach to educator support ensures that all students receive instruction from highly qualified professionals who engage in

		continuous learning and improvement to maximize student academic success and growth.		
2	PROFESSIONAL LEARNING OPPORTUNITIES	<p>New LA Charter Elementary School will provide all teachers with robust, evidence-based professional learning opportunities during the 2025-26 school year to improve instructional delivery, build teacher capacity and expertise, enhance teacher retention, and ultimately impact student outcomes across all academic and social-emotional domains.</p> <p>Data-Driven Professional Development Focus Areas: Based on comprehensive analysis of student assessment results, feedback from educational partners, classroom observation findings, and staff survey data, professional development will target specific areas of greatest need and impact. Focus areas will include Cognitive Guided Instruction (CGI) Math to enhance mathematical reasoning and problem-solving instruction, Structured Writing to improve student writing outcomes across all grade levels, and Tier 2 Intervention structures and best practices to support struggling learners effectively.</p> <p>Professional learning will address Project Based Learning to align with the school's mission of community engagement and real-world application, Diversity, Equity, Inclusion, and Justice (DEIJ) practices to ensure culturally responsive instruction for all students, and Universal Design for Learning (UDL) practices through a comprehensive partnership with Open Access. This multi-year UDL collaboration will provide teachers with systematic strategies for differentiating instruction and ensuring access for all learners.</p> <p>Behavioral and Social-Emotional Learning Support: Professional development will encompass PBIS implementation focusing on responding to student behavior, creating trauma-informed classrooms, and implementing CHAMPS procedures for classroom management. Training will include Olweus anti-bullying prevention strategies, Restorative Justice practices, and comprehensive approaches to Accommodations and Modifications for Students with Disabilities. Structured Talk Routines will be emphasized to enhance student engagement and academic discourse across all content areas.</p> <p>Leadership Development and Coaching: The Chief of Schools will provide ongoing mentoring and coaching for the principal and Director of Special</p>	\$22,050	N

		<p>Education, focusing on building leadership capacity and expertise in instructional leadership, data analysis, and program management. This leadership development will ensure effective implementation of professional learning initiatives and sustained improvement in educational practices.</p> <p>The principal will mentor and coach the Assistant Principal while collaborating with organizational leadership to collect and analyze multiple forms of data for measuring program effectiveness and creating systems for progress monitoring throughout the school year. Additionally, the principal will collaborate with organizational leadership to implement the New LA Strategic Plan for Equity and analyze the school's progress toward achieving strategic goals.</p> <p>Comprehensive Leadership Support: The leadership team will receive specialized leadership coaching focused on effective teacher and staff evaluation, data analysis and goal setting, and fostering collaboration between General Education teachers and the Special Education Department. This comprehensive approach ensures that leadership capacity supports both individual teacher growth and school-wide improvement initiatives that benefit all students and families.</p> <p>Support for Teacher Effectiveness and Retention</p> <p>To further support teacher effectiveness, retention, and credential clearance, New LA will partially fund induction expenses for teachers. (Title II Funded: \$13,500)</p>		
3	CORE CURRICULAR NEEDS	<p>New LA Charter Elementary School will provide all students with comprehensive access to high-quality, standards-aligned curriculum and instructional materials across all academic disciplines during the 2025-26 school year, ensuring equitable access to rigorous educational resources that support student achievement and mastery of grade-level standards.</p> <p>Standards-Aligned Curriculum Access: All students will have access to curriculum and instructional materials that are fully aligned to California State Standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, California History-Social Science Standards, and Physical Education Standards. This alignment ensures that instruction is focused on essential</p>	\$32,115	N

		<p>learning objectives and prepares students for state assessments and future academic success.</p> <p>Comprehensive Disciplinary Coverage: Curriculum and instructional materials will encompass all core academic disciplines, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education, as well as enrichment areas such as Art, Music, Health, and Coding. This comprehensive approach ensures that students receive a well-rounded education that supports both academic achievement and creative development.</p> <p>Annual Material Procurement and Maintenance: Annual purchases will be made as needed to maintain current, effective instructional resources, including consumable materials such as workbooks, manipulatives, laboratory supplies, art materials, and technology resources that support hands-on learning experiences. This ongoing procurement ensures that teachers have the necessary tools to deliver high-quality instruction while students have access to current, engaging materials that enhance their learning experience.</p> <p>Equitable Resource Distribution: New LA will ensure that all classrooms and grade levels have equitable access to curriculum materials and resources, with particular attention to ensuring that specialized populations, including English Learners and Students with Disabilities, have access to appropriate supplemental materials and adapted resources that support their specific learning needs while maintaining access to grade-level content and expectations.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>New LA Charter Elementary School will ensure equitable access to technology resources for all students during the 2025-26 school year, eliminating barriers to digital learning and providing comprehensive technology support that enables effective participation in curricular and instructional activities both during the school day and through extended learning opportunities.</p> <p>Universal Technology Access: All students will have access to appropriate technology devices necessary for accessing curricular and instructional materials, ensuring that digital learning opportunities are available regardless of students' home technology resources or socioeconomic</p>	\$360	N

circumstances. New LA will provide individual devices that support student learning across all academic disciplines and grade levels.

Connectivity and Infrastructure Support: Wi-fi hotspots will be provided as needed to students who lack reliable internet access at home, ensuring that remote learning, homework completion, and family communication can occur without connectivity barriers. The Technology Support team will maintain proper bandwidth capacity schoolwide to support simultaneous use of digital resources during instructional activities and assessments.

Technical Support and Maintenance: Comprehensive technical support will be available to address device issues, software problems, and connectivity challenges that might impede student learning or family communication. Subscriptions for virtual meeting platforms and educational software will be maintained as needed to support distance learning capabilities, family conferences, and collaborative learning experiences.

