NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, October 11, 2021

This meeting will be held by teleconference pursuant to Government Code Section 54953(e). The Board of Directors ("Board") and employees of New Los Angeles Charter Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line:

Phone Number: 1-669-900-6833
Meeting ID: 88020119130
Password: *410595

The Board recognizes and allows public comment "real time" before action taken on each agenda item. Persons wishing to provide public comment at this Board meeting must request to speak in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – requests received after that point in the meeting may not be accommodated. In your request, please state whether you are commenting on non-agenda items or a specific agenda item (reference the agenda item number). The Board Chair will call on each speaker in due course. Speakers may provide public comment for up to three (3) minutes per item, unless otherwise limited by the Board Chair. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.Individuals wishing to provide public comment at this Board meeting must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item.

1. Call to Order

2. Public Comment*

3. Consideration of Approval to Resolution Considering the Continued State of Emergency and Circumstances for Board Meeting by Teleconference Pursuant to the Brown Act

4. Consideration of Approval of Board Meeting Minutes from 9/13/21

5. DEI Advisory Team Update

6. Executive Director Report
   - 2021-2022 Advisory Teams and Committees
   - Consideration of Approval of 21-22 Audit Committee
   - Updated 21-22 Board Meeting Calendar
   - Consideration of Approval of Suicide Prevention Policy
   - Consideration of Approval of Requirement for Proof of COVID 19 Vaccination for Visitors, Contractors and Parents to Enter School Facilities Policy
   - Update on Student Vaccination Policy

Board meetings are open to the public. An agenda is posted on the front door of the middle school and gate of the elementary school no less than 72 hours prior to the start of each regular meeting. The public may address the Board at the commencement of the meeting on any item that is described in this notice or other issues under the purview of the Board, or may speak on any agenda topic. Speakers must sign up before the board takes up the issue. Comments are limited to two (2) minutes. Members of the board are not permitted to respond directly. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Director of Operations or in person or by calling (323) 939-6400. Board packets are available at the middle school office located at 1919 S. Burnside Ave. Los Angeles, CA 90016 for inspection.

7. Elementary and Middle School Campus Reports
    - COVID-19 Operations Update from Director of Operations
    - Campus Data and Enrollment Report from Director of Operations
    - COVID-19 Program Update from Head of Schools
    - Consideration of Approval of 2021-22 LCAP (includes annual update 2019-21) Metric Updates Requested by LAUSD for New Los Angeles Charter School
    - Consideration of Approval of 2021-22 LCAP (includes annual update 2019-21) Metric Updates Requested by LAUSD for New Los Angeles Charter Elementary School
    - Program Update from Principals

8. Finance Advisory Team Report
    - Consideration of Approval of Unaudited Actuals for New Los Angeles Charter Elementary School
    - Consideration of Approval of Unaudited Actuals for New Los Angeles Charter School
    - Consideration of Approval of ESSR III Expenditure Plan for New Los Angeles Charter School
    - Consideration of Approval of ESSR III Expenditure Plan for New Los Angeles Charter Elementary School

9. Closed Session
    Recess to Closed Session for Discussion and/or Action on the following items in accordance with the Brown Act, Government Code Section 54950 et esq., and the Education Code and pursuant to Government Code Section 54954.5. The closed session will be held pursuant to Section 54956.7 as follows:

    CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): (one (1) cases).

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

10. Adjourn

Board meetings are open to the public. An agenda is posted on the front door of the middle school and gate of the elementary school no less than 72 hours prior to the start of each regular meeting. The public may address the Board at the commencement of the meeting on any item that is described in this notice or other issues under the purview of the Board, or may speak on any agenda topic. Speakers must sign up before the board takes up the issue. Comments are limited to two (2) minutes. Members of the board are not permitted to respond directly. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Director of Operations or in person or by calling (323) 939-6400. Board packets are available at the middle school office located at 1919 S. Burnside Ave. Los Angeles, CA 90016 for inspection.

RESOLUTION OF THE BOARD OF DIRECTORS OF NEW LOS ANGELES CHARTER SCHOOLS CONSIDERING THE CONTINUED STATE OF EMERGENCY AND CIRCUMSTANCES FOR BOARD MEETINGS BY TELECONFERENCE PURSUANT TO THE BROWN ACT

WHEREAS, meetings of the Board of Directors ("Board") of New Los Angeles Charter Schools ("New LA") are called, held, and conducted in accordance with the Ralph M. Brown Act (Govt. Code § 54950, *et seq.*) (the "Brown Act"), as applicable.

WHEREAS, on or around March 4, 2020, Governor Newsom proclaimed a state of emergency in California in response to the coronavirus (COVID-19) outbreak. The state of emergency remains active, and state and local officials recommend health and safety measures to promote social distancing.

WHEREAS, on or around March 20, 2020, Governor Newsom issued Executive Order N-29-20 to temporarily suspend certain requirements under the Brown Act which, among other things, expanded flexibility to hold meetings by teleconference during the COVID-19 pandemic. Executive Order N-29-20 expires on September 30, 2021.

WHEREAS, following the recent enactment of Assembly Bill 361 (2021), revised Section 54953(e) of the Brown Act now provides modified conditions with regards to Board member and public participation by teleconference during a state of emergency in order to maintain social distancing.

NOW, THEREFORE, this Board hereby finds, resolves and orders as follows:

Section 1. After consideration or reconsideration, as applicable, of the circumstances of the ongoing state of emergency, this Board finds that such circumstances continue to directly impact the ability of Board members to meet safely in person, and that state and local health officials continue to recommend measures to promote social distancing.

Section 2. In light of these ongoing circumstances, meetings of the Board, and its committees, if any, shall be called, held and conducted in accordance with the teleconferencing requirements of Section 54953(e)(2) of the Brown Act, rather than Section 54953(b)(3).

Section 3. This resolution shall take effect immediately upon its adoption and shall remain effective for thirty (30) days, or until this Board adopts a subsequent resolution in accordance with Section 54953(e), whichever occurs first.

Section 4. The officers of this Board, the Executive Director of New LA, or their designee(s), are individually authorized and directed to take or cause to be taken such other actions as may be required to fulfill the purposes of this resolution.

# # #

CERTIFICATE OF ADOPTION

I, _____, Secretary of Board of Directors of New Los Angeles Charter Schools, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a regular meeting of the Board of Directors of New Los Angeles Charter Schools, which was held on September ___, 2021, at which all the members of the Board of Directors had due notice and at which a quorum was present; and at such meeting such resolutions were adopted by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

WITNESS my hand this _____ day of September, 2021.

_____
Secretary, New Los Angeles Charter Schools

NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, September 13, 2021

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of New Los Angeles Charter Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line:

Individuals wishing to provide public comment at this Board meeting must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – comments received after that point in the meeting will not become part of the record. In your email, please include whether you are commenting on non-agenda items or a specific agenda item (reference the agenda item number). Comments submitted by email will be read aloud during the Board meeting for up to three (3) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on New Los Angeles Charter School's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by emailing Dr. Xochitl Lira, Director of Operations at xlira@newlosangeles.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

In attendance:
(Board) Matt Albert, Allison Arkin, Steve Barrett, Alan-Michael Graves, Jonathan Lopez; (Staff) Gabrielle Brayton, Ryan Griffin, Xochitl Lira, Kate O'Brien, Brooke Rios, Jenna Rosenberg, Terri Kessler

Agenda

1. Call to order
2. Public Comment*
3. Approval of Board Meeting Minutes from 6/14/21 **APPROVED**
4. Approval of Special Meeting Minutes from 6/30/21 **APPROVED**
5. Board Business
   - Consideration of Approval of 2021-2022 Board Slate **APPROVED**
   - Brown Act Training
   - 2021-2022 Advisory Teams and Committees
   - 2021-2022 Board Meetings

6. DEI Advisory Team Report
   - DEI Discussion

7. Finance Advisory Team Report
   - Consideration of Approval of June 2021 Financials **APPROVED**
   - Consideration of Approval of July 2021 Financials **APPROVED**
   - Consideration of Approval of August 2021 Financials **APPROVED**

8. Campus Reports
   - COVID-19 Operations Update from Director of Operations
   - Consideration of Approval of COVID-19 Vaccination Policy **APPROVED**
   - Campus Data and Enrollment Report from Director of Operations
   - Program Update from Head of Schools
   - Consideration of Approval of Independent Study Policy **APPROVED**
   - First Days of School Update from Principals

9. Executive Director Report
   - LAUSD Student Vaccine Mandate
   - Closure of 401k Plan
   - 403b Plan, October 1, 2021

10. Closed Session

    Recess to Closed Session for Discussion and/or Action on the following items in accordance with the Brown Act, Government Code Section 54950 et esq., and the Education Code and pursuant to Government Code Section 54954.5. The closed session will be held pursuant to Section 54956.7 as follows:

    CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): (one (1) case).

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

11. Adjourn

NEW LOS ANGELES CHARTER SCHOOLS

2021-2022 BOARD ADVISORY TEAMS & COMMITTEES

STANDING COMMITTEES

Audit Committee (Chair: Jonathan, Allison, Bari Cooper-Sherman/Member of the Public)
The Audit Committee will engage an auditing firm to perform a financial audit, participate in meeting with auditors and review & accept audit when presented. [As needed]

Compensation & Evaluation Committee (Chair: Jonathan, Alan-Michael, Matt)
The Compensation & Evaluation Committee reviews compensation levels of organization employees, compensation policies, and executive compensation. [Once a year] The committee also oversees performance evaluations of the Executive Director. [Twice a year]

ADVISORY TEAMS

Education Advisory Team (Chair: Steve, Allison)
The Board is accountable for student achievement as defined by the District and the State. But New LA aims for a deeper meaning of student achievement. The Education Advisory Team works collaboratively with school leadership to define what achievement means by setting goals for the schools, monitoring and reviewing student performance data, and advising on school programming and school culture initiatives. The advisory team has the following four specific areas in their purview:

1. Student performance data
2. Academic curriculum
3. Social justice and community engagement priorities
4. Special programs (outdoor ed, college awareness, parent education, advisory, etc…)

Meeting Schedule

Sep	Reviews SBAC data and sets goals
February	Benchmark review*
April	Benchmark review, sets goals and plans budget needs for the following year

**Benchmark reviews include a report on progress towards meeting expectations of the goals set each September. During each benchmark review, the committee is provided with an extensive report on the four education committee areas, and re-evaluates priorities.*

Governance & Operations Advisory Team (Alan-Michael, Matt, Allison)
The Governance & Operations Advisory Team advises the Executive Director on running the day-to-day business of the schools, including site safety, infrastructure, outside contracts, employee handbook, compensation, benefits, and insurance. In addition, the advisory team evaluates the bylaws to make sure they are accurate, up-to-date, and reflect the ongoing needs of the school, and ensures compliance with the Brown Act. [As needed]

Development Advisory Team (Alan-Michael, Matt)
The Development Advisory Team assists the Executive Director on fundraising efforts necessary to ensure the financial stability of the school, including grant-writing, events, campaigns, and

endowment creation and management. [As needed]

Diversity, Equity and Inclusion Advisory Team (Alan-Michael, Steve, Allison)
Diversity, Equity and Inclusion Advisory Team: New LA's charter petitions reflects a commitment to social justice. The Diversity, Equity and Inclusion Advisory Team works collaboratively with the Executive Director to ensure that the school's commitment to social justice is reflected throughout the organization--from the Board to the school sites. The team advises the Executive Director on policies and practices that prioritize issues of diversity, equity and inclusion, embedding these ideals in the DNA of the organization. This team assists the Executive Director with student recruitment and community outreach and works on relationship building with local organizations (including neighborhood teams, businesses, local government, LAUSD, and the media). The advisory team assists in holding the schools accountable for achieving a racial, ethnic, and socioeconomic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of LAUSD. In addition, the advisory team is responsible for ensuring that the schools have fair outreach, application, and lottery procedures. [Three times per year]

Finance Advisory Team (Chair: Matt, Jonathan)
The Finance Advisory Team advises the Executive Director on all aspects of school finance, including budget, planning, and financial management. It is also the role of this team to advise on executive compensation. [Monthly]

Facilities Advisory Team (Matt)
The Facilities Advisory Team is responsible for all aspects relating to securing school facilities, maintaining existing school facilities, and evaluating the facility's effectiveness for the needs of the school. This team may advise the Executive Director on issues related to Prop 39. [As needed]

NEW LOS ANGELES
CHARTER SCHOOLS

2021-2022 BOARD MEETING CALENDAR

Monday, September 13, 2021

Monday, October 11, 2021

Monday, December 13, 2021

Monday, February 21, 2022

Monday, March 21, 2022

Monday, May 9, 2022

Monday, June 13, 2022

In-Person Meetings:
Board meetings are open to the public and take place at New Los Angeles Charter School, 1919 S. Burnside Ave, Los Angeles, CA 90016 at 6:30 PM. An agenda is posted on the front door of the middle school and the front gate of the elementary school no less than 72 hours prior to the start of each regular meeting. The public may address the Board at the commencement of the meeting on any item that is described in a meeting notice or other issues under the purview of the Board, or may speak on any agenda topic. Speakers must sign up before the board takes up the issue. Comments are limited to two (2) minutes. Members of the board are not permitted to respond directly. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Director of Operations or in person or by calling (323) 939-6400.

Teleconference Meetings:
In light of the COVID-19 crisis, Board meetings may be held by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of the New Los Angeles Charter School shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line number on the agenda. Individuals wishing to provide public comment at a Board meeting must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – comments received after that point in the meeting will not become part of the record. In your email, please include whether you are commenting on non-agenda items or a specific agenda item (reference the agenda item number). Comments submitted by email will be read aloud during the Board meeting for up to three (3) minutes. Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting. A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on New Los Angeles Charter School's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting. Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by emailing Dr. Xochitl Lira, Director of Operations at xlira@newlosangeles.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

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NEW LOS ANGELES CHARTER SCHOOLS

REQUIREMENT FOR PROOF OF COVID-19 VACCINATION FOR VISITORS, CONTRACTORS & PARENTS TO ENTER SCHOOL FACILITIES

Purpose

Pursuant to the School's COVID-19 Employee Vaccination Policy, this Policy addresses the School's requirement for proof of COVID-19 vaccination for visitors, contractors and parents to enter school facilities.

The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. At the time of adoption of this Policy, the COVID-19 vaccination is not available for many students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention ("CDC") and the California Department of Public Health ("CDPH") as well as local public health authorities and authorizing agencies.

Policy

This Policy will go into effect on October 15, 2021 and will remain effective until further notice. The School will provide impacted individuals with information regarding any change in operational logistics as a result of this Policy.

School partners, vendors, contractors and any other adults (including parents) who refuse to comply with this Policy will be excluded from campus pending compliance with this Policy, consistent with applicable law.

Proof of Vaccination

In order to enter any School facilities, proof of COVID-19 vaccination must be provided, consistent with applicable law. Acceptable proof of COVID-19 vaccination includes:

- A COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes the name of the person vaccinated, the type of vaccine provided and the date, no later than October 15, 2021, the last dose administered); OR
- A photo of a Vaccination Record Card as a separate document; OR
- A photo of the Vaccination Record Card stored on a phone or electronic device; OR
- Documentation of COVID-19 vaccination from a health care provider; OR
- Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
- Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

Failure to provide the School with written proof of COVID-19 vaccination by October 15, 2021, constitutes noncompliance with this Policy. The School further reserves the right to request proof

of both the first and second vaccination doses for COVID-19, as well as any booster dose(s), as applicable.

Proof of vaccination shall not require the individual to submit any medical or genetic information to the School. It is such individual's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The School shall strictly maintain confidentiality of all COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law.

Continued Health and Safety Protocol

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all School partners, vendors, contractors and any other adults (including parents) must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings and quarantine/isolation protocol.

COVID-19 Testing

For all School partners, vendors, contractors and any other adults (including parents) who wish to enter a school facility, such persons must currently be subjected to testing for COVID-19, regardless of COVID-19 vaccination status.

Exception for Visitors (Including Parents) to Attend Outdoor Events at NLACS

Effective immediately, for outdoor events hosted on the NLACS campus or School facilities, the School will not specifically require proof of COVID-19 vaccination or a negative COVID-19 test result for such persons' entry to such events, unless otherwise required by the CDC, CDPH, Los Angeles County Department of Public Health or the Los Angeles Unified School District. The School will also continue to follow all applicable guidance and legal requirements related to COVID-19 health and safety from such agencies for outdoor events for all individuals, whether they be more or less restrictive. However, all employees, volunteers (including parents), vendors and contractors providing any form of services related to such outdoor events must provide proof of COVID-19 vaccination to provide such services, consistent with this Policy.

Non-Discrimination

The School will not discriminate, harass, or retaliate against any individual for receiving the COVID-19 vaccine, refusing to receive to the COVID-19 vaccine. However, the School reserves the right to enforce non-compliance with this Policy, consistent with applicable law.

Disclaimer

As public health and legal guidance regarding COVID-19 vaccinations evolves, the School reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all stakeholders.

Questions

Should you have any questions regarding this Policy, you may contact Dr. Xochitl Lira at xlira@newlosangeles.org. Individuals may provide proof of COVID-19 vaccination and COVID-19 test results to **results@newlosangeles.org**.

Month	Enrollment	ADA	ADA %	Suspensions	504's	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	190	167.14	87.98%	0	3	28	14.74%	4 AUT 7 OHI 1 OI 10 SLD 8 SLI	190	0	0	100.00%	57	30.00%
September	192	173.39	90.96%	0	3	30	15.63%	4 AUT 5 OHI 1 OI 14 SLD 6 SLI	121	31	40	79.17%	63	32.81%
October							#DIV/0!					#DIV/0!		#DIV/0!
November							#DIV/0!					#DIV/0!		#DIV/0!
December							#DIV/0!					#DIV/0!		#DIV/0!
January							#DIV/0!					#DIV/0!		#DIV/0!
February							#DIV/0!					#DIV/0!		#DIV/0!
March							#DIV/0!					#DIV/0!		#DIV/0!
April							#DIV/0!					#DIV/0!		#DIV/0!
May							#DIV/0!					#DIV/0!		#DIV/0!
June							#DIV/0!					#DIV/0!		#DIV/0!

Current Enrollment
192

OHI (Other Health Impairment)
OI (Orthopedic Impairment)
HOH (Hard of Hearing)
SLD (Specific Learning Disability)

DEA (Deaf & Hard of Hearing)
SLI (Speech/Language Impairment)
ED (Emotional Disturbance)
AUT (Autism)

MIDDLE SCHOOL

Month	Enrollment	ADA	ADA %	Suspensions	504s	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	324	288.42	89.59%	0	2	56	17.28%	5 AUT 9 OHI 39 SLD 1 SLI 2 HOH	324			100.00%	64	19.75%
September	320	269.00	84.28%	0	2	57	17.81%	5 AUT, 2 HOH, 9 OHI, 40 SLD, 1 SLI	324			100.00%	89	27.81%
October							#DIV/0!					#DIV/0!		#DIV/0!
November							#DIV/0!					#DIV/0!		#DIV/0!
December							#DIV/0!					#DIV/0!		#DIV/0!
January							#DIV/0!					#DIV/0!		#DIV/0!
February							#DIV/0!					#DIV/0!		#DIV/0!
March							#DIV/0!					#DIV/0!		#DIV/0!
April							#DIV/0!					#DIV/0!		#DIV/0!
May							#DIV/0!					#DIV/0!		#DIV/0!
June							#DIV/0!					#DIV/0!		#DIV/0!