Device Management and Updates: Technology devices will be regularly updated with current software and security features to ensure optimal performance and safe digital learning environments. Devices will be available for use during the instructional day across all content areas and will be accessible for students participating in the Expanded Learning Opportunities Program (ELOP), ensuring seamless technology integration in both regular and extended learning settings.

Equitable Digital Learning Environment: This comprehensive technology support system ensures that all students, regardless of their home technology access or family resources, can fully participate in digital learning experiences, complete technology-enhanced assignments, and develop the digital literacy skills essential for academic success and future career readiness.

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.

New LA Charter Elementary School has developed Goal 3 to address the critical role that family and community engagement plays in student success, recognizing that sustainable educational improvement requires genuine partnership between school, families, and community. The goal responds to both identified strengths in family engagement and ongoing challenges that require coordinated support systems extending beyond traditional school boundaries.

- **Family Engagement as Foundation for Whole Child Education:** New LA's commitment to a whole child approach to education recognizes that student success depends on strong partnerships between school and families. Data demonstrates that family engagement directly impacts student outcomes, as evidenced by improved attendance rates correlating with enhanced family communication and support systems. The school's chronic absenteeism improvement from 36.41% to 19% reflects the effectiveness of coordinated family engagement strategies, yet the rate remains above the state average of 18.6%, indicating continued need for strengthened family partnerships.
- **Addressing Barriers Through Community Partnership:** The school's diverse student population, including 81% Socioeconomically Disadvantaged students, 22% English Learners, 24% Students with Disabilities, 3% Foster Youth, and 4% Homeless Youth, faces multiple barriers to learning that cannot be addressed by the school alone. The Community Schools Framework integrated into Goal 1 requires robust family and community engagement to connect families with resources addressing housing insecurity, transportation challenges, mental health needs, and other factors that impact student attendance and academic success.
- **Shared Decision-Making for Educational Equity:** The school's commitment to shared decision-making through Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and Community Schools Steering Committee reflects recognition that families bring essential perspectives and expertise about their children's needs. Priority 3 Self-Reflection Tool data shows modest improvements in parent input and participation, but continued growth is needed to ensure that voices of unduplicated pupils and Students with Disabilities meaningfully inform school policies and practices.
- **Cultural Responsiveness and Linguistic Access:** With 61% Hispanic students and significant English Learner population, the school requires comprehensive bilingual communication systems and culturally responsive engagement strategies. The goal ensures that language differences

do not create barriers to family participation through translation services, bilingual staff support, and culturally relevant programming that honors diverse family backgrounds while building school community connections.

- **Climate and Safety Through Community Building:** Survey data reveals varying perceptions of school climate across stakeholder groups, with staff showing concerning declines in sense of safety (74% to 60%) and school connectedness (86% to 60%), while student and parent perceptions remain more positive. This goal addresses the need for comprehensive community building that supports all stakeholders and creates environments where everyone feels valued, safe, and connected to the school mission.
- **Academic Achievement Through Family Partnership:** Research consistently demonstrates that meaningful family engagement correlates with improved student academic outcomes. Given the academic challenges identified in Goal 1, including ELA performance below state averages and persistent achievement gaps among student groups, the school requires strong family partnerships to reinforce learning at home, support student motivation, and ensure consistent messaging about academic expectations and growth.
- **Facility and Resource Stewardship:** Maintaining safe and clean facilities requires community investment and shared responsibility. The Facility Inspection Tool (FIT) rating of "Good" reflects current success, but sustaining this standard requires ongoing community engagement and support. The goal ensures that families understand facility conditions and participate in creating learning environments that reflect shared pride and commitment to student success.
- **Communication Systems for Continuous Improvement:** Effective family engagement requires sophisticated communication systems that reach diverse families through multiple channels and languages. The goal addresses the need for comprehensive platforms including DeansList, ParentSquare, and Mail Chimp, while ensuring that communication is bidirectional and that family feedback informs continuous improvement efforts across all school programs and practices.
- **Building Social Capital and Community Resilience:** The goal recognizes that school's function most effectively when embedded in strong community networks that provide mutual support and shared resources. By developing partnerships with community organizations and agencies, the school creates opportunities for families to access services, build social connections, and develop collective efficacy for addressing shared challenges and advancing common goals.
- **Alignment with Mission and Values:** Family and community engagement directly supports New LA's mission to develop students who are "engaged in their community" and demonstrate "respect for themselves and others." This goal ensures that the school models collaborative relationships and democratic participation that students experience firsthand, preparing them to be active and engaged community members throughout their lives.

This comprehensive family and community engagement goal reflects New LA's understanding that sustainable educational excellence requires genuine partnership, shared responsibility, and coordinated support systems that extend beyond traditional school boundaries to address the full range of factors that influence student success and community well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score	2023-24: Good	2024-25: Good		2025-26: Good	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: SARC					
17	<p>Parent input in decision-making for UP & SWD. (Questions 9-12)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>	<p><u>2023-24:</u></p> <p>9. 4 10.3 11.4 12.4</p>	<p><u>2024-25:</u></p> <p>9. 4 10. 4 11. 4 12.4</p>		<p><u>2025-26:</u></p> <p>9. 4 10.4 11.5 12.4</p>	<p>9. 0 10.+1 11.0 12.0</p>
18	<p>Parent participation in programs for UP & SWD. (Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p>	<p><u>2023-24:</u></p> <p>1. 4 2. 4 3. 5 4. 4</p>	<p><u>2024-25:</u></p> <p>1. 4 2. 5 3. 5 4. 4</p>		<p><u>2025-26:</u></p> <p>1. 5 2. 5 3. 5 4. 4</p>	<p>1. 0 2. +1 3. 0 4. 0</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 61% Sense of Safety 59% School connectedness	<u>2024-25:</u> 68% Sense of Safety 57% School Connectedness		<u>2025-26:</u> 70% Sense of Safety 60% School Connectedness	+7% Sense of Safety -2% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	<u>2023-24:</u> 87% Sense of Safety 90% School connectedness	<u>2024-25:</u> 90% Sense of Safety 88% School Connectedness		<u>2025-26:</u> 90% Sense of Safety 90% School Connectedness	+3% Sense of Safety -2% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 74% Sense of Safety 86% School connectedness	<u>2024-25:</u> 60% Sense of Safety 60% School Connectedness		<u>2025-26:</u> 65% Sense of Safety 65% School Connectedness	-14% Sense of Safety -16% 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: This action has been fully implemented as planned. All classes have either completed or scheduled educational field trips for this academic year. Fifth-grade students will participate in an overnight outdoor education experience at Camp Lawrence Daley in May.

Our campus aides, working closely with our new Assistant Principal, have enhanced our PBIS structures on the playground and manage the school store, which provides positive incentives for students.

We continue hosting Friday school-wide mindfulness and award assemblies with caretaker invitations. Additional community events have included math night and a winter music showcase, with a "Books and Pajamas" literacy night planned for March.

We administered the fall Panorama survey to both caretakers and students, with the spring survey scheduled for March and April for students, caretakers, and staff.

Action 2: This action is being implemented as planned. We hold monthly Coffee with the Principal events, providing regular opportunities for family interaction with school leadership. We conducted our first English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) meetings in January, with two additional meetings scheduled for March and June.

Our Family Engagement Manager has proven to be an invaluable resource this year, organizing parent events, facilitating valuable workshops such as car seat safety, and participating in School Attendance Review Team (SART) meetings to connect families with appropriate resources.

Action 3: This action was fully implemented. New LA Charter Elementary School provides parents, including those of unduplicated pupils (UP) and Students with Disabilities (SWD), with numerous opportunities to engage in their child's education through schoolwide events including Back-to-School and Passion for Learning, monthly Coffee with the Principal sessions, and parent educational workshops.

While FACTOR workshops were not implemented this year as they operate on an alternating year schedule, Her Healing is delivering parent workshops focused on positive parenting, positive discipline, and recognizing symptoms of anxiety and depression.

Leadership has hosted additional parent workshops on requested topics and identified areas of need, including a dedicated meeting on Sex Education that outlined curriculum content and provided resources for continuing discussions at home. Other workshop topics include the impact of attendance on learning and socialization, understanding iReady assessment results, counseling services, and state-mandated assessments. Our bilingual support staff serves as the initial line of communication with families, proving instrumental in family connections and supporting our schoolwide focus on attendance policy implementation and the School Attendance Review Team (SART) process.

For communication, New LA Charter School utilizes DeansList and ParentSquare for text messaging and MailChimp for email newsletters. All correspondence is provided in English and translated to Spanish based on home language survey data. Interpreters are available for all workshops and upon request.

Action 4: This action was fully implemented. New LA Charter Elementary School has successfully provided all students and staff with a safe and clean school facility this academic year, fully supported by our janitorial team. We maintain a full-time custodian during school hours and an evening custodian who supports after-school program activities and ensures the building is properly prepared for students each morning.

The annual Facility Inspection Tool (FIT) report was completed as required, with results documented in the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report. All identified issues from the inspection have been addressed promptly and appropriately.

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 were no material differences between budgeted expenditures and estimated actual expenditures for any actions within Goal 3. 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 organization's ability to accurately forecast resource needs and maintain spending discipline while achieving the intended service delivery outcomes for Goal 3.

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. Action 1 achieves remarkable success in its primary objectives of improving attendance and student engagement, with substantial measurable improvements in chronic absenteeism and student valuing of school. The comprehensive programming approach effectively creates positive learning environments and meaningful experiential learning opportunities. However, declining staff climate metrics and emerging financial sustainability challenges require immediate attention to ensure continued effectiveness and maintain the positive gains achieved in student engagement and attendance.

Areas of Effectiveness: The action demonstrates exceptional success in improving student attendance and engagement with current ADA reaching 93.1% and chronic absenteeism dropping dramatically from 36.41% in March 2024 to 19% in March 2025. This substantial improvement reflects effective implementation of systematic attendance supports including celebrations, raffles, and enhanced communication between stakeholders.

Student engagement programming shows comprehensive execution with all classes completing or scheduling field trips, 5th grade outdoor education planned for Camp Lawrence Daley in May, and diverse community events including math night, winter music showcase, and upcoming literacy night. The Friday schoolwide mindfulness and award assemblies with caregiver participation create consistent positive reinforcement and family engagement opportunities.

Playground management improvements demonstrate effective PBIS implementation with zone Teaching Assistants successfully creating structured outdoor environments and operating the school store as a positive behavioral incentive system. Grant-funded enrichment opportunities including Getty Museum visits for 2nd and 3rd grades and Friends of LA River programming for 5th grade expand experiential learning beyond budget constraints.

Student perception data shows meaningful improvement with "Valuing of School" responses increasing from 68% in spring 2024 to 76% in fall 2024, indicating enhanced student connection to the educational environment. Student sense of safety improved from 61% to 68%, while parent sense of safety increased from 87% to 90%.

Areas of Concern: Financial sustainability challenges emerge with increasing costs for field trips and transportation requiring family contributions for outdoor education for the first time. This shift toward family funding may create equity concerns and limit access for economically disadvantaged students.