Current Enrollment
321

OHI (Other Health Impairment)
OI (Orthopedic Impairment)
HOH (Hard of Hearing)
SLD (Specific Learning Disability)

DEA (Deaf & Hard of Hearing)
SLI (Speech/Language Impairment)
ED (Emotional Disurbance)
AUT (Autism)

NATIONAL SCHOOL LUNCH PROGRAM

Month	ES Expense	MS Expense	Total Expense	Reimbursement	Billed Meals	Credit	Total	Paid Meals
July	$6,439.95	$3,152.46	$9,592.41	$11,356.58	$0.00	$0.00	**$1,764.17**	
August			$0.00		$0.00	$0.00	**$0.00**	
September			$0.00		$0.00	$0.00	**$0.00**	
October			$0.00		$0.00	$0.00	**$0.00**	
November			$0.00		$0.00	$0.00	**$0.00**	
December			$0.00		$0.00	$0.00	**$0.00**	
January			$0.00		$0.00	$0.00	**$0.00**	
February			$0.00		$0.00	$0.00	**$0.00**	
March			$0.00		$0.00	$0.00	**$0.00**	
April			$0.00		$0.00	$0.00	**$0.00**	
May					$0.00	$0.00	**$0.00**	
June								

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	New Los Angeles Charter
CDS code:	19647330117614
LEA contact information:	Kate O'Brien, , kobrien@newlosangeles.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year	**Amount**
Total LCFF funds	$ 3,606,642
LCFF supplemental & concentration grants	$ 905,199
All other state funds	$ 720,591
All local funds	$ 252,016
All federal funds	$ 662,045
Total Projected Revenue	$ 5,241,294

Total Budgeted Expenditures for the 2021 – 22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 5,054,957
Total Budgeted Expenditures in the LCAP	$ 3,884,240
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 905,199
Expenditures not in the LCAP	$ 1,170,717

Expenditures for High Needs Students in the 2020 – 21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 557,942
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 823,957

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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 years.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

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

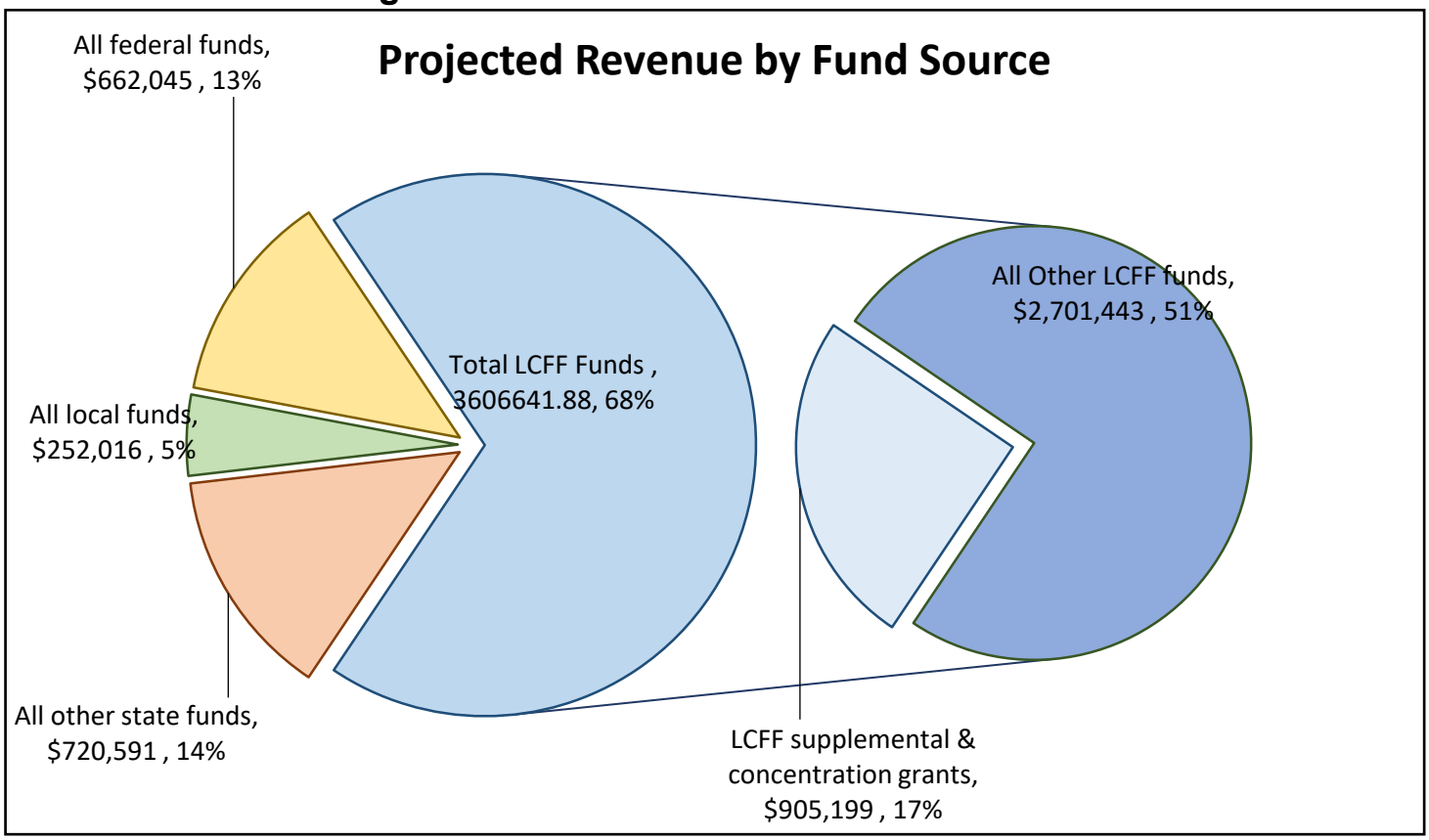
CDS Code: 19647330117614

School Year: 2021 – 22

LEA contact information: Kate O'Brien, , 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 2021 – 22 School Year

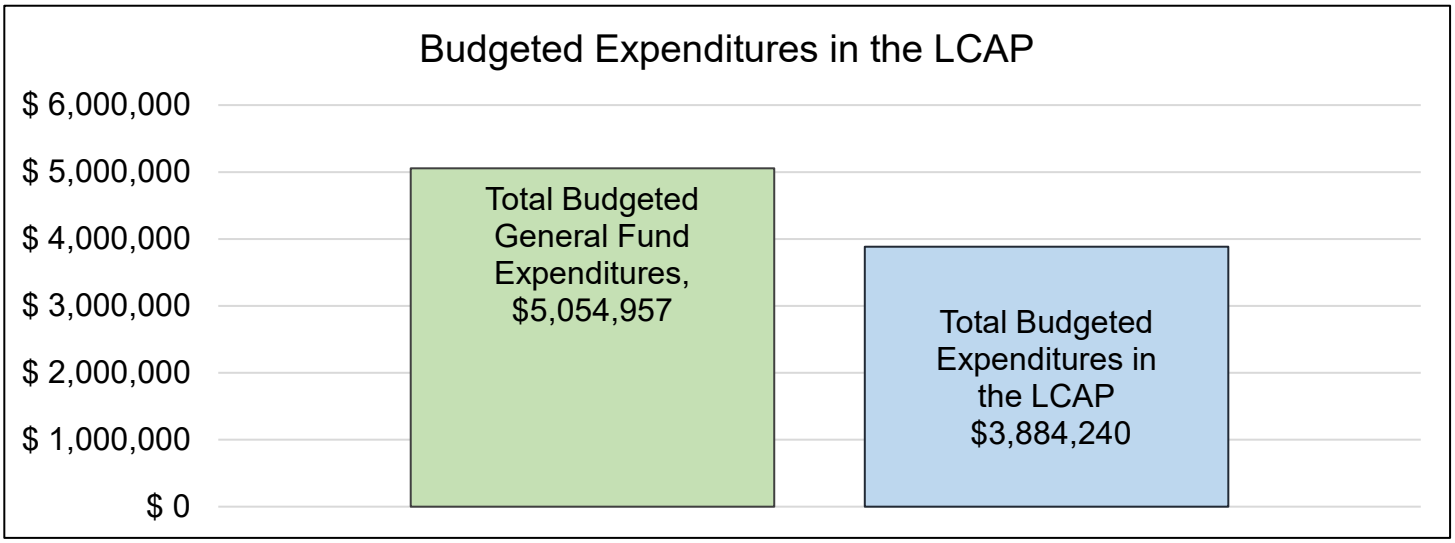


This chart shows the total general purpose revenue New Los Angeles Charter expects to receive in the coming year from all sources.

The total revenue projected for New Los Angeles Charter is $5,241,293.87, of which $3,606,641.88 is Local Control Funding Formula (LCFF), $720,590.82 is other state funds, $252,015.84 is local funds, and $662,045.33 is federal funds. Of the $3,606,641.88 in LCFF Funds, $905,199.36 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 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

New Los Angeles Charter plans to spend $5,054,957.09 for the 2021 – 22 school year. Of that amount, $3,884,240.00 is tied to actions/services in the LCAP and $1,170,717.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

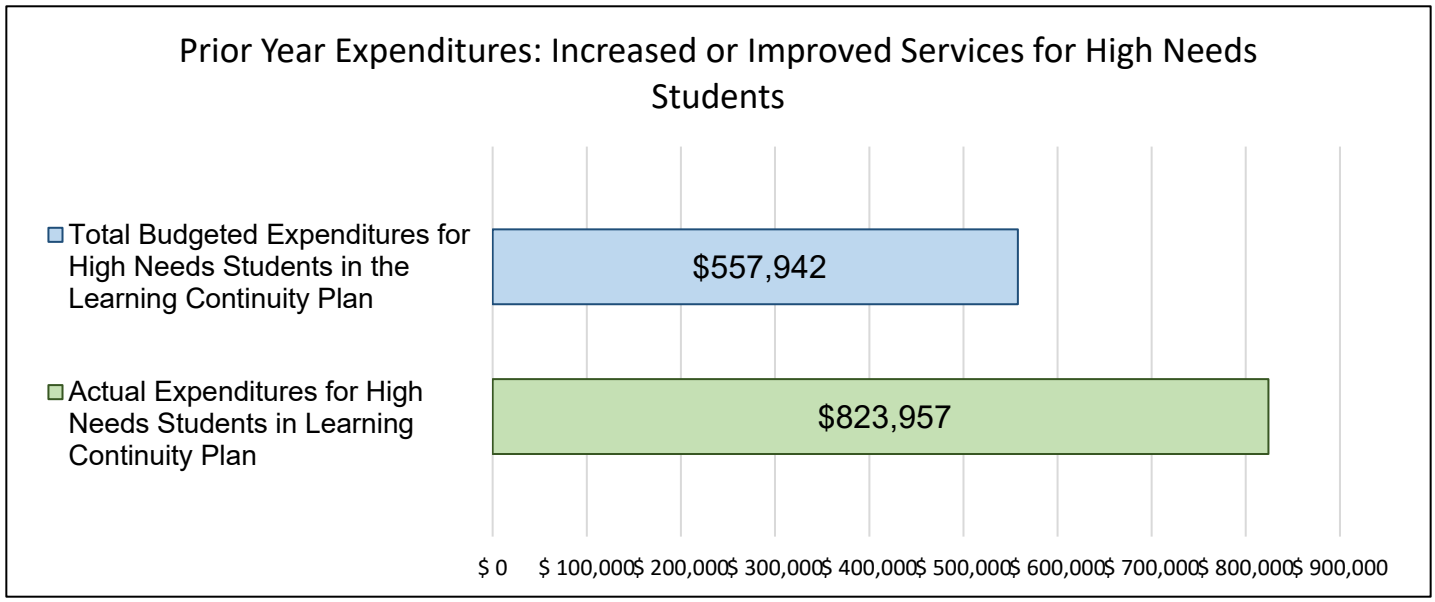
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, New Los Angeles Charter is projecting it will receive $905,199.36 based on the enrollment of foster youth, English learner, and low-income students. New Los Angeles Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Los Angeles Charter plans to spend $905,199.36 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 2020 – 21



This chart compares what New Los Angeles Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what New Los Angeles Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, New Los Angeles Charter's Learning Continuity Plan budgeted $557,942.00 for planned actions to increase or improve services for high needs students. New Los Angeles Charter actually spent $823,956.59 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Continue to develop an infrastructure for ongoing analysis of student achievement data; including reading/writing assessments and demographics, to measure program efficacy and ensure maximization of (physical, human, and financial) resources; in order to tailor intervention programs for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See

Expected	Actual
	"Analysis" section for NWEA MAP reading assessments that were administered to monitor student academic progress.
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See "Analysis" section for NWEA MAP Math assessments that were administered to monitor student academic progress.
Attendance Rates: >95%	2019-20: 96.7%
Decrease Chronic Absenteeism rates: (0.5% decline annually)	2019-20: 11.1%
Maintain MS dropout rate <2%	2019-20: 0%
% of students access broad course of study:	100% of students including Unduplicated Pupils & SWD have access to a broad course of study:
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.
Administer Facility Inspection Tool (FIT): Score Good or Better	2019-20: FT Report score: Exemplary
CA Science Test (CAST): Grade 8	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CA Science Test (CAST) was not administered.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFF TO SUPPORT SCHOOL'S PROGRAM New Los Angeles Charter School will employ a total of 12 teachers that are appropriately credentialed and assigned, and a Principal.	$1,1114641 1. LCFF Base ($1,101,672) 2. LCFF S&C ($12,969)	$1,036,641

<table>
<tr>
<td>New Los Angeles Charter School provides stipends to teachers to retain appropriately credentialed teachers (Funded with LCFF S&C).

New Los Angeles Charter School will provide all students with a longer school day, which included an additional 10,765 instructional minutes as evidenced in the following chart, which exceeds the CA State requirements.

<table>
<tr><th colspan="3">INSTRUCTIONAL TIME REQ.</th></tr>
<tr><th></th><th>DAYS</th><th>6-8</th></tr>
<tr><td>CA REQURED:</td><td>175</td><td>54,000</td></tr>
<tr><td>NLA- MIDDLE</td><td>175</td><td>64,765</td></tr>
<tr><td>DIFFERENCE</td><td>0</td><td>10,765</td></tr>
</table>

All teachers will participate in (10) days of intensive summer Professional Development (before the start of the school year); (3) non-instructional days during the academic school year; and monthly professional development during the academic year.</td>
<td>1000, 3000</td>
<td></td>
</tr>
<tr>
<td><u>ASSESSMENTS</u>
New Los Angeles Charter School staff will implement multiple types of assessments in order to monitor each student’s academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.
• NWEA MAP: ELA & Math
• CAASPP IAB’s
• Authentic criteria referenced assessments

In addition, New Los Angeles Charter Middle School will administer the following state-mandated assessments:
• ELPAC: Initial & Summative for ELL</td>
<td>$3,000
LCFF Base
4000</td>
<td>$3,900</td>
</tr>
</table>

• CAASPP: ELA & Math – Grade 6-8 • Physical Fitness Test: Grade 7 • CA Science Test: Grade 8		
STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS: New Los Angeles Charter Middle School will align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. All incoming 6th grade students will be assessed in ELA, math and writing. Students performing below grade level will participate in the Summer Bridge Program (Funded with LPSBG), meant to provide intensive academic support and culture building. This will also be offered to academically at-risk 7th and 8th grade students may be referred to Summer Bridge, but the program is intended for incoming 6th graders. The Principal will provide teachers with evidence-based instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Students will receive additional academic support from the ELA/ELD Intervention Teacher (Funded with TITLE I), and/or Math Intervention Teacher (Funded with Title I) during the instructional day. NWEA MAP data will be used to measure student progress over time, and identify students who require additional support/intervention. Our staff will improve the data process and School Success and Progress Team (SSPT) monitoring. Illuminate (Funded with LCFF S&C) will be used as a Data management system to provide disaggregated reports of student achievement data. Our students will have access to the following academic intervention web-based programs that will be used during the instructional day.	$415,295 1. Title I ($144,072) 2. LCFF S&C ($100,800) 3. LPSBG ($17,784) 4. ASES ($123,027) 1. 1000, 3000 2. 1000, 3000, 5000 3. 1000, 3000 4. 5000	$310,847

• Leveled Literacy Intervention Curriculum • I-Ready (Math) In addition, our school will offer Saturday School (Funded with LCFF S&C) and Success Academy, an after-school program, taught by credentialed teachers with support for EL, 3 days/week in ELA/Math offered November – May. Our school offers an academic and social enrichment after-school program (funded with ASES grant). College/Career Readiness counseling and high school selection will take place during Advisory courses led by teachers, Principal and Assistant Principal (Funded with LCFF S&C) as follows: • 6th grade - explore HS options - exploration of college and career based on passions and interests • 7th grade: what is a good placement, so students will have a clear plan on whether they want to attend HS, college and career. • 8th grade: Partnered with Akala in 8th grade, to provide students with counseling support services throughout the 4 years in HS.		
COURSE ACCESS: In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including Unduplicated Pupils and Students with Disabilities, with access to a broad course of study (science, history) including the following: • Art • Advisory • PE (2) Instructors • Intervention (tier 2 course) – Taught by ELA and Math Intervention teachers • Enrichment course (In-depth project-based enrichment aligned to core curriculum. Math/Science will be a STEAM social justice oriented and/or school's mission focused.	$168,727 LCFF S&C 1000, 2000, 3000, 4000	$207,708
FACILITIES	$691,681	$630,681

New Los Angeles Charter School will provide all students with a safe, clean and well-maintained school facility required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program: • Administer an annual Facility Inspection (FIT) report • Facility Leasing Costs, repair, maintenance, janitorial services and utilities.	1. SB740 ($334,126) 2. LCFF Base ($357,554) 1. 5000 2. 2000, 3000, 4000, 5000	
STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL AND BEHAVIORAL SUPPORT/INTERVENTION: The Assistant Principal (identified Action 3), will oversee the RtI Program, student discipline, Tier 2 & 3 interventions, implement Restorative Justice/Practices, and school culture initiatives. Our students will have access to counseling services from Counselor (from Cedar Sinai) and Counselors from Open Paths and Share and Care. Our staff will continue to implement Restorative Practices.	$0	
STAFFING, SERVICES & PROGRAM TO SERVICE SWD: LAUSD is New Los Angeles Charter School's SELPA Provider. The SPED Director will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. New Los Angeles Charter School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff. New Los Angeles Charter School's SPED Director will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and	$553,075 1. SPED ($243,690) 2. LCFF S&C ($309,385) 1. 1000, 2000, 3000 2. 1000, 3000, 5000	$546,580

leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities. Approximately 98% of our SWD are also Unduplicated Pupils.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 2: For the 2019-20 school year, as a result of school closure, state mandated assessments were not administered: CAASPP ELA & Math, ELPAC, CA Science Test (CAST), and Physical Fitness Test (PFT). Also Illuminate assessments were not implemented.

- Action 3: Summer Bridge Program scheduled for Summer 2020 was not implemented because of school closures due to the COVID-19 pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Approximately 90% of our students are Unduplicated Pupils (English Learners, Low Income, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For English Learners: Our teachers provided both designated and integrated English Language Development (ELD) during Distance Learning. Our EL students utilized BrainPOP ELL which is a comprehensive English language learning program for students of all ages. It is comprised of short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading and writing. Our teachers also provided office hours for small group instruction and individual support. Instructions included small group settings to support students, and reading intervention using a guided reading format. Bilingual staff communicated with families and all correspondence was translated to Spanish language.

For Low-income/Foster Youth: Our school provided Chromebooks for any student that lacked a device to access instructional and curricular materials, in addition to information on how to obtain free internet service. Our school provided families with 2 meals (breakfast & lunch) daily via curbside at our school site. Our school's Foster Youth and Homeless liaison is the Assistant Principal. Check-ins with families took place on a regular basis to identify and provide resources, and to track student participation, assignment completion and attendance. Families were provided updates on their child's progress via email.

Lexia Learning was implemented, a personalized learning model where students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students work on their own pace and the teacher is notified (web-based report and via email) when the student is struggling and requires additional support. Academic support/intervention was provided by teachers during virtual office hours, reading intervention via Zoom meetings. Social-emotional support was provided by teachers during Advisory meetings and embedded in the Advisory curriculum.

New Los Angeles Charter School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

New Los Angeles Charter School administers NWEA MAP Reading and Math assessments three times per year (Fall, Winter & Spring). As a result of COVID-19 School closure, the Winter and Spring 2020 NWEA MAP was not administered. The use of internal benchmark assessments and formative assessments are critical to informing instruction and monitoring student progress since all state mandated assessments were suspended in Spring 2020 as a result of school closure due to COVID-19 pandemic. The following chart reflects the Fall 2019 to Winter 2020.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS Fall to Winter	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 6	201.9	187.6	186	204.4	189.3	190.9	2.5	1.7	4.9	3.64	1.02
GRADE 7	206.7	192.2	193.8	208.1	192.8	198.6	1.4	0.6	4.8	2.87	1.02
GRADE 8	209.8	192	193.7	213.8	193.7	195.8	4	1.7	2.1	2.51	1.18

Highlights – Overall Comparison of NWEA Reading Assessment

- Grade 8 cohort exceeded School Growth Norms
- The English Learner student group performed below School Growth Norms.

- Students with Disabilities student group outperformed all grade level cohorts and exceeded School Growth Norms for grades 6-7.