Action 2: This action has been highly effective. Action 2 successfully establishes robust parent input systems that provide meaningful opportunities for family participation in school decision-making. The combination of formal advisory committees, regular communication forums, and innovative parent ambassador structures creates multiple pathways for family engagement. The bilingual Family Engagement Manager's comprehensive support significantly enhances the action's effectiveness by connecting families with both school leadership and community resources. While committee membership sustainability requires ongoing attention, the overall systems demonstrate strong effectiveness in engaging parents as true partners in education and fostering collaborative decision-making that strengthens school-family relationships.

Areas of Effectiveness: The action demonstrates strong systematic implementation of parent advisory structures with monthly Coffee with the Principal sessions providing consistent opportunities for family input and communication. ELAC and PAC meetings maintain regular schedules with January sessions completed and March and June meetings planned, ensuring sustained parent engagement in decision-making processes.

The bilingual Family Engagement Manager represents a significant asset, effectively connecting families with school leadership and community resources. Her comprehensive support includes organizing parent events, facilitating practical workshops such as car seat safety training, and participating in SART meetings to connect families with necessary resources, demonstrating multi-faceted family support beyond traditional advisory roles.

Innovation in parent engagement shows through the establishment of a parent ambassadors' group that creates structured pathways for family involvement. This core group serves as classroom liaisons, organizes events and fundraisers, and provides crucial communication bridges between families and school administration and teachers, expanding engagement beyond formal committee structures.

State Priority 3 Self-Reflection Tool metrics indicate modest improvements in parent participation, with one measure showing advancement from level 3 to level 4 in parent input in decision-making for unduplicated pupils and students with disabilities. Similarly, parent participation in programs shows improvement from level 4 to level 5 in one category, suggesting strengthened engagement systems.

Areas Requiring Attention: Committee membership sustainability presents ongoing challenges with ELAC requiring recruitment of several new members following 5th grade graduations and family relocations. While the committee has been appropriately reconstituted, maintaining consistent representation requires continuous outreach and engagement efforts.

Action 3: This action has been highly effective. Action 3 successfully creates multiple pathways for meaningful parent engagement through diverse programming, comprehensive communication systems, and culturally responsive supports. The high participation rates combined with targeted mental health and parenting education through Her Healing partnerships address both engagement and family capacity building. The strategic modification of FACTOR programming demonstrates mature program planning while maintaining strong alternative engagement opportunities. The comprehensive bilingual communication approach and accessibility measures ensure inclusive participation across the school's diverse community, effectively supporting the goal of engaging parents as true educational partners.

Areas of Effectiveness: The action demonstrates strong parent engagement with consistently high participation rates across programming, indicating effective outreach and relevant content delivery. Strategic workshop programming through Her Healing provides targeted parent education on positive parenting, positive discipline, and recognizing symptoms of anxiety and depression, addressing critical family support needs that directly impact student success.

Communication systems show comprehensive implementation with multiple platforms including DeansList and ParentSquare for text messaging and Mail Chimp for email newsletters, ensuring diverse communication preferences are accommodated. The commitment to bilingual accessibility through English and Spanish correspondence with interpreter services available demonstrates genuine inclusivity for the school's diverse family community.

The school successfully conducted state-mandated sex education parent meetings, providing families with curriculum information and home discussion resources, fulfilling legal requirements while supporting family engagement in sensitive topics. SART process implementation continues effectively, connecting families with attendance support and resources to address barriers to school participation.

Monthly Coffee with the Principal sessions maintains consistent opportunities for informal family engagement and direct communication with school leadership, creating accessible venues for ongoing dialogue and relationship building.

Action 4: This action has been effective. Action 4 successfully maintains facility standards that support positive learning environments with sustained "Good" FIT ratings and effective problem resolution. However, aging infrastructure demands, and staffing vulnerabilities require ongoing attention and robust resource allocation to maintain long-term effectiveness in providing safe and clean educational facilities.

Areas of Effectiveness: The action maintains consistent facility standards with the FIT Report Score sustaining a "Good" rating from 2023-24 to 2024-25. The dual custodial staffing model with full-time day and evening custodians ensures continuous maintenance supporting both regular instruction and after-school programming. The building remains consistently prepared for daily student arrival, and facility issues including roof and plumbing problems in the aging building are addressed promptly to prevent educational disruption.

Areas of Challenge: Staffing stability presents operational risks with the evening custodian position vacant for several months, requiring substitute coverage that potentially impacted maintenance consistency.

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 to Planned Goal, Metrics, Target Outcomes, and Actions

- **Goal Stability:** No changes have been made to Goal 3, which continues the school's commitment to engaging parents as partners through education, communication, and collaboration that fosters strong relationships and community. The goal maintains focus on strengthening relationship-centered student, family, and community engagement to build a positive and nurturing school environment through shared decision-making and participatory practices. This consistency reflects the goal's continued effectiveness in building meaningful family partnerships.
- **Metric Consistency:** All established metrics remain unchanged, including Facility Inspection Tool (FIT) Report scores, parent input in decision-making measures for unduplicated pupils and students with disabilities, parent participation in programs, and local measures from

student, parent, and staff surveys regarding sense of safety and school connectedness. These metrics continue to provide comprehensive measurement of family engagement effectiveness and school climate.

- **Action Continuity:** All four actions under Goal 3 remain unchanged, maintaining the comprehensive approach to promoting student engagement and safe learning environments, facilitating parent input in decision-making, promoting parent engagement and participation, and maintaining safe and clean school facilities. This stability allows for continued strengthening of family partnership practices and community engagement strategies.
- **Target Outcome Consistency:** Established target outcomes remain in place to provide longitudinal tracking of family engagement levels, parent participation in decision-making processes, and school climate indicators across all stakeholder groups. This consistency enables meaningful progress measurement and supports continuous improvement in family and community partnerships.
- **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 family engagement effectiveness and community connection while maintaining focus on collaborative practices that support student success and family empowerment.

The unchanged goal structure demonstrates New LA’s commitment to sustained family partnership development and community engagement while allowing for data-driven refinements that enhance parent participation and strengthen school-community relationships.

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	<p>New LA Charter Elementary School will create comprehensive opportunities for student engagement and maintain a safe, welcoming, and positive learning environment during the 2025-26 school year that promotes both academic growth and social-emotional development for all students and staff.</p> <p>Extended Learning and Real-World Experiences: Students will have access to diverse learning opportunities outside of the traditional classroom setting to enhance the learning process, deepen student engagement, and increase motivation for academic achievement. Field trips and outdoor education experiences will provide students with extended learning opportunities that enable them to master academic standards through real-world, hands-on experiences that connect classroom learning to authentic contexts and community engagement.</p> <p>Safe Learning Environment and Supervision: Campus Aides will provide comprehensive supervision throughout the school day to ensure a safe learning environment while implementing schoolwide restorative</p>	\$55,924	N

		<p>practices that support positive student behavior and conflict resolution. Staff will receive ongoing training in Olweus Bullying Prevention strategies to create a supportive school climate that prevents harassment and promotes respect among all community members.</p> <p>The school safety plan will be reviewed and revised annually with input from educational partners, including parents, staff, and community members, ensuring that safety protocols remain current, effective, and responsive to the needs of the school community.</p> <p>Student Engagement and School Spirit: To support student engagement and foster school spirit, New LA Charter Elementary School will host schoolwide events and assemblies that celebrate cultural heritage, holidays, mindfulness practices, positive behavior recognition, and perfect attendance achievements. These celebrations will honor the diverse backgrounds of students and families while reinforcing positive school values and community connections.</p> <p>Equity and Support Services: New LA will provide uniforms as needed to ensure that all students can participate fully in the school community regardless of family economic circumstances. Bus passes will be provided for homeless youth to eliminate transportation barriers that might prevent consistent school attendance and participation in educational activities.</p> <p>Climate Assessment and Data Collection: Panorama Social-Emotional Learning surveys will be administered annually to students, staff, and families to measure school safety perceptions, sense of connectedness, and overall school climate effectiveness. Survey results will be comprehensively reviewed, analyzed, and reported through the Local Control and Accountability Plan (LCAP), Local Indicators report, and presented to educational partners to inform continuous improvement efforts and ensure that the school environment supports optimal learning and development for all community members.</p>		
2	PARENT INPUT IN DECISION-MAKING	New LA Charter Elementary School will systematically solicit parent input in decision-making during the 2025-26 school year through structured opportunities to participate in advisory committees that ensure diverse family voices inform school policies, programs, and priorities.	\$0	N

		<p>Advisory Committee Structure: Parents will have opportunities to participate in the English Language Advisory Committee (ELAC) in compliance with California Education Code 52062(a)(2), the Parent Advisory Committee (PAC) per California Education Code 52062(a)(1), and the Community Schools Steering Committee. These committees provide formal mechanisms for parent engagement in school governance and program development.</p> <p>Diverse Representation and Equity: New LA will ensure that parents representing Unduplicated Pupils, including English Learners, low-income students, and foster youth, as well as parents representing Students with Disabilities, are actively represented in advisory committees to ensure diverse voices contribute to schoolwide decision-making processes. This inclusive approach guarantees that the perspectives of all student populations are considered in policy development and program planning.</p> <p>Community Partnership Development: The bilingual Family Engagement Manager will establish strategic partnerships throughout the community with organizations and agencies that support schoolwide initiatives, individual student needs, and family support services. These partnerships will enhance the school's capacity to address diverse family needs while strengthening connections between the school and broader community resources.</p> <p>This comprehensive approach to parent engagement ensures meaningful participation in school governance while building community partnerships that support student success and family well-being.</p>		
3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	<p>New LA Charter Elementary School will provide comprehensive opportunities for parents, including those of unduplicated pupils and Students with Disabilities, to actively engage in their child's education through diverse schoolwide events, educational workshops, and ongoing communication systems during the 2025-26 school year.</p> <p>Schoolwide Events and Educational Programming: Parents will have multiple opportunities to participate in their child's educational experience through signature schoolwide events including Back-to-School celebrations and Passion for Learning showcases that highlight student achievement and school programs. Regular Coffee with the Principal</p>	\$65,683	N

sessions will provide informal opportunities for family input and community building, while FACTOR Parent educational workshops will offer structured learning opportunities focused on supporting student success at home.

Responsive Parent Education Workshops: School leadership will host additional parent workshops on topics specifically requested by families and in areas of identified need to ensure that educational programming addresses actual family concerns and interests. Workshop topics will include understanding the impact of attendance on learning and socialization, interpreting iReady assessment results to support student progress, accessing counseling and mental health resources, preparing for state mandated assessments, and navigating sex education curriculum and conversations with children.

Bilingual Communication and Family Connection: Bilingual support staff will serve as the primary communication bridge with families, providing regular, accessible contact that strengthens school-home partnerships. These staff members will be instrumental in connecting with families while supporting schoolwide implementation of attendance policies and the School Attendance Review Team (SART) process, ensuring that language is not a barrier to family engagement and student support.

Multi-Platform Communication Systems: New LA will utilize comprehensive communication platforms including DeansList and ParentSquare for text messaging with families and Mail Chimp for email newsletters, ensuring that families receive timely information through their preferred communication methods. All correspondence sent to families and guardians will be provided in English and translated to Spanish as identified through the home language survey, ensuring equitable access to school information and resources.