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS Fall to Winter	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 6	206	195.2	191.3	210.6	201	199	4.6	5.8	7.7	4.81	1.28
GRADE 7	211.5	197.1	201.2	213.3	198.1	204.3	1.8	1	3.1	3.83	1.19
GRADE 8	212.7	197.1	195.2	218.4	199.6	199.8	5.7	2.5	4.6	3.20	1.38

Highlights – Overall Comparison of NWEA Math Assessment

- Grade 8 cohort exceeded School Growth Norms
- The English Learner student group performed outperformed grade 6 cohort and exceeded School Growth Norms.
- Students with Disabilities student group outperformed grade 6 cohort; and exceeded School Growth Norms for grades 6 & 8.

In order to improve student academic performance especially during distance learning New Los Angeles designed and implemented distance learning policies and procedures to ensure all stakeholders understood their role and also to implement norms that support positive student academic outcomes and creates a culture of high expectations.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities: 1, 2

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>% of students that will have access to standards-aligned instructional materials:</td><td>2019-20: 100%</td></tr>
<tr><td>Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.</td><td>
<table>
<tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr>
<tr><th></th><th>2019-20</th></tr>
<tr><td>ELA</td><td>5</td></tr>
<tr><td>ELD</td><td>4</td></tr>
<tr><td>MATH</td><td>5</td></tr>
<tr><td>NGSS</td><td>5</td></tr>
<tr><td>HISTORY</td><td>4</td></tr>
<tr><td>HEALTH</td><td>3</td></tr>
<tr><td>PHYSICAL ED.</td><td>5</td></tr>
<tr><td>VAPA</td><td>5</td></tr>
</table>
</td></tr>
<tr><td>% of teachers who are appropriately credentialed and assigned.</td><td>2019-20: 100%</td></tr>
<tr><td>% of EL who progress in English Proficiency:</td><td>2019-20: 54.3% (Fall 2019 Dashboard ELPI)</td></tr>
<tr><td>Increase English Learner reclassification rate: 35%</td><td>2019-20: 6.5%</td></tr>
</table>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PROFESSIONAL DEVELOPMENT New Los Angeles Charter School provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include: • CPR/First Aid • Culturally and Linguistically Responsive Teaching • School Discipline and Restorative Practices • ELD/SDAIE • Kagan Collaborative Strategies • Student Data Analysis • College and Career Readiness • Advisory • SPED/Universal Design for Learning/Student Success Team Training • Amplify Science • Facing History (Humanities and Advisory) • Project-Based Learning. • Teacher Induction – to support teachers towards clearing their credential. Our school provides teachers and administrative staff with opportunities to attend conferences and/or workshops: • CPM Math Conference • Growing Educators and/or Teacher • College Summer Institute • NAEP Conference (Art) • Facing History • PBL Institute	$22,000 1. Title II ($15,704) 2. LCFF S&C ($6,296) 5000	$27,560

All teachers will participate in the following workshops/conferences, etc. • Summer Professional Development: 10 days • Non-instructional days: 4 days • Weekly PD		
STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS: New Los Angeles Charter School will review and revise its EL Master Plan (LAUSD) to align with the implementation of the ELPAC; CDE/SBE Reclassification criteria, and supplemental/intervention web-based programs (outlined earlier in this LCAP under intervention), in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The ELA/ELD Intervention Teacher (Goal 1, Action 4) will administer the ELPAC assessment and analyze ELPAC results, EL student work, and assessment results (internal and state mandated) to assess ELs for reclassification, academic intervention and/or SST/RtI.	$0	$0
CORE CURRICULUM TO BE PURCHASED: Every student has access to standards-aligned curriculum. The following is a list of curriculum that will be purchased: • Amplify Science • Research and purchase math Curriculum • Replenishing CPM • Classroom libraries	$20,220 LCFF Base 4000	$27,196
TECHNOLOGY New Los Angeles Charter School will continue to implement a 1:1 student to device ratio. Our teachers utilize Google Apps for Education (GAFE). Annually the Principal and IT support will develop a needs assessment for purchase of technology devices, in order for purchases to be made. Our school will also contract with Blue Chip for Tech Support.	$71,534 LCFF S&C 2000, 3000, 4000, 5000	$60,953

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Action 1: Kagan Collaborative strategies and Facing History professional development did not take place. Additionally, conferences scheduled in Spring 2020 were cancelled due to the Governor's Executive Order (stay-at-home orders)

- Action 2: As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, ELPAC assessment was not administered.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the initial weeks of school closure our school developed a Distance Learning Plan, a professional development plan for our teachers and paraprofessionals, including a Technology Needs Assessment to assess student needs, and an accountability plan to clearly outline our entire school staff shift in roles and responsibilities as a result of school closure. The Distance Learning Plan was communicated to the entire staff along with staff roles and responsibilities, schoolwide expectations and a timeline for dissemination and implementation of Distance Learning. Professional Development for teachers was focused on implementing Zoom meetings, breakout sessions, and scaffolding instruction through Distance Learning.

Goal 3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities.	2019-20: Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:	2019-20: Outcome Met
Maintain suspension rates: <2%	2019-20: 0.9%
Maintain expulsion rates: <1%	2019-20: 0%
Increase participation rate on parent survey:	2019-20: 42%
Increase participation rate on student survey:	2019-20: 59%
Increase participation rate on staff survey:	2019-20: 80%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:	$70,830 LCFF S&C	$44,414

New Los Angeles Charter School will implement the following: • Host field trips/Outdoor Education aligned to the content standards and provide experiential learning opportunities • Implement and revise the Comprehensive School Safety Plan including annual needs assessment for purchase of emergency supplies and trainings (CPR). • Administer student and staff survey annually • Host schoolwide events • Host field trips to colleges & universities • 8th grade students will participate in culminating projects/exhibitions • Host annual Science Fair.	5000	
METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: In order to promote and elicit parent input in decision-making, New Los Angeles Charter School will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students. New Los Angeles Charter School will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA). During the school year SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title I Funds.	$0	$0
OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH: New Los Angeles Charter School staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include: • Parent volunteer opportunities	$6,300 LCFF S&C 5000	$8,290

• Host Parent Education Workshops with the Counselor • Host Coffee with the Principal • Host High School Night for parents of 8th grade students • Communicate with parents using REMIND app and school's website. • Parents will have access to Power School Parent Portal.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the initial weeks of school closure our school developed a Distance Learning Plan, a professional development plan for our teachers and paraprofessionals, including a Technology Needs Assessment to assess student needs, and an accountability plan to clearly outline our entire school staff shift in roles and responsibilities as a result of school closure. The Distance Learning Plan was communicated to the entire staff along with staff roles and responsibilities, schoolwide expectations and a timeline for dissemination and implementation of Distance Learning.

Approximately 90% of our students are Unduplicated Pupils (English Learners, Low Income, Foster Youth).

Our school administered a student, staff and parent survey to assess the impact of our Distance Learning Program, identify strengths and areas for growth:

STUDENT SURVEY: Students in grades 6-8 were surveyed:

93% agreed they felt supported by their school

99% stated they had access to Wi-Fi at home

100% reported they had a technology device to access Distance Learning (Chromebook, Laptop, tablet, etc.)

When asked to identify the obstacles that prevent them from completing their schoolwork daily?

49% said there is nothing that prevents them

39% stated they had other things to do

29% stated they lacked a quiet place to study

STAFF SURVEY: Staff responded: 100% of staff reported they felt supported by the school

When asked to identify the biggest barrier students had when engaging in distance learning…

60% stated Student lack internet service

55% stated students had other responsibilities

35% stated students have other basic needs that are not being met

PARENT SURVEY: All Parents were asked to participate in the survey including parents of Unduplicated Pupils, and Students with Disabilities – results are as follows:

100% reported they felt supported by the school (English survey); and 98% for Spanish respondents

44% reported they were not relying on New LA for meals but would like meal assistance (English); 69% for Spanish respondents

48% were relying on New LA for meals and receiving meals (English); 13% for Spanish respondents

95% reported their child's teacher communicated with them (English); 95% for Spanish respondents

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Head of Schools, Principal and Teachers: to provide in-person (hybrid)/distance learning platform	$1,128,291	$1,134,360	Y
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$22,132	$43,216	N
Health & Safety Consultants: Chris Ing & Dr. Laura Blaisdell	--	$4,800	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

New Los Angeles incurred additional expenses with the following actions not previously identified in the LCP:

- Health & Safety consultants were contracted to assist with re-opening, staff training and provide staff/families with information regarding vaccinations.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

New Los Angeles Charter School surveyed all families to obtain a count on the total number that opted for hybrid instruction versus distance learning for their child. The survey was essential for the planning and implementation of in-person instruction. In addition, our staff also contacted families whose child was disengaged with distance learning to discuss alternatives such as in-person instruction. Approximately 42% of families selected hybrid instruction for their child while 58% opted to continue with distance learning for the remainder of the school year.

On May 5th New Los Angeles Charter School welcomed its initial cohort of students for a full day of instruction that started at 9am and ended at Noon, with an optional after-school academic and social enrichment program that ended at 3:30pm. Students remained with their grade level cohorts during in-person instruction. Lunch was provided for all students as either grab and go or onsite. Students with Disabilities also remained on campus for targeted resource support with RSP teachers from 12:30 – 3:30pm.

For families that selected to continue with distance learning, students met with their teacher via Zoom during morning meetings, and received both synchronous and asynchronous instruction daily throughout the day. All students had access to standards-aligned curriculum and instruction in Humanities, Math, Science and Social Studies, Art, and PE.

- Challenges include was that 58% of students opted to continue with distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology-based supplemental instructional materials including but not limited to: Zoom, Google Suite, NearPod, Peardeck, NewsELA, Jamboard, BrainPop	$17,840	$17,771	N
Assessments & Intervention supports: NWEA MAP, iXL Math, Lexia, Formative	$21,636	$20,660	Y
SPED Staff & Services for Students	$561,671	$465,068	N
Professional Development for Teachers and Staff	$15,571	$13,016	N
Technology Devices, Wi-Fi Hotspots, Hapara (tech security), IT Director, headsets for students, etc.	$117, 542	$174,879	N
Teacher Assistants	--	$0	N
Technology devices for classrooms	--	$0	N
Books for reading (distributed to students during distance learning)	--	$13,037	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

New Los Angeles incurred additional expenses with the following actions not previously identified in the LCP:

- Teacher assistants were hired to provide academic support for students during distance learning and hybrid instruction.
- Additional technology devices were purchased
- Books for reading (distributed to students during distance learning

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: Our educators were instrumental in the success of our distance learning program developing and implementing highly engaging lessons with daily student interactions, small group instruction and opportunities for students to share their ideas in a community setting via Zoom. New Los Angeles Charter School established distance learning policies and procedures that were discussed with staff, students and parents/families with clear structures, protocols, and requirements. Our distance learning program resulted

DISTANCE LEARNING INSTRUCTIONAL DAY SCHEDULED				
TIME	**INSTRUCTIONAL MINUTES**	**M/TH**	**T/F**	**WEDNESAY**
9:00 - 9:45 AM	45	ADVISORY (S)		
9:45 -10:00 AM		BREAK		
10:00 - 10:45 AM	45	HUMANITIES (SY)	MATH (S)	PE (S)
10:45 - 11:00 AM		BREAK		
11:00 - 11:45 AM	45	HUMANITIES (S)	SCIENCE (S)	INDEP COURSEWORK (A)
11:45 - 12:30 PM		LUNCH		
12:30 - 1:15 PM	45	PE (S/AS)	PE (S/AS)	LUNCH w/PRINCIPALS
1:15 - 1:30 PM		BREAK		
1:30 - 2:15 PM	45	SEMINAR/SGI (S/AS)	SEMINAR/SGI (S/AS)	ART (AS)
2:15 - 2:30 PM		BREAK		
2:30 - 3:15 PM	45	INDEP COURSEWORK (A)	INDEP COURSEWORK (A)	ELECTIVES

Daily live interaction with credentialed teachers and peers occurred for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction took place as follows: During 100% distance learning students participated in a total of 6 periods comprised of 45-minute each, which included 1 live advisory period, 2 live periods of either humanities or math and science (depending on the day), 1 live seminar/small group, 1 specials period (art or PE) provided synchronously or asynchronously, and 1 independent learning period with asynchronous work provided by core teachers. On Wednesdays, students continued to have a live Advisory with a certificated teacher. Students also participated in asynchronous instruction where they completed assignments relating to their studies from the early part of the week. Students also worked on self-paced programs Lexia and IXL Math. Additionally, on Wednesdays, students engaged in live office hours/lunch with administrators and clubs provided by school staff such as music, community activism, student leadership, etc.

In addition, New LA provided its students with school supplies and instructional materials with pick-ups that took place multiple times throughout the school year. All distance learning content was aligned to grade level standards and with the same level of quality and intellectual challenge substantially equivalent to in-person instruction.

Challenges include a struggle with consistent student engagement. Typically these students have both parents working during the day, and students are home alone, not motivated to participate in distance learning. Several of our families were stricken with COVID which has added stress and anxiety for students and families. A challenge is that 58% of students opted to continue with distance learning.

Access to Devices & Connectivity:

- Successes: In accordance with CA Ed Code 43503, New Los Angeles Charter School offered Chromebooks for every student. A needs assessment was administered prior to the start of the school year to assess technology device and connectivity needs; and provide families with resources for reduced cost internet service from local Internet Service Providers (ISP). Wi-Fi hotspots were provided to students who lacked internet service at home in order to be able to access the online curricular and instructional programs. Headphones were also provided to students for use at home during distance learning. To ensure proper use of technology and appropriate norms and expectations, all families participated in training that was offered throughout the year. Every New LA student received a student email account from Google. Our students have also participated in a digital citizenship and online safety training.

- Challenges: while we provided students who lacked connectivity with Wi-Fi hotspots, some students struggled with bandwidth issues during distance learning.

Pupil Participation & Progress:

- Successes: Once hybrid instruction was provided in late April student participation and academic progress improved significantly, but many who remained in distance learning continued to be disengaged.

- Challenges: Distance learning platform was a struggle for students and families. Despite offering hybrid instruction, for some families the scheduling changes created issues with their work routine

Distance Learning Professional Development:

- Successes: New Los Angeles hosted a COVID-19 vaccine informational session on Zoom led by Dr. Blasidell, which was attended by staff and parents, that focused on transmission of COVID-19, vaccination, and methods to prevent transmission, and address misinformation about the virus. In collaboration with CCSA, New LA staff were also vaccinated through the state's vaccine delivery system for educators and school employees. New Los Angeles utilized a consultant and revised its health and safety practices, policies and made numerous upgrades to ensure a safe learning and working environment for staff and students. HEPA Purifiers efficiently capture viruses that are drawn into their filters, and according to the CDC, air purifiers reduce airborne contaminants.

New Los Angeles designed a professional learning series for all teachers and staff focused on ensuring the delivery of high quality and engaging instruction with clear objectives. Professional development areas of focus included: Use of web-based applications (NearPod, Peardeck, Lexia, mClass, DIBELS, Google Suites/classroom). Additional topics covered included anti-racism/anti-bias, use of book groups (academic reading), and all teachers were provided with the Racial Healing handbook.

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Our entire staff has been flexible with their roles/responsibilities this past year to support the needs of our students. The PE and Art instructors provided synchronous and asynchronous instruction; and supported core classroom teachers with breakout rooms and provided small group instruction.

- Challenges: There were no challenges to staff roles and responsibilities.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes: Our SPED Department provided Special Education services for students with IEPs, through individualized support, maintained all services including the administration of assessments. Resource teachers and paraprofessionals participated in additional professional development to address learning gaps among our students. SPED team comminated with families on a regular basis. .

However, assessments were suspended during the COVID-19 surge experienced in Los Angeles from December to January and assessments resumed in February 2021. The SPED Department

Designated ELD: During the week ELs were assigned targeted work on online platforms that included Lexia and BrainPop ELL. Based on their performance teachers identified specific strategies for support and used teacher created materials as well as suggested lessons from Lexia to support targeted skill practice in small groups during seminar time.

Integrated ELD: Strategies from Kate Kinsella, Kagan and UDL trainings were implemented to support English Learners in all classes. Kagan strategies support listening and speaking skills by providing opportunities for student collaboration and academic discourse. This included: Sentence starters, word walls, vocabulary talks which supported ELs in their core academic courses.

- Challenges: Despite providing numerous resources and services for our students, many that opted to continue with distance learning struggled academically and with engagement and participation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction: ELA & Math Intervention Instructors to provide small group instruction, and targeted intervention	$181,191	$176,269	Y
Enrichment & Electives: Art, Music, Coding, Health, to provide a Comprehensive well-rounded Educational Program	$84,636	$41,647	Y
Instructional Materials to differentiate instruction and accelerate student learning, including manipulatives, etc.	$31,137	$17,146	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive changes.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes: New Los Angeles developed and implemented a comprehensive System of Supports to address the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporated innovation, ELD strategies and access to instructional technology, provided by teachers during the

instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades 6-8. Embedded within our distance learning model were the following supports:

- Daily synchronous instruction of core subjects
- Intervention and support blocks: Small Group Instruction (SGI)
- Seminar blocks
- Advisory that focuses on SEL
- Online adaptive programs for ELA, and Math
- EL will receive additional small group instruction targeted at their ELPAC Level
- NewsELA will be assigned to students targeting their independent level as identified by the universal screener
- Interventionist to provide additional small group instruction during the instructional day

Support staff assisted teachers to allow for frequent breakout rooms and thus smaller groups for live instruction to maximize interaction between students and between teacher and students. Students received additional Core content support during Seminar. Core, Resource and Specialist teachers identified students' needs based on formative data collection and referred them to specific breakout sessions focusing on extension or intervention activities during a designated time within the instructional day. During this time students who were not performing at grade level were provided additional instruction by the intervention specialist, who provided tier 2 intervention in small groups during a designated time. Teachers referred students struggling academically for additional support including English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support.

Specials such as Visual Arts, PE, and Health were provided asynchronously and synchronously through video and Google classroom assignments. According to extensive research, teaching through the arts can present difficult concepts visually, and therefore easier to understand. Visual Arts instruction helps children with the development of motor skills, language skills social skills, decision-making, risk-taking and inventiveness. According to a report by the Rand Corporation, involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence and teamwork.

New LA continued to offer an After School Program through Arc daily from 3:15-4:45PM and was open to all students. The day started with academic support and academic enrichment and then students join breakout rooms for enrichment activities such as Comedy, Art and music. Any necessary instructional materials were provided to students via curbside pick-up at the school.

Challenges: most students experiencing learning loss is mostly due to disengagement and lack participation. Our staff consistently contacts families as soon as a student is absent via phone call, Remind app, OneCall text messaging and correspondence sent home.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

Successes: New LA supported student social emotional learning through the Advisory curriculum used across grades 6-8. Advisory included a daily morning meeting to support building community and relationships. The New LA mindfulness program also supported students with their social emotional health.

New LA partnered with Cedars Sinai Share and Care program that provided a 5-week course for small groups of students focusing on the return to school and grief. New LA also partnered with Open Paths Counseling Center and provided individual counseling services focused on trauma recovery. Both were provided via video conferencing during distance learning.

The Assistant Principal led the school's SEL (Second Step) implementation and, provided counseling services in collaboration with the Counselor. With the transition to distance learning, the AP monitored student attendance and participation, and implemented the school's tiered reengagement strategies to maximize student attendance, communicating with families and home visits, if applicable.

For staff: Our faculty & staff meetings incorporated mindfulness and self-care check-ins. In addition, the Principal conducted check-ins for all teachers; and the Assistant Principal conducted check-in of non-certificated staff. The Director of Operations conducted weekly check-ins of the operations staff.

Challenges: Many students and parents expressed concerns about mental health in surveys, phone calls, emails, etc. At times this resulted in students not being engaged in classes, not attending in daily instruction, or families being unresponsive. Our school held mental health workshops for parents throughout the year, continued our partnership with Open Paths and Share and Care to support students (they both provided virtual counseling) and incorporated regular mental health surveys through the advisory curriculum. In January we hired a part-time counselor. Some specific challenges were the inability to notice warning signs and red flags since struggling students could disappear more easily (not show up, not turn on cameras) and teachers weren't able to witness more candid behavior or have opportunities for individualized contact with students, these interactions happen more organically when in-person and are often the ways that school staff notice when a student is experiencing social-emotional and/or mental health issues. Teachers regularly

expressed connection to the school as a positive but also expressed extreme feelings of being overwhelmed either with the workload or general stress of the year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: teachers implemented numerous strategies to engage and outreach to students including providing links to access each course and breakout session, reminders, and the use of Hapara. Students that struggled to log-on on time were provided with reminders, alarm clocks, timers to improve engagement and participation.

- Successes with parent engagement: School staff and educators utilized several tools to communicate with families including virtual meetings via Zoom, Google Voice, Remind App and OneCall. New LA provided all educators with Google Voice to communicate with students and parents. Our partnership with Open Paths, and Share and Care provided LMFT's that facilitated professional development for staff on trauma informed practices, Health & Safety; and workshops for parents on recognizing trauma in students; and how to address it. Our staff hosted Coffee with the Principal events for parents and other strategies to build community and trust with parents so they feel supported by our staff.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

- Challenges include: include issues with parent engagement for families who endured job, food, and/or housing insecurity during the pandemic. Some families were displaced, which created challenges in communicating with families to provide resources and connect them with community-based organizations.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil & Family Engagement and Outreach	Bilingual School Support Staff for Parent & Student Outreach, Communicate, provide technology support/assistance, communicate with families (student attendance), trouble-shoot issues families/students as a result of distance learning, and provide resources and support, and translation of materials, interpreter during workshops, meetings, etc.	$167,108	$108,136	Y
Pupil & Family Engagement and Outreach	Methods by which to communicate electronically with Families: Remind App, PowerSchool Parent Portal, School website, etc.	$7,371	$7,371	Y
Mental Health and Social and Emotional Well-Being	Assistant Principal leads the school's Social-emotional learning; provides small group counseling services, trains staff and implements Second Step SEL Character Development Program; and Mindfulness Program. In addition, the AP monitors and oversees student attendance and the tiered reengagement strategies including the support staff involved.	$96,000	$96,000	Y
Mental Health and Social and Emotional Well-Being	School counselor was hired to providing individual and group counseling, conduct risk assessments, parent outreach regarding mental health and professional development	--	$24,179	Y
Mental Health and Social and Emotional Well-Being	Panorama SEL evidence-based surveys	--	$2,750	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

New Los Angeles incurred additional expenses with the following actions not previously identified in the LCP:

- School counselor was hired to providing individual and group counseling, conduct risk assessments, parent outreach regarding mental health and professional development

- Panorama SEL evidence-based surveys

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school's safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.

- Distance Learning: will not take place in 2021-22, however we will incorporate essential tools and applications in the classroom that were successful this past year.

- Monitoring and Supporting Mental Health and Social-emotional Well-Being: There is a need to continue to integrate SEL and community circles to support the social-emotional well-being of our students.

- Student Engagement: With the return to in-person instruction there is a need to provide students with experiential learning opportunities to maintain student engagement and improve student learning.

- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

New Los Angeles Charter School will continue to implement the following cycle of assessments to assess pupil learning loss and monitor student progress which will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning

- i-Ready (Reading & Math) assessments: 3 times/year

- Running Records

- Formative Assessment Tool
- On demand writing (w/rubrics)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Implement i-Ready assessments, running records to measure, monitor and assess student progress.
- Implement i-Ready learning pathways
- Provide Reading Intervention teacher to provide small group instruction using LLI
- Provide Math Intervention teacher to provide small group instruction and support
- Provide summer School to accelerate student learning
- Provide a Broad Course of Study including Art, Advisory, Health & Physical Education.
- Implement Restorative practices, and PBIS
- Provide counseling services: SEL and mental health

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

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

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

Plan Summary 2021-22

General Information

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

The aim of New Los Angeles Charter School (New LA) is to cultivate future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. We nurture and teach students to understand how to collaborate to solve problems, and changing their own lives as they change the community around them. New LA has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

New Los Angeles Charter School serves approximately 321 students in grades 6-8 with the following demographics: 91% Hispanic, 5% African American, 1% 2+ Races, 15% Students with Disabilities (SWD), 23% English Learners (EL), 0.3% Foster Youth (FY), 0.3% Homeless Youth (HY), and 92% Socioeconomically Disadvantaged (SED)

MISSION

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

Reflections: Successes

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

New Los Angeles Charter School has implemented a Multi-tiered System of Supports, continuous-improvement framework, based on multiple forms of data, to ensure data-driven decision-making and ensure levels of support are provided to all students to address academic, social-emotional and/or behavioral needs to support students. As a result, LCAP goals were revised and actions aligns to support each LCAP goal and metric.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following chart reflects New Los Angeles Charter School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since Fall 2019. Performance levels for Suspension Rate reflected a blue performance level schoolwide and for all numerically significant student groups (English Learners, Socioeconomically Disadvantaged, African American, and Hispanic).

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Orange	Orange
Students with Disabilities	Green	Orange	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

New Los Angeles Charter School received an orange performance level on the Fall 2019 CA Schools Dashboard for Chronic absenteeism (all students) and the English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic student group. The Students with Disabilities received a green performance level.

The following charts provide the total number of eligible students per student group, total count and chronic absenteeism rate calculated for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard.

Note: per the CDE, in order to receive a performance level (color) there must be at least 30 students in the student group, in both academic years.

NEW LA MIDDLE SCHOOL							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	308	14	4.5%	SCHOOLWIDE	312	19	6.1%
AFRICAN-AMERICAN	25	2	8.0%	AFRICAN-AMERICAN	13	2	15.4%
HISPANIC	254	11	4.3%	HISPANIC	266	17	6.4%
EL	48	2	4.2%	EL	46	3	6.5%
SOC. ECON DISADV.	285	12	4.2%	SOC. ECON DISADV.	297	19	6.4%
SWD	36	3	8.3%	SWD	41	3	7.3%
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
NLA MIDDLE	310	14	4.5%	NLA MIDDLE	312	19	6.1%
LAUSD	646,075	75,426	11.9%	LAUSD	617,871	113,784	18.4%
COUNTY	1,548,191	165,861	10.9%	COUNTY	1,490,852	205,928	13.8%
STATE	6,384,919	702,531	11.1%	STATE	6,258,845	755,950	12.1%

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

Student participation in distance learning was tracked daily on the distance learning tracker.

In Distance Learning New Los Angeles Charter School implemented a Tiered Re-engagement Plan as required per SB98, and based on Weekly Engagement Log. Engagement was defined as a combination of daily participation, synchronous engagement (presence and participation) and asynchronous engagement (work completion and progress on online platforms). Students will be identified at Tier 1,

2 or 3 for engagement. Once identified students may be re-engaged in a variety of ways, the chart below describes many of the re-engagement strategies that will be employed by New Los Angeles Charter School. based on the criteria below:

Tier	Indicator/Range	Supports
1	Absence = 0-2 Weekly Engagement rating = >2	Universal Supports: • Engaging classrooms • Relationship building with teachers and peers • Verification of contact info (ongoing) • Phone calls when absent (office, teacher) • Remind messages (to all class) • Remind messages (to individuals) • Emails (to all class/all parents) • Emails (to individuals) • Provide technical support • Provide Chromebook • Provide hotspot
2	Absence = 3-5 Weekly Engagement Rating = <2 Or Monthly engagement rating of 2 (4 weeks at low 2)	Targeted supports: All above and …. • Phone call, email, Remind from administrator • Call emergency contacts • Mail postcard • 1 on 1 zoom with family • Provide paper packets • Flexibility with time • Counseling resources
3	Absence = 4+ Weekly Engagement Rating = 1 or lower Weeks on Tier 2 = 4	Intensive Supports: All above and …. • Home visit • Leave a note on the door • Increased access to in-person instruction (when allowed) • Student Leadership opportunities • Send certificated mail

New Los Angeles developed and implemented the following ***tiered reengagement strategies*** for students who were absent in distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

1. Verification of current contact information for each enrolled student.

2. Daily notification to parents or guardians of absences;

3. Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction (when allowed by the health department).

The School documents daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

- For synchronous instruction, the School will require students to log on to assigned Zoom sessions to demonstrate student participation.

- For asynchronous instruction, the School will require students to complete assigned work in Google Classroom to demonstrate Student participation.

SUSPENSION RATE

The following chart outlines cumulative enrollment, enrollment by student group, total number of suspensions, Unduplicated Pupil Counts, and suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	310	10	9	2.9%	88.9%	11.1%
AFRICAN-AMERICAN	25	2	2	8%	100%	0%
HISPANIC	255	5	5	2%	100%	0%
ELL	48	0	0	0%	0%	0%
SOC. ECON DISADV	287	10	9	3%	89%	11%
SWD	36	1	1	3%	100%	0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	313	15	12	3.8%	83.3%	16.7%
AFRICAN-AMERICAN	14	4	2	14.3%	50.0%	50.0%
HISPANIC	266	9	8	3.0%	87.5%	12.5%
ELL	46	2	2	4.3%	100.0%	0.0%
SOC. ECON DISADV	298	15	12	4.0%	83.3%	16.7%
SWD	41	4	3	7.3%	66.7%	33.3%

New LA supports student social emotional learning through the Advisory curriculum and course which is offered for each grade level. Advisory includes a daily morning meeting to support building community and relationships. The New LA mindfulness program also supports students with their social emotional health.

New LA partners with Cedars Sinai Share and Care program to provide a 5-week course for small groups of students focusing on the return to school and grief. New LA partners with Open Paths Counseling Center to provide individual counseling services focused on trauma recovery. Both will be provided via video conferencing during distance learning.

The Assistant Principal leads the school's SEL (Second Step), provides counseling services in collaboration with the Counselor. With the transition to distance learning, the AP will monitor student attendance and participation, following the school's tiered reengagement strategies to maximize student attendance, communicating with families and home visits.

ACADEMIC INDICATOR

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

Note: SWD - Students with Disabilities; SED – Socioeconomically Disadvantaged; EL – English Learners

CAASPP	ELA		MATH	
	2018 DFS	2019 DFS	2018 DFS	2019 DFS
All Students	-27.9	-28.7	-67.2	-78.3
EL	-79.4	-70.7	-122.6	-115.5
SED	-33.1	-31.2	-71.8	-80.9
SWD	-97.3	-92.4	-155.8	-155.9
AFRICAN AMERICAN	-30.5	-19.9	-72	-99.4
HISPANIC	-30.1	-31.5	-68.7	-79.3

A comparison of the Spring 2018 & Spring 2019 ELA & Math CAASPP performance (using Scale Scores), demonstrates the following:

For ELA - received an orange performance level schoolwide and for all student groups because the 'status' level was low despite some intermittent growth for some student groups.

For Math – received an overall orange performance level schoolwide and all student groups with the exception of Students with Disabilities which received a red performance level as a result of no growth.

NWEA MAP ANALYSIS

New Los Angeles Charter School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance

with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

New Los Angeles Charter School administers NWEA MAP Reading and Math assessments three times per year (Fall, Winter & Spring). As a result of COVID-19 School closure, the Winter and Spring 2020 NWEA MAP was not administered. The use of internal benchmark assessments and formative assessments are critical to informing instruction and monitoring student progress since all state mandated assessments were suspended in Spring 2020 as a result of school closure due to COVID-19 pandemic. The following chart reflects the Fall 2019 to Winter 2020.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS Fall to Winter	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 6	201.9	187.6	186	204.4	189.3	190.9	2.5	1.7	4.9	3.64	1.02
GRADE 7	206.7	192.2	193.8	208.1	192.8	198.6	1.4	0.6	4.8	2.87	1.02
GRADE 8	209.8	192	193.7	213.8	193.7	195.8	4	1.7	2.1	2.51	1.18

Highlights – Overall Comparison of NWEA Reading Assessment

- Grade 8 cohort exceeded School Growth Norms
- The English Learner student group performed below School Growth Norms.
- Students with Disabilities student group outperformed all grade level cohorts and exceeded School Growth Norms for grades 6-7.

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS Fall to Winter	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 6	206	195.2	191.3	210.6	201	199	4.6	5.8	7.7	4.81	1.28
GRADE 7	211.5	197.1	201.2	213.3	198.1	204.3	1.8	1	3.1	3.83	1.19
GRADE 8	212.7	197.1	195.2	218.4	199.6	199.8	5.7	2.5	4.6	3.20	1.38

Highlights – Overall Comparison of NWEA Math Assessment

- Grade 8 cohort exceeded School Growth Norms
- The English Learner student group performed outperformed grade 6 cohort and exceeded School Growth Norms.
- Students with Disabilities student group outperformed grade 6 cohort; and exceeded School Growth Norms for grades 6 & 8.

As part of the ***annual program evaluation*** on the use of Title I funded programs which included the following for 2019-20.

- ELA Intervention Teacher
- Math Intervention Teacher

These positions have been effective especially with our school's transition to distance learning since mid-March 2020. However, there is a need to provide all educators with additional professional development on ELD standards and strategies for English Learners; and additional reading intervention support program for schoolwide implementation.

LCAP Highlights

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

New Los Angeles Charter School continues to implement and expand its Multi-tiered System of Supports (MTSS). MTSS Mis an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is a framework that brings together both RtI^2 and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

LCAP Goals were revised to reflect an equity lens and key areas of focus for New Los Angeles Charter School:

- Goal #1: Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed

decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes.

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

- Goal #3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment, to improve student academic outcomes.

New Los Angeles Charter School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

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

Schools Identified

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

New Los Angeles Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

New Los Angeles Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

New Los Angeles Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

New LA Charter School engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. New LA Charter School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelins. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
8/3/2020-8/16/2020	Staff	Summer Professional Development: Tech Tools, Community Building, Distance Learning P	Staff Professional Development via Zoom
8/12/20	Parents	New School year and Reopening Plans	Coffee with the Principals via Zoom
8/21/20	Students and Staff	Welcome Back to School!	Town Meeting via Zoom
8/26/20	Teachers and Staff	Supporting Student Achievement	Faculty Meeting Professional Development via Zoom
8/26/20	Parents	Technology Use and Reopening Plans	Coffee with the Principals via Zoom
9/2/20	Staff	Supporting Students with IEPS	Faculty Meeting Professional Development via Zoom
9/8/20	Students and Staff	Community Building	Town Meeting via Zoom
9/9/20	Staff	Share and Care: Counciling at New LA	Faculty Meeting Professional Development via Zoom
9/16/20	Staff	Building an Anti-Racist Community	Faculty Meeting Professional Development via Zoom
9/17/20	Parents	Parent Education Series: Supporting Your Students Social Emotional Needs at Home	Parent Workshop via Zoom
9/23/20	Parents	Getting to Know your Student at Home	Coffee with the Princials via Zoom
9/30/20	Parents and Students	Back to School Night	Virtual via Zoom
10/1/20	Parents and Students	Mid Trimester Progress Reports Sent Home	US Mail and Email
10/6/20	Students and Staff	Community Building, Student Upstanders Club, MAP Testing Preview	Town Meeting via Zoom
10/28/20	Parents	Commincating with Your Child's School/Teachers	Coffee with the Principals via Zoom
11/3/2020	Students and Staff	Election and Pillar Work: Respect for Self and Others	Town Meeting via Zoom
11/18/2020-11/19/2020	Parents, Students, Advisors	Student Portfolio and Student Progress	Student Led Conferneces via Zoom
12/3/21	Students and Staff	Pillar Work: Engagement in the Community Holiday Edition	Town Meeting via Zoom
12/3/20	Parents	Parent Education Series: Supporting Your Students Social Emotional Needs at Home	Parent Workshop via Zoom
12/13/21	Students and Staff	Pillar Work: Passion for Learning Return to School and Goal Setting	Town Meeting via Zoom
12/16/20	Parents	Tips for the Holidays, Family Reflection During Difficult Times	Coffee with the Principals via Zoom
1/17/21	Parents	Setting Goals with your Students	Coffee with the Principals via Zoom
2/2/21	Students and Staff	Pillar Work: Respect for Self and Others Kindness Challenge	Town Meeting via Zoom
2/4/21	Parents and Students	Mid Trimester Progress Reports Sent Home	US Mail and Email
2/5/21	Staff	Social Justice Visioning	Staff Professional Development via Zoom
2/24/21	Parents	School Reopening Plans	Coffee with the Principals via Zoom
3/5/2021	Students and Staff	Pillar Work: Passion for Learning Student Led Conference Prep	Town Meeting via Zoom
3/15/2021	Parents, Students, Staff	Reopening Announcement	US Mail and Email
3/17/2021-3/19/2021	Parents, Students, Advisors	Student Portfolio and Student Progress	Student Led Conferneces via Zoom
3/24/21	Staff	Reopening Plans	Staff Professional Development via Zoom

New LA Charter School engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. New LA Charter School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelins. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
4/5/21	Students and Staff	Pillar Work: Engagement in the Community What is Social Justice?	Town Meeting via Zoom
4/14/21	Parents and Students	Reopening Information Session	Parent Workshop via Zoom
4/16/21	Staff	Community Building. In Person Safety Protocols and Classroom Set Up	Staff Professional Development via Zoom
4/28/21	Staff	Vaccination Information, Preparing for In Person Instruction	Faculty Meeting Professional Development via Zoom
5/4/21	Students and Staff	MAP Testing, ELPAC Testing, Art Show	Town Meeting via Zoom
5/5/21	Parents	Reopening Protocols	Coffee with the Principals via Zoom
5/7/21	Parents and Students	Mid Trimester Progress Reports Sent Home	US Mail and Email
5/26/21	Parents and Students	New Family Orientation	Parent Workshop via Zoom
5/25/21	Parents	Parent Workshop: Setting Healthy Boundaries with your Students	Zoom
6/7/21	Parents and Students	Pillar Work: Passion for Learning T3 Awards	Town Meeting via Zoom

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Administrators/Leadership Team: There is a need to continue to strengthen the Multi-tiered System of Supports to ensure the academic, social-emotional and behavioral needs of students are met to improve student outcomes.

Teachers: There is a need to strengthen intervention programs to improve student academic outcomes.
Staff/paraprofessionals: Provide academic and SEL supports for SWD and ELs.

Parents including PAC, ELAC/DELAC & EL-PAC: are concerned with learning loss and social-emotional needs of their child.

Students: would like opportunities for increased student activities on campus and outdoor learning opportunities (field trips).

SELPA was consulted and suggestions provided were added to Goal 1, Action 7 – Services to support Students with Disabilities (SWD).

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

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all

feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Develop a systematic and evidence-based strategies to reduce chronic absenteeism.
- Continue to implement strategies to improve parent/family input and participation through community-building and communication.
- Implement academic supports and differentiated supports to address learning gap (i-Ready)
- Provide SEL support, and counseling services
- Provide field trips and outdoor education (extended learning opportunities)

Goals and Actions

Goal

Goal #	Description
1	**Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes.**

An explanation of why the LEA has developed this goal.