Language Access and Interpretation Services: Professional interpreters will be available for all workshops and educational events, with additional interpretation services provided upon family request to ensure that language differences do not create barriers to meaningful participation in their child's education. This comprehensive language support system ensures that all families can fully engage in school activities and decision-making processes regardless of their primary language or English proficiency level.

4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	<p>New LA Charter Elementary School will provide all students and staff with a safe, clean, and well-maintained school facility during the 2025-26 school year, ensuring that the physical learning environment supports optimal educational outcomes and community well-being.</p> <p>Facility Maintenance and Cleanliness: New LA will maintain comprehensive janitorial services to ensure that all classrooms, common areas, restrooms, and outdoor spaces are consistently clean, sanitized, and conducive to learning. Daily cleaning protocols will be implemented to maintain health and safety standards while creating an environment that reflects pride in the school community and supports student academic achievement.</p> <p>Annual Facility Inspection and Reporting: The Facility Inspection Tool (FIT) report will be completed annually to assess the condition of school facilities across all required categories, including structural integrity, cleanliness, safety systems, and functionality of educational spaces. Results will be transparently reported through the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report to ensure community awareness of facility conditions.</p> <p>Responsive Maintenance and Improvement: Any findings identified through the annual inspection process or ongoing facility assessments will be addressed in a timely manner to maintain safe and functional learning environments. The school will prioritize repairs and improvements that directly impact student safety, educational programming, and overall facility functionality to ensure that the physical environment consistently supports the school's educational mission and student success.</p> <p>This comprehensive facility maintenance approach ensures that the physical learning environment remains safe, clean, and conducive to academic achievement while meeting all regulatory requirements and community expectations.</p>	\$503,074	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
\$557,455	\$64,926

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
31.82%	0%	\$0	31.82%

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 1	iReady and DIBELS assessments are essential for distinguishing between language acquisition needs and academic skill deficits. These tools provide diagnostic data to identify foundational literacy gaps while accommodating students developing English proficiency, as evidenced by EL students achieving only 55% progress toward typical growth in reading compared to 94% schoolwide.	<p>Universal Screening Benefits: Implementing iReady and DIBELS schoolwide creates a comprehensive data system that identifies all students needing support while avoiding stigmatization of unduplicated student groups. Universal administration ensures that unduplicated students receive seamless support within inclusive classroom environments rather than being segregated for separate assessment.</p> <p>Data-Driven Instruction for All: Schoolwide implementation enables teachers to use consistent</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	<p>Collective Need: All unduplicated student groups require the robust diagnostic capabilities of iReady and DIBELS to provide actionable data for targeted intervention, given that traditional assessments may not capture the complex factors affecting their academic performance, including language development, economic stressors, and educational disruptions.</p>	<p>assessment data to differentiate instruction for all students, creating learning environments where supports for unduplicated student groups are naturally integrated into classroom practice rather than treated as separate interventions.</p> <p>Early Identification and Prevention: Universal screening identifies students who may not qualify as unduplicated but still require support, while ensuring that unduplicated students receive intervention before academic gaps become entrenched. This preventive approach is more effective and cost-efficient than remedial intervention.</p> <p>Systemic Improvement: Schoolwide data enables administrators to identify instructional trends and allocate resources strategically to benefit unduplicated student groups while improving overall educational quality for all students.</p>	
Goal 1, Action 3	<p>English Learners (22% of student population): English Learners experience elevated stress and anxiety from navigating academic expectations while developing language proficiency, cultural adaptation challenges, and potential social isolation. They require SEL supports that address language-related anxiety, culturally responsive mental health services, and attendance interventions that consider family cultural values around education and school engagement.</p> <p>Socioeconomically Disadvantaged Students (81% of student population): Low-income students face</p>	<p>Assistant Principal Leadership: The Assistant Principal provides dedicated leadership for PBIS implementation and SEL initiatives, ensuring systematic coordination of supports for unduplicated students who require intensive behavioral and attendance interventions. This role enables consistent implementation of trauma-informed practices and culturally responsive approaches essential for English Learners navigating cultural adaptation and Foster Youth experiencing placement-related stress.</p> <p>PBIS Community of Practice Training (LACOE): LACOE coaching provides evidence-</p>	<p>The metric that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #7: Attendance Rates • #8: Chronic Absenteeism Rates

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
	<p>chronic stress from economic instability, housing insecurity, and family work demands that impact attendance and emotional regulation. They require trauma-informed approaches, mental health supports addressing poverty-related stressors, and comprehensive attendance interventions that address transportation, housing, and family support barriers contributing to chronic absenteeism.</p> <p>Foster Youth (3% of student population): Foster youth experience complex trauma from family separation, placement instability, and attachment disruptions, resulting in heightened behavioral and emotional needs. They require specialized mental health services, trauma-informed PBIS approaches, and intensive attendance supports that account for placement changes and emotional barriers to school engagement.</p> <p>Collective Need: All unduplicated student groups experience disproportionate exposure to adverse childhood experiences and systemic stressors that manifest as behavioral challenges, emotional dysregulation, and attendance barriers. They require comprehensive MTSS frameworks that integrate mental health supports, culturally responsive SEL instruction, and family engagement strategies that address root causes of chronic absenteeism rather than punitive responses to behavioral symptoms of underlying trauma and stress.</p>	<p>based training in trauma-informed practices and culturally responsive behavioral supports specifically needed by unduplicated student groups. This professional development ensures staff can recognize and respond appropriately to behavioral manifestations of poverty-related stress, cultural adjustment challenges, and trauma symptoms rather than applying punitive disciplinary approaches.</p> <p>Panorama Surveys: The SEL universal screener systematically identifies social-emotional needs among unduplicated students who may not otherwise receive mental health screening due to access barriers. This data enables early identification of anxiety, depression, and trauma symptoms common among Foster Youth and Socioeconomically Disadvantaged students while providing actionable data for targeted intervention.</p> <p>BII (Behavioral Intervention Implementation): Structured behavioral intervention protocols address the complex behavioral needs of unduplicated students experiencing trauma, cultural stress, and economic instability through individualized support plans that consider root causes rather than symptom management.</p> <p>Why Provided on a Schoolwide Basis:</p> <ul style="list-style-type: none"> • Trauma-Informed Environment for All: Schoolwide PBIS implementation creates supportive environments where trauma-informed practices benefit all students while ensuring unduplicated 	