There is a need to implement universal screeners, and utilize data to identify learning gaps, monitor student academic progress and provide targeted academic, social-emotional and/or behavioral supports to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	* Not administered -28.7 DFS (Spring 2019)				+15 Scale Score growth
Math CAASPP Scale Score - DFS	* Not administered -78.3 DFS (Spring 2019)				+15 Scale Score growth
Gr 8: CA Science Test (CAST) Scale Score - DFS	** Not administered -16.2 DFS (Spring 2019)				+15 Scale Score growth
Attendance Rate	96.7%				>96%%
Chronic Absenteeism Rate	15.5 %				8%
Middle School Dropout Rate	0%				<1%
Gr 7 PFT: % students meeting all 6 HFZ	*** Not administered				35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%
School Facility FIT Report Score of "Good"	Exemplary				Exemplary

*** For the 2020-21 school year, NWEA MAP Reading & Math Assessment (Gr 6-8) were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.**

**** For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver**

***** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver**

Actions

Action #		Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	New Los Angeles Charter School will employ a ***Principal and a total of 13 appropriately credentialed and assigned classroom teachers*** for students in grades 6-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. New Los Angeles Charter School will provide its students with 175 instructional days. All teachers will participate in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 3 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development.	$1,310,727	Y

Action #		Description	Total Funds	Contributing
		Therefore 10% of salaries will be funded with LCFF S&C.		
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: • **i-Ready ELA & Math**: 3 times/year (Title I Funded) • Running Records • **Formative assessment tool** • On-demand writing (writing rubrics) • State-mandated assessments	$15,309	Y
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	An area of concern are the academic indicators on the CA School Dashboard. There is a need to accelerate learning and further mitigate learning loss as a result of distance learning and lack of student engagement. Based on internal assessment results and feedback from stakeholders, there is a need to strengthen and expand academic supports and interventions for our students. The ***ELA Specialist*** (credentialed) will provide small group targeted literacy intervention. The ***Math Intervention teacher*** will provide small group instruction (Title I Funded). Students will utilize the i-Ready Learning Pathways to address learning gaps. Based on findings from assessment data, students will be identified for additional supports that include but are not limited to:	$435,326	Y

Action #		Description	Total Funds	Contributing
		- **Summer School** (July 6-29) (ELO funded) - **Intersession academic & SEL intervention**: Thanksgiving, Winter Break & Spring Break New Los Angeles will also provide: • **ARC After-school academic & social enrichment** (ASES Funded) • **After-school tutoring** by credentialed teachers		
4	**BROAD COURSE OF STUDY**	New Los Angeles School will provide all students with a broad course of study beyond core subjects that include the following: • **Art** • Advisory • Health/Sex Education	$37,185	Y
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	New LA strives to provide all students and staff with safe and clean school facility sites and adheres to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	$753,462	N
6	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	An area of concern on the CA School Dashboard are the suspension and chronic absenteeism state indicators. New LA will continue to implement and strengthen its PBIS in combination with MTSS. New Los Angeles is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. The ***Assistant Principal*** will lead the PBIS team and schoolwide	$138,378	Y

Action #		Description	Total Funds	Contributing
		initiative, ensuring SEL and mental health needs are met. The ***Counselor*** will provide SEL and mental health services and small group counseling services. Our school will also implement the following: • **Restorative Practices** professional development – staff-wide, to implement restorative practices • Counseling services: Open Paths, Share & Care • **Olweus Bullying Prevention Program** • Responsive Classroom • **Freedom from Chemical Dependency** training for entire staff PBIS rewards/incentives: mission pillar awards, positive behavior expectations, monthly missions, turtle tickets, and schoolwide celebrations		
7	**SERVICES TO SUPPORT SWD**	LAUSD (Option 3) is the SELPA Provider. SPED team will provide instructional and social emotional support as outlined by the students IEP. 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 RSP, BII, Paraprofessionals, Contracted Services*** will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and	$728,813	Y

Action #		Description	Total Funds	Contributing
		support services are provided. BII and BID will follow the behavior plan written into the IEP with fidelity. The SPED team will participate in professional learning offered by the SELPA and other resources to improve delivery of instruction, student academic outcomes and accelerate student learning. SPED team will also use: • **GoalBook** to support writing and assessing IEP goals • Number Worlds Math Program • LLI for reading intervention • **Co-writer & Snap and Read** to support students with dyslexia and dysgraphia • Wilson Reading Program		

Goal Analysis

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

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

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

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

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

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

Goal

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

An explanation of why the LEA has developed this goal.

There is a need to continue to provide our educators with evidence-based professional development and ongoing coaching to improve delivery of instruction, student engagement, to improve student attendance, engagement and academic outcomes. There is also a need to strengthen the delivery of ELD instruction (designated and integrated) to improve English Language acquisition and proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to Standards-aligned materials	100%				100%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** 2020-21 ELA 4 ELD 4 MATH 4 NGSS 4 HISTORY 4 HEALTH 3 PHYSICAL ED. 4 VAPA 3 WORLD LANG. 3				**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** 2023-24 ELA 5 ELD 4 MATH 4 NGSS 4 HISTORY 4 HEALTH 4 PHYSICAL ED. 4 VAPA 4 WORLD LANG. 4
% of Teachers appropriately credentialed & assigned	94.4%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency as measured by ELPAC.	Fall 2019 Dashboard 54.3%				55%
EL Reclassification Rate	0%				20%
% EL with access to CCSS & ELD Standards	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	New LA educators will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year. To address learning loss and areas for growth based on findings from student assessment data, professional development areas of focus include but not limited to: • **CGI Math** – UCLA Math Project, ongoing coaching and training for Math teachers (ELO Funded) • **UCLA Writing Project** (Title II Funded) • **Project-based Learning (PBL)** (Title II Funded) • **Diversity, Equity & Inclusion (DEI) training** (ELO Funded) • **Olweus Bullying Prevention PD** • **i-Ready** Program use & data analysis training & coaching (ELO Funded) • Universal Design for Learning (UDL) Frameworks including co-teaching, co-planning & supporting SWD • **CPR certification**	$171,431	Y

Action #	Title	Description	Total Funds	Contributing
		SPED teachers will provide ongoing coaching and support during weekly grade level meetings for classroom teachers on accommodations, modifications for SWD. BIIs and Paraprofessionals will receive training on effective strategies for small group instruction, track behavior and breaking down tasks. The ***Head of Schools*** will facilitate professional development and mentor Principal. ***Department Chairs*** will support teachers with instruction, vertical alignment, and lead professional development sessions on evidence-based pedagogical strategies. To support teacher effectiveness and credential clearance, New LA will reimburse ***teacher induction expenses. (Title II Funded)***		
2	**STRENGTHENING EL PROGRAM & SERVICES**	There is a need to improve English language acquisition and increase reclassification rates, New LA will implement a daily block for designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. Teachers will participate in additional professional development to support EL needs including but not limited to: • **Good Word Education (ELD Standards)** professional development and coaching • **Ensemble Learning Leadership Coaching** • Using ELPAC results to inform teaching • Disaggregating EL data The Learning While Leading program (Ensemble Learning Leadership Coaching) is a 14-month	$9,772	Y

Action #	Title	Description	Total Funds	Contributing
		professional development program for school leaders and their teams to increase equity for English Learners (ELs). The program focuses on building an inclusive school culture for ELs and implement effective instructional strategies to develop language proficiency. Throughout the program, the school team will incorporate new learning in a school-level EL improvement plan and will receive Ensemble support to develop, refine, implement, and monitor the plan. English learners will also access: **BrainPop ELL**		
3	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • **Amplify Science** • **NewsELA** • **Flocabulary** • **Class novels** • **Classroom libraries** • Common Core Math Frameworks (developed in partnership with UCLA Math Project) • Common Core ELA Frameworks (developed in partnership with UCLA Writing Project)	$22,100	N
4	**CLOSING THE DIGITAL DIVIDE**	New LA has implemented a 1:1 student to device ratio and will subscribe to ***Hapara, NearPod, Peardeck, & Padlet.***	$9,980	Y

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
3	**Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment, to improve student academic outcomes.**

An explanation of why the LEA has developed this goal.

There is a need to continue to engage parents in their child's education, to support their learning at home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				<2%
Expulsion Rate	0%				<1%
Increase parent satisfaction rate as measured in the annual survey.	100% welcoming 96% belonging				>95%%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	59% belonging 78% safe				>80%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	83% positive school climate; 61% feel supported				>-90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	New Los Angeles Charter School will students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs: • Attendance awards, implement SART process • Weekly schoolwide Townhall meeting • Spirit week • Schoolwide events: 100th day of school, College & Career Week, Cultural Heritage day, Read Across America week • **Vision/health screenings** • **Bus passes for homeless youth** • **Emergency supplies/equipment** • **Uniforms & school t-shirts** • **Lunch supervision aide** ***Field Trips*** and ***Outdoor Education*** will provide our students with extended learning opportunities allow for students to learn standards through real world experiences. New LA will administer ***Panorama SEL surveys*** to students, staff and parents to assess school connectedness, safety, satisfaction and engagement	$63,202	Y

Action #	Title	Description	Total Funds	Contributing
		which will be reported in the school's LCAP and local indicators report.		
2	**PARENT INPUT IN DECISION-MAKING**	At New Los Angeles Charter School parent input in decision-making will take place through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)	$0	N
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	New Los Angeles Charter School will provide parents all parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to promote parent engagement and participation, the following will be implemented: • Coffee with the Principal • Parent workshops to support the academic and social-emotional needs of their teen • Guest Speakers • Host Community events: Book fair, community building events, Open house, etc. • Host High School Night/Fair • **FACTOR** New LA will provide ***translation services*** and will also utilize ***PowerSchool Parent Portal***, ***One Call, Remind***, and the school's *website* to communicate with families and keep them updated on events. We will	$67,986	Y

Action #	Title	Description	Total Funds	Contributing
		continue to utilize ***Zoom*** for parent meetings and for parent workshops.		

Goal Analysis

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.51%	$905,199

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

Required Descriptions

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

The following actions were principally directed towards and effective in meeting New LA Charter School's goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they have significant learning gaps in literacy and mathematics, including social and behavioral skills and the detrimental impacts of distance learning has exacerbated learning loss. In order to address this issue and the underlying issues, New LA Charter School's will implement a robust Multi-tiered System of Supports (MTSS) student support program and parent engagement (workshops) to address the academic and social-emotional needs of our students that include the following actions that will be effective in meeting the goals for Unduplicated Pupils. Approximately 98% of our Students with Disabilities are also identified as Unduplicated Pupils (UP).

- Goal 1, Action 1: longer school day
- Goal 1, Action 3: Measuring Student Progress through additional assessment
- Goal 1, Action 3: MTSS: Addressing academic needs & supports to accelerate learning: Math & ELA Interventionist (credentialed0
- Goal 1, Action 4: MTSS: Addressing Social-emotional/behavioral student needs
- Goal 2, Action 3: Strengthening EL Program and Services
- Goal 3, Action 2: Support Parent Engagement and Participation (including bilingual workshops)

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.51% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

For example, our students will utilize i-Ready Reading and Math Assessments and program. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

Our teachers will receive extensive coaching and training on effectively implementing and delivering integrated ELD, and strengthening designated ELD instruction to support our EL and LtELs towards reclassification and English language proficiency.

A critical component to accelerate student learning and further mitigate learning loss is to provide our educators with the support/training to excel as facilitators of knowledge and to implement newly adopted intervention programs with fidelity. New LA Charter School's will implement a comprehensive SEL curriculum and program, led by the Assistant Principal and Counselor and all staff will receive extensive training to implement schoolwide. With the impact of the COVID-19 pandemic, in combination with distance learning there is a need to address the social-emotional and mental health needs of our students.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,578,506	$ 863,430	$ -	$ 442,298	3,884,234	$ 2,562,322	$ 1,321,913

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	$ 1,310,727	$ -	$ -	$ -	$ 1,310,727
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	$ 2,809	$ -	$ -	$ 12,500	$ 15,309
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 81,398	$ 161,904	$ -	$ 192,024	$ 435,326
1	4	BROAD COURSE OF STUDY	All	$ 75,349	$ -	$ -	$ -	$ 75,349
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	$ 475,569	$ 277,892	$ -	$ -	$ 753,461
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 198,908	$ -	$ -	$ 21,870	$ 220,778
1	7	SERVICES TO SUPPORT SWD	SPED	$ 226,604	$ 315,025	$ -	$ 187,184	$ 728,813
2	1	PROFESSIONAL DEVELOPMENT	All	$ 87,488	$ 65,943	$ -	$ 18,000	$ 171,431
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	$ 1,872	$ 4,000	$ -	$ 3,900	$ 9,772
2	3	CORE CURRICULAR PROGRAM NEEDS	All	$ 22,100	$ -	$ -	$ -	$ 22,100
2	4	CLOSING THE DIGITAL DIVIDE	All	$ 9,980				$ 9,980
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	$ 21,786	$ 38,666	$ -	$ 2,750	$ 63,202
3	2	PARENT INPUT IN DECISION-MAKING	All	$ -	$ -	$ -	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	$ 63,916	$ -	$ -	$ 4,070	$ 67,986

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 2,080,837	$ 3,108,673
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 2,080,837	$ 3,108,673

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide	EL, low-income, Foster youth	All	$ 1,310,727	$ 1,310,727
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide	EL, low-income, Foster youth	All	$ 2,809	$ 15,309
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	EL, low-income, Foster youth	All	$ 81,398	$ 435,326
1	4	BROAD COURSE OF STUDY	schoolwide	EL, low-income, Foster youth	All	$ 75,349	$ 75,349
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		All	$ 475,569	$ 753,461
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide	EL, low-income, Foster youth	All	$ 198,908	$ 220,778
1	7	SERVICES TO SUPPORT SWD	schoolwide	EL, low-income, Foster youth	All	$ 226,604	$ 728,813
2	1	PROFESSIONAL DEVELOPMENT	schoolwide	EL, low-income, Foster youth	All	$ 87,488	$ 171,431
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide	EL, low-income	All	$ 1,872	$ 9,772
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		All	$ 22,100	$ 22,100
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide	EL, low-income, Foster youth	All	$ 9,980	$ 9,980
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide	EL, low-income, Foster youth	All	$ 21,786	$ 63,202
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		All	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide	EL, low-income, Foster youth	All	$ 63,916	$ 67,986

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	New Los Angeles Charter Elementary
CDS code:	19647330133702
LEA contact information:	Kate O'Brien kobrien@newlosangeles.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year	**Amount**
Total LCFF funds	$ 2,217,056
LCFF supplemental & concentration grants	$ 543,250
All other state funds	$ 344,285
All local funds	$ 147,962
All federal funds	$ 1,102,457
Total Projected Revenue	$ 3,811,760

Total Budgeted Expenditures for the 2021 – 22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 3,124,085
Total Budgeted Expenditures in the LCAP	$ 2,751,949
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 543,250
Expenditures not in the LCAP	$ 372,136

Expenditures for High Needs Students in the 2020 – 21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 428,257
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 576,377

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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 years.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

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

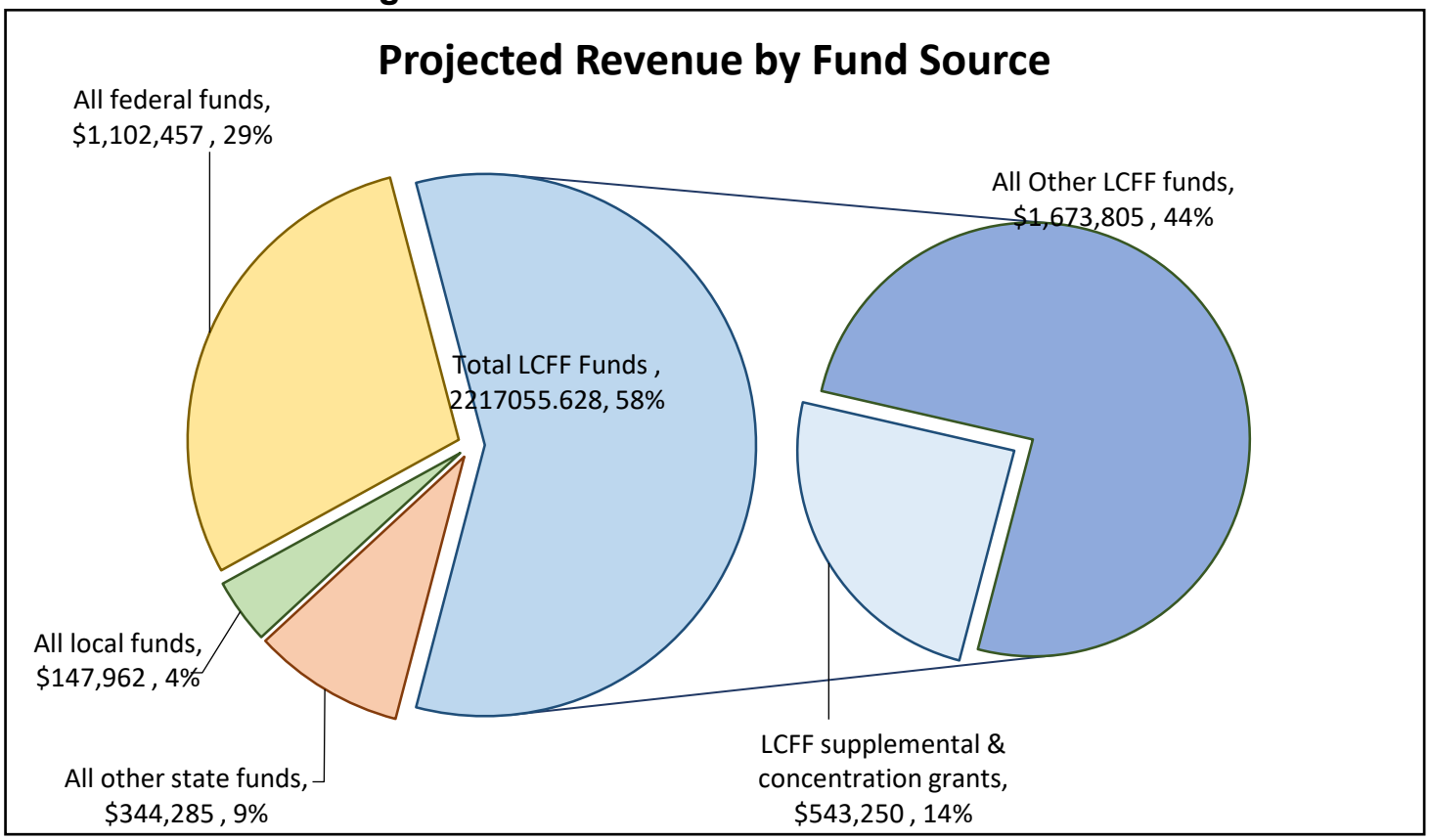
CDS Code: 19647330133702

School Year: 2021 – 22

LEA contact information: Kate O'Brien 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 2021 – 22 School Year

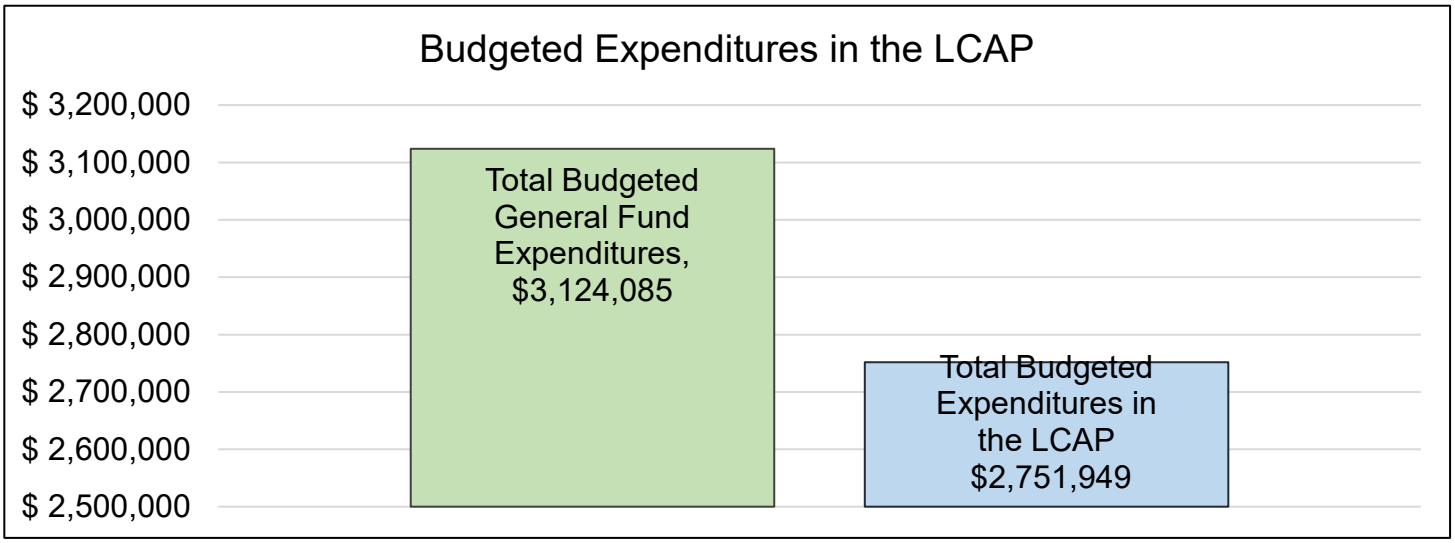


This chart shows the total general purpose revenue New Los Angeles Charter Elementary expects to receive in the coming year from all sources.

The total revenue projected for New Los Angeles Charter Elementary is $3,811,760.26, of which $2,217,055.63 is Local Control Funding Formula (LCFF), $344,284.77 is other state funds, $147,962.41 is local funds, and $1,102,457.45 is federal funds. Of the $2,217,055.63 in LCFF Funds, $543,250.27 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

New Los Angeles Charter Elementary plans to spend $3,124,084.87 for the 2021 – 22 school year. Of that amount, $2,751,949.00 is tied to actions/services in the LCAP and $372,135.87 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

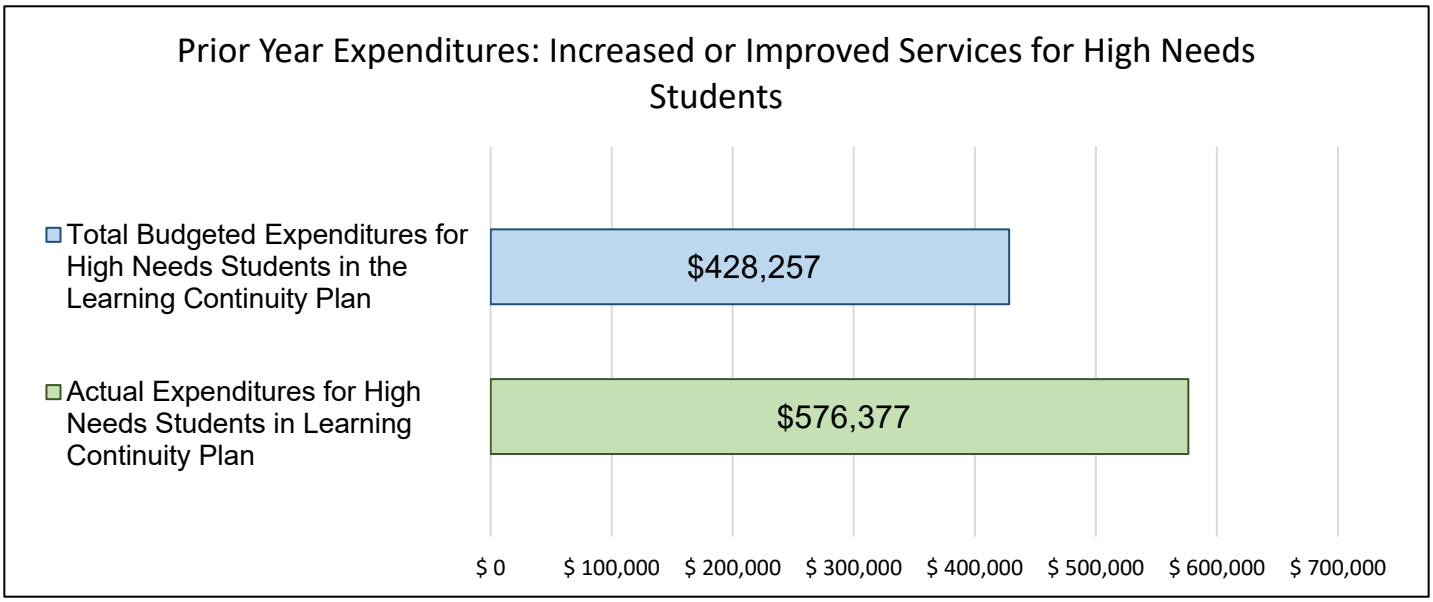
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, New Los Angeles Charter Elementary is projecting it will receive $543,250.27 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 $543,250.27 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 2020 – 21



This chart compares what New Los Angeles Charter Elementary budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, New Los Angeles Charter Elementary's Learning Continuity Plan budgeted $428,257.00 for planned actions to increase or improve services for high needs students. New Los Angeles Charter Elementary actually spent $576,376.98 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Continue to use multiple forms of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; in order to make informed decisions on instruction, increase student access to rigor, provide relevant learning experiences that will result in positive academic outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7, 8

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See

	"Analysis" section for NWEA MAP reading assessments that were administered to monitor student academic progress.
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See "Analysis" section for NWEA MAP Math assessments that were administered to monitor student academic progress.
Attendance Rates: (Increase by 0.5%)	2019-20: 95.1%
Decrease Chronic Absenteeism rates: (0.5% decline annually)	2019-20: 13.6%
% Students including Unduplicated Pupils and Students with Disabilities that have access to a broad course of study: 100%	100% of students including Unduplicated Pupils & SWD have access to a broad course of study:
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.
Administer Facility Inspection Tool (FIT): Score Good or Better	2019-20: FT Report score: Exemplary

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFF TO SUPPORT SCHOOL'S PROGRAM New Los Angeles Charter Elementary School will employ a total of 9 teachers that are appropriately credentialed and assigned, and a Principal. New Los Angeles Charter Elementary School provides all students with a longer school day, which includes an additional 19,110 instructional minutes for TK/K; and additional 4,710 instructional minutes for grades 1-3, and 1,110 additional instructional minutes for grade 4 as evidenced in the following chart that exceed CA State requirements.	$762,426 LCFF Base 1000, 3000	

<table><tr><th colspan="5">INSTRUCTIONAL TIME REQ.</th></tr><tr><th></th><th>DAYS</th><th>TK/K</th><th>1-3</th><th>Gr. 4</th></tr><tr><td>CA REQURED:</td><td>175</td><td>36,000</td><td>50,400</td><td>54,000</td></tr><tr><td>NLA ELEMENTARY</td><td>175</td><td>55,110</td><td>55,110</td><td>55,110</td></tr><tr><td>DIFFERENCE</td><td>--</td><td>+19,110</td><td>+4,710</td><td>1,110</td></tr></table> All teachers participate in (10) days of intensive summer Professional Development (before the start of the school year); (3) non-instructional days during the academic school year; and monthly professional development during the academic year.		
ASSESSMENTS New Los Angeles Charter Elementary School staff will implement multiple types of assessments in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. • NWEA MAP: ELA & Math: TK-4 • Fountas & Pinnell BAS: TK-4 • CGI Math • Readers & Writers Workshop assessments • QPS Phonics Assessment: Gr 1-4 • Words their Way Spelling: Gr 1-4 In addition, New Los Angeles Charter Elementary School students will participate in the following state-mandated assessments: • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 3-4	$0	$2,875
STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:	$370,003 1. Title I ($102,480)	$372,891

New Los Angeles Charter Elementary School will strengthen its evidence-based academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, NWEA MAP, Achieve 3000, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The Intervention Teacher (Title I) will provide pullout/small group instruction; and (5) Teacher Assistants, will provide targeted academic support and intervention through small group instruction. Our students will have access to the following academic intervention programs: • Leveled F&P Classroom Libraries • Guided reading libraries • Leveled Literacy Intervention Curriculum • Linda Mood Bell, Seeing Stars Curriculum • Number Worlds Math Intervention Curriculum Our students will have access to our after-school academic and social enrichment program (ASES). Our school will provide a Summer Art Program.	2. LCFF S&C ($155,523) 3. ASES ($112,000) 1. 1000, 3000 2. 1000, 2000, 3000 3. 5000	
COURSE ACCESS: In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study (science, history) and the following: • Art • Coding: 9 Dots • Physical Education • Health • Music: Young Musician's Foundation	$128,753 LCFF S&C 1000, 2000, 3000, 4000, 5000	$115,213

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.		
FACILITIES New Los Angeles Charter Elementary School is currently situated in a Proposition 39, district facility site. Annually, the school will conduct and completes a FIT report, which will be reported in the SARC and LCAP. Our school will staff/contract janitorial services. Promoting and ensuring safety schoolwide is essential for our student's welfare and confidence. Classroom furniture will be purchased as a result of the annual grade level growth.(Grade 5)	$132,000 LCFF Base 4000, 5000	$119,408
STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: New Los Angeles Charter Elementary School will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes. New Los Angeles Charter Elementary School Assistant Principal will lead the school's SEL; coach Teacher Assistants, provide counseling services (small group, individual) in collaboration with the *Counselor* and Guidance Advisor. Site 2 will implement 5the Second Step Character Development Program. Our school will also implement Niroga Mindfulness Program that will be embedded in the instructional day by classroom teachers.	$104,400 LCFF S&C 1000, 3000	$88,671

Our school will strengthen the PBIS plan to a Comprehensive PBIS plan that incorporates Restorative Justice/Practice and Alternatives to Suspension. Our school will offer the following groups: • Leadership Group: for struggling students to teach them leadership skills led by a teacher. • Social Skills Group: Small groups of students to work on problem solving skills with peers, building empathy, expressing emotions in school appropriate ways, self-regulating emotions.		
STAFFING, SERVICES & PROGRAM TO SERVICE SWD: LAUSD is New Los Angeles Charter Elementary School's SELPA Provider. The SPED Director will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. New Los Angeles Charter Elementary School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff. New Los Angeles Charter Elementary School's SPED Director will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities. Currently, approximately 97% of our SWD are also Unduplicated Pupils.	$520,348 1. SPED ($171,609) 2. LCFF S&C ($176,371) 3. LCFF Base ($172,367) 1. 5000 2. 1000, 2000, 3000 3. 1000, 2000, 3000, 4000, 5000	$514,799

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 2: For the 2019-20 school year, as a result of school closure, state mandated assessments were not administered: CAASPP ELA & Math, ELPAC, CA Science Test (CAST), and Physical Fitness Test (PFT).

- Action 3: Achieve 3000 was not used but instead implemented Lexia (at no cost0. Linda Mood Bell Seeing Stars curriculum was discontinued because it was not aligned to the state standards. The Summer Art Program scheduled for Summer 2020 was not implemented because of school closures due to the COVID-19 pandemic.

- Action 5: Classroom furniture for grade 5 was not purchased because it was provided by the district as part of the Prop 39 MOU.

Throughout the academic school year, attendance reports were provided to the school Principal, who contacted families via phone calls, correspondence and in-person meetings, to improve student attendance and identify root causes of absences, and provide resources, when necessary.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Approximately 91% of our students are Unduplicated Pupils (English Learners, Low Income, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

With the Governor's Executive Order resulting in school closures in mid-March 2020, leadership, support staff and teachers implemented numerous strategies to engage and/or support families with distance learning which included the following: regular check-ins via phone calls and Zoom meetings on resources available to family and consistent communication to answer questions and address issues families/students had.

For English Learners: Our teachers provided both designated and integrated English Language Development (ELD) during Distance Learning. Our EL students utilized BrainPOP ELL which is a comprehensive English language learning program for students of all ages. It is comprised of short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading and writing. Our teachers also provided office hours for small group instruction and individual support. Instructions included small group settings to support students, reading intervention using a guided reading format, followed by assigned

books on RazKids and teacher recorded read-alouds. Bilingual staff communicated with families and all correspondence was translated to Spanish language.

For Low-income/Foster Youth: Our school provided Chromebooks for any student that lacked a device to access instructional and curricular materials, in addition to information on how to obtain free internet service. Our school provided families with 2 meals (breakfast & lunch) daily via curbside at the Middle School site. Our school's Foster Youth and Homeless liaison is the Assistant Principal. Check-ins with families took place on a regular basis to identify and provide resources, and to track student participation, assignment completion and attendance. Families were provided updates on their child's progress via email.

Lexia Learning was implemented, a personalized learning model where students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students work on their own pace and the teacher is notified (web-based report and via email) when the student is struggling and requires additional support. Academic support/intervention was provided by teachers during virtual office hours, reading intervention via Zoom meetings. Social-emotional curriculum was delivered by teachers using Second Step via Distance Learning. Teachers also hosted weekly Social Hour, a synchronous learning session via Zoom, where students connected with their teacher and peers.

New Los Angeles Charter Elementary School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school

norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

New Los Angeles Charter Elementary administers NWEA MAP Reading and Math assessments three times per year (Fall, Winter & Spring). As a result of COVID-19 School closure, the Winter and Spring 2020 NWEA MAP was not administered. The use of internal benchmark assessments and formative and summative assessments are critical to informing instruction and monitoring student progress since all state mandated assessments were suspended in Spring 2020 as a result of school closure due to COVID-19 pandemic. The following chart reflects the Fall 2019 to Winter 2020. For Winter 2020 we administered Interim Assessment Blocks for grades 3-4 in preparation for Spring CAASPP.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	FALL TO WINTER MEAN	FALL TO WINTER STD. DEV
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE K	140	145.6	131.7	147.1	144.9	143	7.1	-0.7	11.3	9.63	5.75
GRADE 1	158.7	151.6	150.3	166.6	159.7	158.6	7.9	8.1	8.3	9.92	5.85
GRADE 2	168.6	162.4	158.1	179	172.9	166.2	10.4	10.5	8.1	8.85	5.86
GRADE 3	182.8	172.5	169.2	--	--	--	--	--	--	7.28	5.86
GRADE 4	191.7	181.7	181	--	--	--	--	--	--	5.82	5.76

Highlights – Overall Comparison of NWEA Reading Assessment

- Grade 2 cohort exceeded School Growth Norms
- The EL Student group exceeded School Growth Norms for grade 2; with a decline in performance for grade K.
- The Students with Disabilities exceeded School Growth Norms for grade K.

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	FALL TO WINTER MEAN	FALL TO WINTER STD. DEV
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE K	136.1	147.6	131.7	143.9	138.7	138.5	7.8	7.8	6.8	10.27	5.15
GRADE 1	156.7	150.1	146.7	166	162.3	157.9	9.3	9.3	11.2	10.13	5.22
GRADE 2	173.9	170.6	168.4	182.8	181	169.8	8.9	8.9	1.4	9.03	5.11
GRADE 3	185	177.8	170.4	--	--	--	--	--	--	7.75	4.99
GRADE 4	190.6	182.8	178	195.5	188.6	182.2	4.9	5.8	4.2	6.50	4.98

Highlights – Overall Comparison of NWEA Math Assessment

- Grade K-2; and 4 cohorts performed below the school growth norm but within the standard deviation across all grade levels.
- The EL student group performed below the school growth norm but within the standard deviation across all grade levels.
- The Students with Disabilities student group outperformed its grade level cohort for grade 1; grades K & 4 performed below the School Growth Norm and grade 2 was significantly below School Growth Norms.

In order to improve student academic performance especially during distance learning New Los Angeles designed and implemented distance learning policies and procedures to ensure all stakeholders understood their role and also to implement norms that support positive student academic outcomes and creates a culture of high expectations.

Goal 2

Provide all students with a rigorous standards-aligned curriculum that integrates components of social justice through Project-based Learning, providing relevant life experiences that will prepare all students for success in College and Career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>% of students that will have access to standards-aligned instructional materials:</td><td>2019-20: 100% of students had access to standards-aligned instructional materials.</td></tr>
<tr><td>Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.</td><td>
<table>
<tr><th colspan="2">IMPLEMENTATION OF CA STANDARDS</th></tr>
<tr><th></th><th>2019-20</th></tr>
<tr><td>ELA</td><td>5</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>MATH</td><td>4</td></tr>
<tr><td>NGSS</td><td>4</td></tr>
<tr><td>HISTORY</td><td>4</td></tr>
<tr><td>HEALTH</td><td>5</td></tr>
<tr><td>PHYS ED.</td><td>5</td></tr>
<tr><td>VAPA</td><td>5</td></tr>
</table>
</td></tr>
<tr><td>% Teachers who are appropriately credentialed and assigned.</td><td>2019-20: 100% teachers were appropriately credentialed and assigned.</td></tr>
</table>

% EL who progress in English Proficiency:	2019-20: 21.7% (Fall 2019 Dashboard ELPI)
Increase English Learner reclassification rate: 35%	2019-20: 14.1%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PROFESSIONAL DEVELOPMENT New Los Angeles Charter Elementary School will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include: • Balanced Literacy Instruction (phonics, readers, and writers workshop) – Growing Educators • CGI Math: UCLA (Funded with Title II) • CGI Math Summer Institute • Induction Expense for Teachers (Funded with Title II) • Mindfulness • Coding • Reflective Teaching • Induction expenses (Funded with Title II): to ensure teachers are appropriately credentialed and to maintain high teacher retention rates • Teacher Leader stipend (serve as grade level coordinator with Leadership Team. All teachers participate in (10) days of intensive summer Professional Development (before the start of the school year); (3) non-instructional days during the academic school year; and monthly professional development during the academic year.	$21,995 1. Title II ($11,595) 2. LCFF S&C ($10,400) 1. 5000 2. 1000, 3000, 5000	$19,995
STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS: New Los Angeles Charter Elementary School will review and revise its EL Master Plan (LAUSD) to align with the implementation of the ELPAC; CDE/SBE Reclassification criteria, recently adopted Wonders ELD Curriculum and	$0	$0

supplemental/intervention web-based programs (outlined earlier in this LCAP under intervention), in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our Principal/teachers will administer the ELPAC assessment and analyze ELPAC results, EL student work, and assessment results (internal and state mandated) to assess ELs for reclassification, academic intervention and/or SST/RtI.		
CORE CURRICULUM TO BE PURCHASED: Every student has access to standards-aligned curriculum. The following is a list of curriculum that will be purchased: • Amplify Science Investigation notebooks • Lucy Calkins Units of Study • Amplify	$2,990 LCFF Base 4000	$215
TECHNOLOGY New Los Angeles Charter Elementary School utilizes Google Apps for Education (GAFE). Annually, the school's Principal conducts a needs assessment based on staff and student needs. Annual, purchases for technology include but are not limited to: Chromebooks, Headphones and Wi-Fi expenses to ensure sufficient bandwidth for student and staff use. IT services are contracted.	$4,300 LCFF S&C 4000	$5,119

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Action 1: CGI Math Summer Institute did not take place due to school closure

- Action 2: As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, ELPAC assessment was not administered.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the initial weeks of school closure our school developed a Distance Learning Plan, a professional development plan for our teachers and paraprofessionals, including a Technology Needs Assessment to assess student needs, and an accountability plan to clearly outline our entire school staff shift in roles and responsibilities as a result of school closure. The Distance Learning Plan was communicated to the entire staff along with staff roles and responsibilities, schoolwide expectations and a timeline for dissemination and implementation of Distance Learning. Professional Development for teachers was focused on implementing Zoom meetings, breakout sessions, and scaffolding instruction through Distance Learning.

Goal 3

Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment to ensure students are in class ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent involvement through input in decision-making via SSC, ELAC & PTC.	Local Indicator - Priority 3: Score of 3
Parent involvement will include opportunities for participation in programs for unduplicated students.	Local Indicator - Priority 3: Score of 3
Suspension rates: <2%	2019-20: 0%
Maintain expulsion rates < 1%	2019-20: 0%
Increase participation rate on parent survey:	2019-20: 53%
Increase participation rate on student survey:	2019-20: 55%
Increase participation rate on staff survey:	2019-20: 88%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT: New Los Angeles Charter Elementary School will implement the following: • Host field trips aligned to the content standards and provide experiential learning opportunities • Implement and revise the Comprehensive School Safety Plan including annual needs assessment for purchase of emergency supplies and trainings (CPR). • Administer student and staff survey annually • Host schoolwide events • Students will participate in Exhibitions of Learning • Junior Coach Program • Perfect attendance awards (monthly/trimester) • Implement strategies to decrease and;/or prevent bullying/cyber-bullying	$9,000 LCFF S&C 5000	$630
METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: In order to promote and elicit parent input in decision-making, New Los Angeles Charter Elementary School will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, and teachers. New Los Angeles Charter Elementary School will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA). During the school year SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.	$0	$0

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH: New Los Angeles Charter Elementary School staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include: • Host Parent Education Workshops • Use Remind App to communicate with families • Principal will use One Call to communicate with families. • Classroom parents will communicate with other parents using REMIND • Host "New Parent Orientation" before the start of the school year	$500 LCFF S&C 5000	$403

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the initial weeks of school closure our school developed a Distance Learning Plan, a professional development plan for our teachers and paraprofessionals, including a Technology Needs Assessment to assess student needs, and an accountability plan to clearly outline our entire school staff shift in roles and responsibilities as a result of school closure. The Distance Learning Plan was communicated to the entire staff along with staff roles and responsibilities, schoolwide expectations and a timeline for dissemination and implementation of Distance Learning.

Approximately 92% of students participated and completed coursework on a regular basis during Distance Learning. Students that did not participate and/or complete assignments were contacted by the teacher and school staff via phone calls, Email, OneCall, and

Remind App. Teachers provided families with feedback on their child's progress on a regular basis. Translation services were provided for non-English speaking parents/families. Students who experienced difficulty with their technology device/Chromebook or had a disability were provided with course packets per parent request.

Our school's Principal hosted Coffee with the Principal to discuss Distance learning Google Classroom Learning Platform, resources, schedules, grading policy, access to internet/Wi-Fi Hotspots, and how to support their child at home academically.

Our school administered a student, staff and parent survey to assess the impact of our Distance Learning Program, identify strengths and areas for growth:

STUDENT SURVEY: Students in grades 3-4 were surveyed:

- 89% agreed they felt supported by their school
- 98% stated they had access to Wi-Fi at home
- 100% reported they had a technology device to access Distance Learning (Chromebook, Laptop, tablet, etc.)

When asked to identify the obstacles that prevent them from completing their schoolwork daily?