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
		<p>students receive care within inclusive settings rather than segregated programs that may increase stigmatization.</p> <ul style="list-style-type: none"> • Cultural Responsiveness Integration: Universal implementation ensures culturally responsive practices are embedded throughout school culture, benefiting English Learners and all diverse students rather than treating cultural competence as a separate intervention. • Prevention and Early Intervention: Schoolwide SEL screening and supports identify students who may develop risk factors while providing immediate support to unduplicated students, preventing escalation of behavioral and attendance challenges. • Systematic Climate Improvement: Comprehensive implementation creates positive school climates that address systemic factors contributing to chronic absenteeism and behavioral challenges, benefiting unduplicated students while improving conditions for all learners. 	
Goal 2, Action 1	<p>Identified Need: Teachers require sustained, high-quality professional development and instructional coaching to effectively deliver standards-based instruction and improve student achievement outcomes. There is a need for:</p>	<p>Why This is Provided on a Schoolwide Basis:</p> <ul style="list-style-type: none"> • Equity of Instruction: All students deserve access to highly qualified teachers who receive consistent, high-quality professional development, regardless of which classroom they're assigned to. 	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS)

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
	<ul style="list-style-type: none"> • Consistent instructional leadership and classroom observation support • Intensive preparation time for curriculum implementation and evidence-based practices • Regular opportunities for data analysis and instructional decision-making • Continuous professional learning that doesn't disrupt student instruction • Systematic support for teacher effectiveness across all core academic areas <p>Instructional Quality and Consistency: The principal-led instructional coaching and classroom observations ensure that all teachers receive targeted support to deliver effective, standards-based instruction across core academic areas, directly improving classroom practice quality.</p>	<ul style="list-style-type: none"> • Collaborative Culture: Schoolwide implementation creates a unified approach where teachers can share best practices, analyze student work together, and build collective efficacy in improving student outcomes. • Systematic Impact: Rather than addressing isolated pockets of need, the schoolwide approach ensures comprehensive improvement across all grade levels and subject areas, creating sustainable, systemic change. • Consistent Standards: All teachers working from the same evidence-based practices and instructional frameworks ensures coherent educational experiences as students' progress through grade levels. • Maximum Student Benefit: When all teachers receive intensive support and ongoing professional learning, every student in the school benefits from improved instruction, rather than only those in select classrooms. 	<ul style="list-style-type: none"> • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access.

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
<p>Goal 1, Action 5</p>	<p>The most pressing concern is the dramatic decline in English Learner progress, with only 30% of English Learners making progress towards English language proficiency in 2024. This represents a significant decline of 10.6% from the prior year and falls well below the state average of 45.7%.</p> <p>Additionally, there is a substantial reading growth disparity, as English Learners achieved only 55% of expected annual growth in reading compared to the school-wide average of 94%. This significant gap indicates that while the school's reading program serves most students effectively, it is not meeting the specific needs of English Learners who require additional language development support integrated with literacy instruction.</p> <p>The school also faces an ELPAC proficiency shortfall, with only 16.67% of students reaching English Language Proficiency on the Summative ELPAC, falling short of the 20% target. This indicates that while students may be making some progress, they are not achieving the level of English proficiency necessary for academic success without ongoing language support.</p> <p>Post-pandemic learning recovery challenges continue to impact student achievement, with these ongoing effects potentially disproportionately affecting English Learners who faced additional barriers during remote learning, including limited access to language-rich environments and reduced opportunities for peer interaction. The comprehensive needs assessment reveals that while New LA has some effective processes, evidenced by a 15.09% reclassification rate</p>	<p>BrainPop EL is specifically positioned within the tiered academic support and intervention component of the action. English Learners who are struggling academically receive additional tiered academic support from credentialed teachers and Teacher Assistants, providing intensive intervention that addresses both language development and academic skill gaps. Students utilize BrainPop EL, which is described as "a research-based digital platform designed specifically for English Learners, to supplement classroom instruction with engaging, level-appropriate content that supports language acquisition." This digital platform directly addresses several identified needs. It provides level-appropriate content that can bridge the gap between students' current English proficiency levels and grade-level academic expectations. The engaging format addresses the need for increased student motivation and engagement in language learning. As a supplement to classroom instruction, it provides additional practice and exposure to academic language and concepts that English Learners need to accelerate their progress toward proficiency.</p> <p>Integration with Broader Support Systems: BrainPop EL works in conjunction with other action components, including prioritized access to after-school tutoring services for English Learners, systematic data analysis that disaggregates local assessments by student group to identify trends and inform targeted intervention strategies, and the revision of the English Learner Master Plan with input from educational partners. This comprehensive approach ensures that the digital platform is part of a coordinated support system</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