- 61% said there is nothing that prevents them
- 36% stated they lacked a quiet place to study
- 21% stated they had other things to do

STAFF SURVEY: Staff responded: 100% of staff reported they felt supported by the school

When asked to identify the biggest barrier students had when engaging in distance learning…

- 50% stated Student lack internet service
- 46% stated students had other responsivities,
- 32% stated students have other basic needs that are not being met

PARENT SURVEY: All Parents were asked to participate in the survey including parents of Unduplicated Pupils, and Students with Disabilities – results are as follows:

- 99% reported they felt supported by the school (English survey); and 100% for Spanish respondents
- 31% reported they were not relying on New LA for meals but would like meal assistance (English); 50% for Spanish respondents
- 7% were relying on New LA for meals and receiving meals (English); 18% for Spanish respondents
- 98% reported their child's teacher communicated with them (English); 100% for Spanish respondents

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Head of Schools, Principal and Teachers: to provide in-person (hybrid)/distance learning platform	$852,392	$902,970	Y
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$13,138	$10,722	N
Health & Safety Consultants: Chris Ing & Dr. Laura Blaisdell	--	$800	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

New Los Angeles Charter Elementary School incurred additional expenses with the following actions not previously identified in the LCP:

- Health & Safety consultants were contracted to assist with re-opening, staff training and provide staff/families with information regarding vaccinations.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

New Los Angeles Charter Elementary School surveyed all families to obtain a count on the total number that opted for hybrid instruction versus distance learning for their child. The survey was essential for the planning and implementation of in-person instruction. In addition, our staff also contacted families whose child was disengaged with distance learning to discuss alternatives such as in-person instruction. Approximately 57% of families selected hybrid instruction for their child. On April 26th New Los Angeles Charter Elementary School welcomed its initial cohort of students for a full day of instruction that starts at 8am and ends at 2:30pm with an optional after-school academic and social enrichment program that ends at 5:30pm. Students remained with their classroom teachers during in-person instruction. Lunch was provided for all students onsite.

For families that chose to continue with distance learning, students met with their teacher via Zoom during morning meetings, and received both synchronous and asynchronous instruction daily throughout the day. All students had access to standards-aligned curriculum and instruction in ELA, Math, Science and Social Studies, Art, PE, Coding and Music.

Challenges faced by our school and students are the limitations because New Los Angeles is situated on an LAUSD campus (Proposition 39 site) resulting in restrictions imposed by the district. Another challenge was that 43% of students opted to continue with distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology-based supplemental instructional materials including but not limited to: Zoom, Google Suite, NearPod, PearDeck, NewsELA, Raz Kids, Zearn, Math Seeds, Learning A-Z, Flocabulary, Read naturally, and BrainPop	$11,876	$11,362	Y
Assessments: NWEA MAP, DIBELS, iXL Math, Lexia, Formative	$24,814	$2,856	Y
SPED Staff & Services for Students	$569,434	$462,754	N
Professional Development for Teachers and Staff	$13,200	$6,000	N
Technology Devices, Wi-Fi Hotspots, Hapara (tech security), IT Director, headsets for students, etc.	$117,507	$93,108	N
Core Curriculum: Amplify Science; and Guided Reading Library	$6,400	$2,452	N
Teacher Assistants	--	$0	N
Technology devices for classrooms	--	$9,802	N
Books for reading (distributed to students during distance learning)	--	$14,439	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

New Los Angeles incurred additional expenses with the following actions not previously identified in the LCP:

- iXL Math was not purchased but implemented Cognitive Guided Instruction (CGI) Math.
- mClass, and Amplify assessments were implemented in addition to NWEA MAP, Lexia and Formative.
- Teacher assistants were hired to provide academic support for students during distance learning and hybrid instruction.

- Additional technology devices were purchased
- Books for reading (distributed to students during distance learning

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: Our educators were instrumental in the success of our distance learning program developing and implementing highly engaging lessons with daily student interactions, small group instruction and opportunities for students to share their ideas in a community setting via Zoom. New Los Angeles established distance learning policies and procedures that were discussed with staff, students and parents/families with clear structures, protocols, and requirements.

DISTANCE LEARNING INSTRUCTIONAL DAY SCHEDULED: M/T/TH/F			
TIME	INSTRUCTIONAL MINUTES	COHORT A	COHORT B
8:00-8:30 AM	30	WHOLE CLASS MORNING MEETING	
8:30-9:00AM	30	BLOCK 1 (S)	INDEP COURSEWORK (A)
9:00 - 9:15AM		BREAK	
9:15 - 9:45 AM	30	INDEP COURSEWORK (A)	BLOCK 1 (S)
9:45 -10:15AM	30	BLOCK 2 (S)	INDEP COURSEWORK (A)
10:15 - 10:30 AM		BREAK	
10:30 - 11:00 AM	30	INDEP COURSEWORK (A)	BLOCK 2 (S)
11:00 - 11:30AM	30	BLOCK 3 (S)	INDEP COURSEWORK (A)
11:30 - 12:00 PM	30	INDEP COURSEWORK (A)	BLOCK 3 (A)
12:00 - 1:00 PM		LUNCH	
1:00 - 1:30 PM	30	DESIGNATED ELD	
1:30 - 2:30PM	60	SPECIALS	

DISTANCE LEARNING INSTRUCTIONAL DAY SCHEDULED: W			
TIME	INSTRUCTIONAL MINUTES	COHORT A	COHORT B
8:00-8:30 AM	30	WHOLE CLASS MORNING MEETING	
8:30-9:00AM	30	BLOCK 1 (S)	INDEP COURSEWORK (A)
9:00 - 9:15AM		BREAK	
9:15 - 9:45 AM	30	INDEP COURSEWORK (A)	BLOCK 1 (S)
9:45 -10:15AM	30	BLOCK 2 (S)	INDEP COURSEWORK (A)
10:15 - 10:30 AM		BREAK	
10:30 - 11:00 AM	30	INDEP COURSEWORK (A)	BLOCK 2 (S)
11:00 - 11:30AM	30	BLOCK 3 (S)	INDEP COURSEWORK (A)
11:30 - 12:00 PM	30	INDEP COURSEWORK (A)	BLOCK 3 (A)
12:00 - 1:00 PM		LUNCH	
1:00 - 1:30 PM	30	SPECIALS	

Students started each day with a live morning meeting via Zoom led by their classroom teacher, and then alternated between 30-minute sessions of synchronous and asynchronous instruction. During asynchronous block students were completing coursework and/or preparing for their next session. Teacher Assistants also provided small group support, reading interventions sessions during this time;

resource teachers connected and supported Students with Disabilities. Every Wednesday started with live morning meetings, followed by sessions that provided students with targeted academic support through small group instruction.

- Challenges: despite the numerous strategies our teachers implemented to engage students, this platform was a challenge for many students. As an elementary school, specifically with lower grades, in order to succeed in distance learning there was a need to have parents support their child daily with instruction, logging on the platform, participating in synchronous instruction and if technical difficulties occurred to be able to address them. However, this was not the norm with many of our students. Our school serves a significantly "high-need, low-income" community and parents in many cases were working, some multiple jobs to support their family. During the day, many of our students were home with either a caregiver, older sibling or grandparent. This created issues with consistency, participation and engagement. Our staff contacted families each morning, and at times several times throughout the day when the student was not participating in daily instruction to identify root causes and develop a plan to address the issue and support students.

Access to Devices & Connectivity:

- Successes: In accordance with CA Ed Code 43503, New Los Angeles Charter Elementary School offered Chromebooks for every student. A needs assessment was administered prior to the start of the school year to assess technology device and connectivity needs; and provide families with resources for reduced cost internet service from local Internet Service Providers (ISP). Wi-Fi hotspots were provided to students who lacked internet service at home in order to be able to access the online curricular and instructional programs. Headphones were also provided to students for use at home during distance learning. To ensure proper use of technology and appropriate norms and expectations, all families participated in training that was offered throughout the year. Every New LA student received a student email account from Google. Our students have also participated in a digital citizenship and online safety training.

- Challenges: while we provided students who lacked connectivity with Wi-Fi hotspots, some students struggled with bandwidth issues during distance learning.

Pupil Participation & Progress:

- Successes: Once hybrid instruction was provided in late April student participation and academic progress improved significantly, but many who remained in distance learning continued to be disengaged.

- Challenges: Distance learning platform was a struggle for students and families. Despite offering hybrid instruction, for some families the scheduling changes created issues with their work routine

Distance Learning Professional Development:

- Successes: New Los Angeles hosted a COVID-19 vaccine informational session on Zoom led by Dr. Blasidell, which was attended by staff and parents, that focused on transmission of COVID-19, vaccination, and methods to prevent transmission, and address misinformation about the virus. In collaboration with CCSA, New LA staff were also vaccinated through the state's vaccine delivery system for educators and school employees. New Los Angeles utilized a consultant and revised its health and safety practices, policies and made numerous upgrades to ensure a safe learning and working environment for staff and students. HEPA Purifiers efficiently capture viruses that are drawn into their filters, and according to the CDC, air purifiers reduce airborne contaminants.

New Los Angeles designed a professional learning series for all teachers and staff focused on ensuring the delivery of high quality and engaging instruction through distance learning including use of the following tools and programs: NearPod, Peardeck, Lexia, mClass, DIBELS, Google Suites. Other areas of focus to ameliorate student achievement includes: ELD standards and strategies for ELs, CGI Math curriculum and Project-based Learning (PBL) Works.

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Our entire staff has been flexible with their roles/responsibilities this past year to support the needs of our students.

- Challenges: There were no challenges to staff roles and responsibilities.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes: Starting October 2020 – assessments for Students with Disabilities resumed and took place onsite at the Middle School campus following all state and county health department protocols and guidance. Our SPED Department provided Special Education services for students with IEPs. However, assessments were suspended during the COVID-19 surge experienced in Los Angeles from December to January and assessments resumed in February 2021.

Students newly identified as English Learners were assessed using the Initial ELPAC assessment, and select ELs were assessed with the optional summative ELPAC in the fall. English learners received both designated and integrated ELD.

During distance learning the school day started with a morning meeting via Zoom led by their classroom teachers then transitioned to synchronous and asynchronous instruction across all subject areas to ensure continuity of instruction. Teaching assistants were hired to provide small group instruction/support, assist students during reading intervention sessions, and to assist resource teachers with Students with Disabilities (SWD). Additionally, throughout the year, we distributed instructional materials and books of various genres for reading, which were made available for pick-up for families. Student attendance and participation were documented using PowerSchool, and weekly student engagement record, in adherence to SB98 attendance requirements.

- Challenges: Despite providing numerous resources and services for our students, many that opted to continue with distance learning struggled academically and with engagement and participation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction: ELA & Math Intervention Instructor & Instructional Aides (3) to provide small group instruction, and targeted intervention	$191,414	$102,921	Y
Enrichment & Electives: Art, Music, Coding, Health, to provide a Comprehensive well-rounded Educational Program	$95,735	$65,955	Y
Instructional Materials to differentiate instruction and accelerate student learning, including manipulatives, etc.	$29,887	$10,272	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

New Los Angeles did not implement a Math Intervention instructor but instead our teachers implemented CGI Math.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: NLACES developed and implemented a comprehensive System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically

Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporated innovation, ELD strategies and access to instructional technology, were provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-5. Embedded within our distance learning model were the following supports:

- Daily synchronous instruction of core subjects
- Intervention and support blocks: Small Group Instruction (SGI)
- Independent coursework
- Advisory that focuses on SEL
- Online adaptive programs for ELA, and Math
- ELs received additional small group instruction targeted at their ELPAC Level
- NewsELA was assigned to students targeting their independent level as identified by the universal screener
- Teaching Assistants & Interventionist provided additional small group instruction during the instructional day

- Challenges include – we struggled with consistent student participation and engagement especially with intervention blocks. Another area of challenge was academic integrity with administering assessment during remote/distance learning. Despite communicating with families, the importance of academic integrity and the purpose of these assessment to check for student understanding, this was a significant challenge, therefore interpretation of NWEA MAP results must be done with caution.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

Prior to the start of the school year, we hosted a virtual playdate so students would have an opportunity to meet and socialize with peers virtually. The first week of school we implemented the following

- One-on-one teacher family meetings: M/W

- Students participated in daily morning meetings.

- Provided time for students to troubleshoot technology issues on their own.

- Teachers distributed “distance learning schedules for every student, including login information, email account, etc.

- The emphasis was on community building and gaining technology independence.

- Challenges include: Many parents and some students expressed concerns about mental health in surveys and phone calls, emails, etc. This sometimes resulted in students not being engaged in classes, not attending daily instruction and/or families being unresponsive. Our school held mental health workshops for parents throughout the year. In January we hired a part-time counselor. Some specific challenges were the inability to notice warning signs and red flags since struggling students could disappear more easily (not show up, not turn on cameras) and teachers weren't able to witness more candid behavior or have opportunities for individualized contact with students, these interactions happen more organically when in-person and are often the ways that school staff notice when a student is is experiencing social-emotional and/or mental health issues. Our teachers regularly expressed connection to the school as a positive but also expressed extreme feelings of being overwhelmed either with the workload or general stress of the year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: New Los Angeles utilized a consultant and revised its health and safety practices, policies and made numerous upgrades to ensure a safe learning and working environment for staff and students. HEPA Purifiers efficiently capture viruses that are drawn into their filters, and according to the CDC, air purifiers reduce airborne contaminants.

New LA hired a counselor to provide counseling services for our students including coping strategies and conduct risk assessments.

- Successes with parent engagement: Our counselor led SEL session with families. New Los Angeles hosted a COVID-19 vaccine informational session on Zoom led by Dr. Blasidell, which was attended by staff and parents, that focused on transmission of COVID-

19, vaccination, and methods to prevent transmission, and address misinformation about the virus. In collaboration with CCSA, New LA staff were also vaccinated through the state's vaccine delivery system for educators and school employees.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

- Challenges include: include issues with parent engagement for families who endured job, food, and/or housing insecurity during the pandemic. Some families were displaced, which created challenges in communicating with families to provide resources and connect them with community-based organizations.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil & Family Engagement and Outreach	Bilingual School Support Staff for Parent & Student Outreach, Communicate, provide technology support/assistance, communicate with families (student attendance), trouble-shoot issues families/students as a result of distance learning, and provide resources and support, and translation of materials, interpreter during workshops, meetings, etc.	$	$80,784	Y
Pupil & Family Engagement and Outreach	Methods by which to communicate electronically with Families: Remind App, PowerSchool Parent Portal, School website, etc.	$5538	$5,537	Y
Mental Health and Social and Emotional Well-Being	Assistant Principal leads the school's Social-emotional learning; provides small group counseling services, trains staff and implements Second Step SEL Character Development Program; and Mindfulness Program. In addition, the AP monitors and oversees student attendance and the tiered reengagement strategies including the support staff involved.	$98,880	$98,880	Y
Mental Health and Social and Emotional Well-Being	School counselor was hired to providing individual and group counseling, conduct risk assessments, parent outreach regarding mental health and professional development	--	$22,318	Y
Mental Health and Social and Emotional Well-Being	Panorama SEL evidence-based surveys	--	$2,750	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

New Los Angeles incurred additional expenses with the following actions not previously identified in the LCP:

- School counselor was hired to providing individual and group counseling, conduct risk assessments, parent outreach regarding mental health and professional development

- Panorama SEL evidence-based surveys

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school's safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.

- Distance Learning: will not take place in 2021-22, however we will incorporate essential tools and applications in the classroom.

- Monitoring and Supporting Mental Health and Social-emotional Well-Being: There is a need to continue to integrate SEL and community circles to support the social-emotional well-being of our students.

- Student Engagement: With the return to in-person instruction there is a need to provide students with experiential learning opportunities to maintain student engagement and improve student learning.

- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

New Los Angeles Charter Elementary School will continue to implement the following cycle of assessments to assess pupil learning loss and monitor student progress which will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning

- i-Ready (Reading & Math) assessments: 3 times/year

- DIBELS Reading: 3 times/year

- mCLASS Math: 3 times/year

- Running Records
- Formative assessments

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Implement i-Ready assessments, DIBELS and mClass for math to measure, monitor and assess student progress.
- Hire teacher assistants to support students with push-in academic support
- Provide Reading Intervention teacher to provide small group instruction using LLI
- Provide students with a Broad Course of Study including Art, Coding, Music, Health & Physical Education.
- Implement Niroga Mindfulness Program
- Provide counseling services: SEL and mental health

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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 2021-22

General Information

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

New LA Charter Elementary School has a fierce commitment to social justice and to serving any student who walks through the door. Our students have access to a rigorous, standards-aligned academic program that inspires a passion for reading, social justice, coding, music and the arts. Internal data indicates that New LA students experience annual growth, and students with disabilities and English Learners are keeping pace with their peers.

New LA Elementary cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. We nurture and teach students to understand how to collaborate to solve problems, and changing their own lives as they change the community around them. New LA Elementary has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

New Los Angeles Charter Elementary School serves approximately 223 students in grades TK-5 with the following demographics: 74% Hispanic, 20% African American, 3% White, 15% Students with Disabilities (SWD), 35% English Learners (EL), 1% Homeless Youth (HY), and 86% Socioeconomically Disadvantaged (SED)

MISSION

New Los Angeles Charter Elementary School ("New LA Elementary") develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Reflections: Successes

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

The following chart reflects New Los Angeles Charter Elementary School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since Fall 2019. Performance levels for Suspension Rate reflected a blue performance level schoolwide and for all numerically significant student groups (English Learners, Socioeconomically Disadvantaged, African American, and Hispanic).

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	None	None
English Learners	Green	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	Red	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

New Los Angeles Charter Elementary School has taken numerous steps to address dashboard and local data, which have also been incorporated throughout the 2021-22 LCAP Goals and Actions and in consultation with stakeholders (teachers, staff, parents, students, & SELPA).

New Los Angeles Charter Elementary received an orange performance level on the Fall 2019 CA Schools Dashboard for Chronic absenteeism (all students) and the Hispanic student group; English Learners (EL) received a green performance level; Socioeconomically Disadvantaged (SED), and African American; received a red performance level.

The following charts provide the total number of eligible students per student group, total count and chronic absenteeism rate calculated for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard.

Note: per the CDE, in order to receive a performance level (color) there must be at least 30 students in the student group, in both academic years.

NEW LA ELEMENTARY SCHOOL							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	168	17	10.4%	SCHOOLWIDE	205	27	13.2%
AFRICAN-AMERICAN	30	3	10.0%	AFRICAN-AMERICAN	39	8	20.5%
HISPANIC	126	14	11.2%	HISPANIC	147	17	11.6%
EL	79	10	12.8%	EL	81	8	9.9%
SOC. ECON DISADV.	149	15	10.3%	SOC. ECON DISADV.	179	25	14.0%
SWD	25	1	4.0%	SWD	32	4	12.5%

In 2019-20 our school implemented the following strategies to reduce absenteeism:

- Administration conducted monthly attendance audits
- Notification letters to parents
- 2nd notification – meeting with Assistant Principal, that focused on support and goal setting.
- 3rd notification – (10 unexcused absences) – SART meeting

In an effort to strengthen daily student attendance our school implemented mid-year incentive plans that included students developing class goals, schoolwide posting of daily attendance rates.

For the 2020-21 school year, to improve student attendance and participation, and decrease chronic absenteeism rates, New Los Angeles Charter Elementary has developed and implemented tiered reengagement strategies in alignment with SB98 daily student attendance, and participation; and designed student and parent expectations for distance learning.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

1. Verification of current contact information for each enrolled student.
2. Daily notification to parents or guardians of absences;
3. Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction (when allowed by the health department).

The School documents daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

- For synchronous instruction, the School will require students to log on to assigned Zoom sessions to demonstrate student participation.

- For asynchronous instruction, the School will require students to complete assigned work in Google Classroom to demonstrate Student participation.

The School ensures that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

LCAP Highlights

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

New Los Angeles Charter Elementary School's charter petition was approved and renewed for 5-years by its authorizer, Los Angeles Unified School District (LAUSD).

New Los Angeles Charter Elementary School continues to implement and expand its Multi-tiered System of Supports (MTSS). MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

LCAP Goals were revised to reflect an equity lens and key areas of focus for New Los Angeles Charter Elementary School:

- Goal #1: Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes.

- Goal #2: Provide all students with a rigorous standards-aligned curriculum that integrates components of social justice through Project-based Learning, providing relevant life experiences that will prepare all students for success in College and Career.

- Goal #3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment to ensure students are in class ready to learn.