	<p>that exceeds the target of 10%, the declining ELPI performance indicates that current instructional approaches are not adequately challenging students to advance their language proficiency or meeting their specific linguistic and academic needs.</p>	<p>rather than an isolated intervention, addressing the root cause of insufficient integrated language development support identified in the needs assessment. The action specifically targets the identified reading growth disparity by providing English Learners with additional digital resources that can be differentiated to their language proficiency levels while building both academic content knowledge and language skills simultaneously.</p>	
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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 substitute teachers to maintain continuity of instruction. (Goal 2, Action 1)

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:	\$ 2,874,129.11	\$ 2,911,125.00

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	\$ 12,208	\$ 12,676
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 479,026	\$ 461,688
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 286,642	\$ 291,552
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	\$ 19,500	\$ 25,352
1	4	BROAD COURSE OF STUDY	Yes	\$ 85,963	\$ 48,534
1	4	BROAD COURSE OF STUDY	No	\$ 3,000	\$ 32,482
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	\$ 4,810	\$ 4,810
1	6	COMPREHENSIVE SPED PROGRAM	Yes	\$ 229,179	\$ 205,215
1	6	COMPREHENSIVE SPED PROGRAM	No	\$ 221,327	\$ 344,045
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	No	\$ 865,214	\$ 871,950
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	\$ 47,884	\$ 42,084
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	No	\$ 45,820	\$ 70,200
2	3	CORE CURRICULAR NEEDS	No	\$ 30,293	\$ 15,286
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 1,000	\$ 972
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	\$ 67,992	\$ 57,318
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	\$ 88,424	\$ 73,387
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$ 385,846	\$ 353,574

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)
\$ 592,195	\$ 654,478	\$ 592,195	\$ 62,283	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	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 286,642	\$ 291,552.00	0.000%	0.000%
1	4	BROAD COURSE OF STUDY	Yes	\$ 85,963	\$ 48,534.00	0.000%	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	\$ 4,810	\$ 4,810.00	0.000%	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	Yes	\$ 229,179	\$ 205,215.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	\$ 47,884	\$ 42,084.00	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)
\$ 1,591,815	\$ 592,195	0.000%	37.202%	\$ 592,195	0.000%	37.202%	\$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	\$ 1,751,741	\$ 557,455	31.823%	0.000%	31.823%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,980,747	\$ 912,289	\$ -	\$ 123,711	\$ 3,016,747.00	\$ 1,659,744	\$ 1,357,003

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	Yes	Schoolwide	All	NLA-ES	2025-26	\$ -	\$ 8,625	\$ 8,625	\$ -	\$ -	\$ -	\$ 8,625	0.000%
1	1	ASSESSMENT OF LEARNING	All	No				2025-26	\$ -	\$ 4,188	\$ 4,188	\$ -	\$ -	\$ -	\$ 4,188	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2025-26	\$ -	\$ 463,075	\$ 325	\$ 394,621	\$ -	\$ 68,129	\$ 463,075	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	NLA-ES	2025-26	\$ 229,774	\$ 7,133	\$ 236,907	\$ -	\$ -	\$ -	\$ 236,907	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No				2025-26	\$ -	\$ 2,181	\$ -	\$ -	\$ -	\$ 2,181	\$ 2,181	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2025-26	\$ 49,451	\$ 47,117	\$ 79,330	\$ 17,238	\$ -	\$ -	\$ 96,568	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	English Learners	Yes	Limited	English Learners	NLA-ES	2025-26	\$ -	\$ 5,024	\$ 5,024	\$ -	\$ -	\$ -	\$ 5,024	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	All	No				2025-26	\$ 345,392	\$ 205,088	\$ 369,943	\$ 140,636	\$ -	\$ 39,901	\$ 550,480	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	Yes	Schoolwide	All	NLA-ES	2025-26	\$ 281,899	\$ 25,000	\$ 306,899	\$ -	\$ -	\$ -	\$ 306,899	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No				2025-26	\$ 643,524	\$ 20,070	\$ 643,524	\$ 20,070	\$ -	\$ -	\$ 663,594	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No				2025-26	\$ 6,550	\$ 15,500	\$ 2,550	\$ 6,000	\$ -	\$ 13,500	\$ 22,050	0.000%
2	3	CORE CURRICULAR NEEDS	All	No				2025-26	\$ -	\$ 32,115	\$ 32,115	\$ -	\$ -	\$ -	\$ 32,115	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2025-26	\$ -	\$ 360	\$ 360	\$ -	\$ -	\$ -	\$ 360	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No				2025-26	\$ -	\$ 55,924	\$ 55,924	\$ -	\$ -	\$ -	\$ 55,924	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	\$ 56,473	\$ 9,210	\$ 65,683	\$ -	\$ -	\$ -	\$ 65,683	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No				2025-26	\$ 46,681	\$ 456,393	\$ 169,350	\$ 333,724	\$ -	\$ -	\$ 503,074	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
\$ 1,751,741	\$ 557,455	31.823%	0.000%	31.823%	\$ 557,455	0.000%	31.823%	Total:	\$ 557,455
								LEA-wide Total:	\$ -
								Limited Total:	\$ 5,024
								Schoolwide Total:	\$ 552,431

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ASSESSMENT OF LEARNING	Yes	Schoolwide	All	NLA-ES	\$ 8,625	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLA-ES	\$ 236,907	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLA-ES	\$ 5,024	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	Schoolwide	All	NLA-ES	\$ 306,899	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, Statutes 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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **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.
 - 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.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #
<ul style="list-style-type: none"> • Enter the action number.
Title
<ul style="list-style-type: none"> • Provide a short title for the action. This title will also appear in the action tables.
Description
<ul style="list-style-type: none"> • Provide a brief description of the action. <ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> • Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496* in the Increased or Improved Services section of the LCAP.

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

Required Actions

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:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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.
 - 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).
 - 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.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

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