New Los Angeles Charter Elementary School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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 has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

New Los Angeles Charter Elementary School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

New Los Angeles Charter Elementary School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

New LA Charter Elementary School engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. New LA Charter Elementary School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
weekly during 20-21 school year	Parents/Families	school culture, upcoming events, resources, benchmark testing updates	Friday Email to families from Principal
Weekly during 20-21 school year	Students	Mission Pillar Awards, student learning presentations, celebrations	weekly assembly
10/2/20	Staff	DIBELS and MCLASS math assessment training	Pupil-free day
11/3/20	Parents/families	school climate, school communication	Fall distance learning survey:
1/28/21	Parents/Families	Internet Safety and Acceptable Use	Coffee with the principal (Zoom)
2/5/21	Staff	Analyzing data and planning for instruction of English Learners w/ Good Word Group	Pupil-free day
3/16/21	Parents/families	Reopening, transition to in-person instruction	Parent/family town hall (Zoom)
3/12/21	Staff - Curriculum and Assessn	DIBELS feedback, planning for ELPAC, 21-22 assessment planning	curriculum and assessment committee meeting
3/17/21	Staff - Reopening Committee	Shared vision for return to campus, program	Reopening Committee Meeting
3/17/21	Parent/Families	Feedback around reopening options	reopening survey
3/24/21	Staff - Reopening Committee	curriculum and program for in hybrid learning	Reopening Committee Meeting
4/7/21	Staff - Reopening Committee	hybrid learning planning	Reopening Committee Meeting
4/16/21	Staff - PBIS Committee	school climate during distance learning and return to campus	Zoom meeting
4/17/21	Staff - Reopening Committee	supplies, schedule, school climate for return to campus and hybrid learning	Reopening Committee Meeting
4/23/2021	Parents/Families	Panorama Surveys	Parent Survey
4/29/21	Staff - curriculum and assessm	iReady presentation	Zoom meeting with iReady representative
5/5/21	Parents/families	Summer school interest,	Summer school family survey:
5/14/2021	Students	Panorama Surveys	Student survey
5/20/21	Parents/Families	Summer school and ELO grant, in alignment with LCAP Goals, student engagement and att	Coffee with the principal (Zoom) including PAC, ELAC
9/14/20, 10/12/20, 2/8/21, 3/8/21	Governing Board	weekly engagement log data	Governing board meetings

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Administrators/Leadership Team: There is a need to continue to strengthen the Multi-tiered System of Supports to ensure the academic, social-emotional and behavioral needs of students are met to improve student outcomes.

Teachers: There is a need to strengthen intervention programs to improve student academic outcomes.

Staff/paraprofessionals: Provide academic and SEL supports for SWD and ELs.

Parents including PAC, ELAC/DELAC & EL-PAC: are concerned with learning loss and social-emotional needs of their child.

Students: would like opportunities for increased student activities on campus and outdoor learning opportunities (field trips).

SELPA was consulted and suggestions provided were added to Goal 1, Action 7 – Services to support Students with Disabilities (SWD).

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

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Develop a systematic and evidence-based strategies to reduce chronic absenteeism.
- Continue to implement strategies to improve parent/family input and participation through community-building and communication.
- Implement academic supports and differentiated supports to address learning gap (i-Ready)
- Provide SEL support, and counseling services.
- Administer Panorama SEL surveys (universal screener)
- Provide field trips and outdoor education (extended learning opportunities)

Goals and Actions

Goal

Goal #	Description
1	**Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes.**

An explanation of why the LEA has developed this goal.

There is a need to implement universal screeners, and utilize data to identify learning gaps, monitor student academic progress and provide targeted academic, social-emotional and/or behavioral supports to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	* Not administered -36.9 DFS (Spring 2019)				+15 Scale Score growth
Math CAASPP Scale Score - DFS	* Not administered -58.2 DFS (Spring 2019)				+15 Scale Score growth
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+15 Scale Score growth
Attendance Rate	94%				96%
Chronic Absenteeism Rate	14.8 %				8%
% of students including Unduplicated Pupils, and Students with Disabilities	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SWD) who have access to Broad Course of Study					
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered				30%
School Facility FIT Report Score of "Good"	Exemplary				Exemplary

*** For the 2020-21 school year, NWEA MAP Reading & Math Assessment (Gr 6-8) were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.**

**** For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver. There is no baseline CAST results because CAST is administered in grade 5 for Elementary Schools.**

***** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver**

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	New Los Angeles Charter Elementary School will employ a **Principal and a total of 8 appropriately credentialed and assigned classroom teachers** for students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. New Los Angeles Charter Elementary School will provide its students with 175 instructional days. All teachers will participate in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 3 non-instructional days during the academic year for professional development to focus on data analysis. All	$854,439	Y

Action #	Title	Description	Total Funds	Contributing
		teachers will also participate in weekly Professional Development and/or staff development. Therefore 10% of salaries will be funded with LCFF S&C.		
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: • **i-Ready** ELA & Math: 3 times/year • **DIBELS:** 3 times/year • **mClass** Math Assessments: 3 times/year • Fountas & Pinnell BAS • CGI Math assessments • Writers workshop • Words their way • IAB's ELA & math • **State-mandated assessments**	$10,626	Y
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	There is a need to accelerate learning and further mitigate learning loss as a result of distance learning and lack of student engagement. Based on internal assessment results and feedback from stakeholders, there is a need to strengthen and expand academic supports and interventions for our students. The (reading) ***Intervention teacher*** (credentialed) will provide small group targeted LLI intervention (Title I Funded); and ***Teacher Assistants*** will provide academic support during the instructional day (ELO Funded). Students will access the following intervention tools:	$483,912	Y

Action #	Title	Description	Total Funds	Contributing
		• **Raz-Kids** • **Reading A-Z** Based on findings from assessment data, students will be identified for additional supports that include but are not limited to: - **Summer School** (July 6-29) (ELO funded) - **Intersession academic & SEL intervention**: Thanksgiving, Winter Break & Spring Break New Los Angeles will also provide: • **ARC After-school academic & social enrichment** (ASES Funded) • **After-school tutoring** by credentialed teachers		
4	**BROAD COURSE OF STUDY**	New Los Angeles Elementary School will provide all students with a broad course of study beyond core subjects that include the following: • **Art** • **Coding**: 9 dots • Health • **Music**	$104,922	Y
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	New LA strives to provide all students and staff with safe and clean school facility sites and adheres to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	$116,744	Y
6	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	New Los Angeles is committed to providing social-emotional and behavioral emotional supports to support	$176,263	Y

Action #	Title	Description	Total Funds	Contributing
		the mental health need of our students. The ***Assistant Principal*** will lead the PBIS team and schoolwide initiative, ensuring SEL and mental health needs are met. ***Counseling services*** will be contracted to provide SEL and mental health services. Our school will also implement the following: • Niroga Mindfulness Program • Second Step SEL • Open Paths (Cedar Sinai) • **Olweus Bullying Prevention Program** • Responsive Classroom • PBIS rewards/incentives: mission pillar awards, positive behavior expectations, monthly missions, turtle tickets, and schoolwide celebrations		
7	**SERVICES TO SUPPORT SWD**	LAUSD (Option 3) is the SELPA Provider. SPED team will provide instructional and social emotional support as outlined by the students IEP. 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 RSP, BII, 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. BII	$640,960	Y

Action #	Title	Description	Total Funds	Contributing
		and BID will follow the behavior plan written into the IEP with fidelity. The SPED team will participate in professional learning offered by the SELPA and other resources to improve delivery of instruction, student academic outcomes and accelerate student learning. SPED team will also use: • **GoalBook** to support writing and assessing IEP goals • Number Worlds Math Program • LLI for reading intervention • Co-writer & **Snap and Read** to support students with dyslexia and dysgraphia • **Read Live**		

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
2	**Provide all students with a rigorous standards-aligned curriculum that integrates components of social justice through Project-based Learning, providing relevant life experiences that will prepare all students for success in College and Career.**

An explanation of why the LEA has developed this goal.

There is a need to continue to provide our educators with evidence-based professional development and ongoing coaching to improve delivery of instruction, student engagement, to improve student attendance, engagement and academic outcomes. There is also a need to strengthen the delivery of ELD instruction (designated and integrated) to improve English Language acquisition and proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to Standards-aligned materials	100%				100%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** 2020-21 ELA 5 ELD 3 MATH 5 NGSS 4 HISTORY 4 HEALTH 5 PHYSICAL ED. 5 VAPA 5				**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** 2023-24 ELA 5 ELD 4 MATH 5 NGSS 4 HISTORY 4 HEALTH 5 PHYSICAL ED. 5 VAPA 5
% of Teachers appropriately credentialed & assigned	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency as measured by ELPAC.	Fall 2019 Dashboard 21.7%				45%
EL Reclassification Rate	6%				20%
% EL with access to CCSS & ELD Standards	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	New LA educators will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year. To address learning loss and areas for growth based on findings from student assessment data, professional development areas of focus include but not limited to: • **CGI Math** – UCLA Math Project, ongoing coaching and training for Math teachers (Title II Funded) • **Diversity, Equity & Inclusion (DEI) training** • Universal Design for Learning (UDL) Frameworks including co-teaching, co-planning & supporting SWD • **CPR certification** SPED teachers will provide ongoing coaching and support during weekly grade level meetings for classroom teachers on accommodations, modifications for SWD. BIIs and Paraprofessionals will receive training on effective strategies for small group instruction, track behavior and breaking down tasks.	$242,764	Y

Action #	Title	Description	Total Funds	Contributing
		The ***Head of Schools*** will facilitate professional development and mentor Principal. ***Instructional Coach*** will support teachers with classroom observations, feedback, coaching and lead professional development sessions on evidence-based pedagogical strategies. To support teacher effectiveness and credential clearance, New LA will reimburse ***teacher induction expenses. (Title II Funded)***		
2	**STRENGTHENING EL PROGRAM & SERVICES**	In order to improve English language acquisition and increase reclassification rates, New LA will implement a daily block for integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. Teachers will participate in additional professional development to support EL needs including but not limited to: • **Good Word Education (ELD Standards)** • Ensemble Learning (**teacher stipend)** • Using ELPAC results to inform teaching • Disaggregating EL data The Learning While Leading program (Ensemble Learning Leadership Coaching) is a 14-month professional development program for school leaders and their teams to increase equity for English Learners (ELs). The program focuses on building an inclusive school culture for ELs and implement effective instructional strategies to develop language proficiency.	$15,872	Y

Action #	Title	Description	Total Funds	Contributing
		Throughout the program, the school team will incorporate new learning in a school-level EL improvement plan and will receive Ensemble support to develop, refine, implement, and monitor the plan. English learners will also access: • **BrainPop ELL** • **Flocabulary**		
3	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • **Amplify Science** • Teacher's College: Reader, Writers Workshop (TCRWP) Libraries • Fountas & Pinnell Guided reading libraries • UOS Phonics, Reading & Writing • CGI Math methodologies	$725	N
4	**CLOSING THE DIGITAL DIVIDE**	New LA has implemented a 1:1 student to device ratio (iPads & Chromebooks) and will acquire ***Hapara. Wi-fi hotspots*** will be purchased for students who lack connectivity at home.	$3,210	N

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
3	**Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment to ensure students are in class ready to learn.**

An explanation of why the LEA has developed this goal.

There is a need to continue to engage parents in their child's education, to support their learning at home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				<1%
Expulsion Rate	0%				<1%
Increase parent satisfaction rate as measured in the annual survey.	99% welcoming 98% belonging				>95%%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	84% belonging 74% safe				>80%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	79% positive school climate; 54% feel supported				>-90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	New Los Angeles Charter Elementary School will students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs: • Attendance awards, implement SART process • Weekly Mindfulness Assembly • Weekly schoolwide assembly • Spirit week • Schoolwide events: 100th day of school, College & Career Week, Cultural Heritage day, Read Across America week • **Vision/health screenings** • **Bus passes for homeless youth** • **Emergency supplies/equipment** • **Uniforms & school t-shirts** ***Field Trips*** and ***Outdoor Education*** will provide our students with extended learning opportunities allow for students to learn standards through real world experiences. New LA will administer ***Panorama SEL surveys*** to students, staff and parents to assess school connectedness, safety, satisfaction and engagement	$14,350	N

Action #	Title	Description	Total Funds	Contributing
		which will be reported in the school's LCAP and local indicators report.		
2	**PARENT INPUT IN DECISION-MAKING**	At New Los Angeles Charter Elementary School parent input in decision-making will take place through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)	$0	N
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	New Los Angeles Charter Elementary School will provide parents all parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to promote parent engagement and participation, the following will be implemented: • Coffee with the Principal • Parent workshops to support the academic and social-emotional needs of their child • Host Community events: winter & spring concerts, talent shows, winter festivals, learning presentation days • **FACTOR** New LA will provide ***translation services*** and will also utilize ***One Call, Remind***, and the school's *website* to communicate with families and keep them updated on events. We will continue to utilize ***Zoom*** for parent meetings and for parent workshops.	$87,158	N

Goal Analysis

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.46%	$543,250

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

Required Descriptions

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

The following actions were principally directed towards and effective in meeting New LA Charter Elementary School's goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lack foundational literacy and math skills, including social and behavioral skills and the detrimental impacts of distance learning has exacerbated learning loss. In order to address this issue and the underlying issues, New LA Charter Elementary School's will implement a robust Multi-tiered System of Supports (MTSS) student support program and parent engagement (workshops) to address the academic and social-emotional needs of our students that include the following actions that will be effective in meeting the goals for Unduplicated Pupils. Approximately 94% of our Students with Disabilities are also identified as Unduplicated Pupils (UP).

- Goal 1, Action 1: longer school day
- Goal 1, Action 3: Measuring Student Progress through additional assessment
- Goal 1, Action 3: MTSS: Addressing academic needs & supports to accelerate learning
- Goal 1, Action 4: MTSS: Addressing Social-emotional/behavioral student needs
- Goal 2, Action 3: Strengthening EL Program and Services
- Goal 3, Action 2: Support Parent Engagement and Participation (including bilingual workshops)

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 32.46% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

For example, our students will utilize i-Ready Reading and Math Assessments and program. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

A critical component to accelerate student learning and further mitigate learning loss is to provide our educators with the support/training to excel as facilitators of knowledge and to implement newly adopted intervention programs with fidelity.

New LA Charter Elementary School's will implement a comprehensive SEL curriculum and program, led by the Assistant Principal and Counselor and all staff will receive extensive training to implement schoolwide. With the impact of the COVID-19 pandemic, in combination with distance learning there is a need to address the social-emotional and mental health needs of our students.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 993,154	$ 459,380	$ -	$ 1,299,411	2,751,945	$ 2,033,006	$ 718,939

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	$ 233,477	$ -	$ -	$ 620,962	$ 854,439
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	$ 10,626	$ -	$ -	$ -	$ 10,626
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 2,592	$ 267,814	$ -	$ 213,506	$ 483,912
1	4	BROAD COURSE OF STUDY	All	$ 104,922	$ -	$ -	$ -	$ 104,922
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	$ 116,744	$ -	$ -	$ -	$ 116,744
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 110,483	$ -	$ -	$ 65,780	$ 176,263
1	7	SERVICES TO SUPPORT SWD	SPED	$ 221,632	$ 191,566	$ -	$ 227,762	$ 640,960
2	1	PROFESSIONAL DEVELOPMENT	All	$ 83,263	$ -	$ -	$ 159,501	$ 242,764
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	$ 3,972	$ -	$ -	$ 11,900	$ 15,872
2	3	CORE CURRICULAR PROGRAM NEEDS	All	$ 725	$ -	$ -	$ -	$ 725
2	4	CLOSING THE DIGITAL DIVIDE	All	$ 3,210	$ -	$ -	$ -	$ 3,210
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	$ 14,350	$ -	$ -	$ -	$ 14,350
3	2	PARENT INPUT IN DECISION-MAKING	All	$ -	$ -	$ -	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	$ 87,158	$ -	$ -	$ -	$ 87,158

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 770,967	$ 2,529,758
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 770,967	$ 2,529,758

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide	EL, Low-income, Foster youth	All	$ 233,477	$ 854,439
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide	EL, Low-income, Foster youth	All	$ 10,626	$ 10,626
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	EL, Low-income, Foster youth	All	$ 2,592	$ 483,912
1	4	BROAD COURSE OF STUDY	schoolwide	EL, Low-income, Foster youth	All	$ 104,922	$ 104,922
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		All	$ 116,744	$ 116,744
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide	EL, Low-income, Foster youth	All	$ 110,483	$ 176,263
1	7	SERVICES TO SUPPORT SWD	schoolwide	EL, Low-income	All	$ 221,632	$ 640,960
2	1	PROFESSIONAL DEVELOPMENT	schoolwide	EL, Low-income, Foster youth	All	$ 83,263	$ 242,764
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide	EL	All	$ 3,972	$ 15,872
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		All	$ 725	$ 725
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide		All	$ 3,210	$ 3,210
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide		All	$ 14,350	$ 14,350
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		All	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide		All	$ 87,158	$ 87,158

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

ESSER III Expenditure Plan
Executive Summary for Board Information
October 2021

Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan is required to address the following:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- How the LEA will use the minimum of 20% of funds it reserves for learning loss to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- How the LEA will spend its remaining ESSER III funds consistent with the allowable uses.
- How the LEA will ensure that the interventions it implements, including but not limited to the interventions to address learning loss, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

In developing their plan, LEAs must engage in meaningful consultation with specified stakeholders, including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Finally, LEAs must provide the opportunity to provide public input and take such input into account.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days

of adoption. A school district must submit its ESSER III Expenditure Plan to its County Office of Education (COE) for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval. In addition, the plan must be made publicly available on the LEA's website.

Brooke Rios

Executive Director

Board Adoption October 11, 2021

ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	https://www.newlamiddle.org/apps/pages/index.jsp?uREC_ID=183196&type=d&pREC_ID=452240&hideMenu=0

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$946,302

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$837,495.80
Use of Any Remaining Funds	$108,806.20

Total ESSER III funds included in this plan

$946,302

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

New Los Angeles Charter School's has been deeply committed to engaging its community members with the development of the numerous school plans including this plan; and the transition to distance/virtual learning (Spring 2020) and the return to in-person instruction.

Our Leadership Team implemented numerous strategies to meaningfully consult and consider the perspectives and insights with our community members that took place through surveys, multiple virtual meetings, and multiple conversations to discuss the most effective strategies and interventions to address the impact of lost instructional time, and address the needs of our students to be funded with ESSER III Funds. Additional opportunities were also provided to solicit input from the public through online surveys and announcements posted on the school's website.

New Los Angeles Charter School meaningfully consulted with students through the Panorama evidence-based survey (April 2021), SEL Surveys administered by the Counselor, and Olweus Bullying Questionnaire (May 2021).

Members of our leadership team meaningfully consulted with families including those that speak a language other than English, parents of Unduplicated Pupils (English Learners, Foster Youth, Low-income), and parents of Students with Disabilities (SWD), through ELAC Meetings, monthly Coffee with the Principal meetings, school reopening meetings, vaccine informational sessions (March 2021 & September 2021), and School Safety Parent Workshops (August 2021). Interpreters were made available at each parent meeting, and upon request. In addition, all materials sent to families were provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" CDE criteria; and written in a language that

was understandable and accessible to parents. Accommodations as appropriate are also available for family members with disabilities; and providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Meaningful consultation also took place with school administrators (including Principal) including Special Education Administrators through weekly Leadership meetings and Budget related meetings.

Members of our Leadership Team meaningfully consulted with teachers, school leaders, other educators (Paraprofessionals), and other school staff through weekly meetings including staff development, grade level coordinators, and monthly meetings with department leaders and schoolwide staff surveys.

The Leadership Team meaningfully consulted and engaged community partners, expanded learning providers and other community organizations that include but are not limited to: Arc, Share & Care, Open Paths (counseling services), Young Musician's Foundation (YMF), and Everybody Dance that took place Summer/Early Fall 2021.

New Los Angeles Charter School evaluated its stakeholder engagement opportunities and determined that the following community members/groups are neither present and/or currently served by our school: Civil Rights Groups, Disability Rights Groups, Tribes, and Individuals or advocates representing the interests of children with disabilities, English learners, Homeless, foster youth, migratory students, children who are incarcerated or other underserved students. However, parents of Unduplicated Pupils (low-income, foster youth, English Learners); representing Students with Disabilities, and representing students of color, were meaningfully consulted as noted earlier.

A description of how the development of the plan was influenced by community input.

Members of our Leadership Team collected feedback and input provided by community members from surveys, multitude of meetings, and conversations that were considered, reviewed, analyzed, and influenced the development of this plan.

Student surveys revealed the need for counseling services to address social-emotional and/or mental health needs further exacerbated by the COVID-19 pandemic on our students. Parents/guardians input and feedback focused on the need for counseling services, food assistance, the need to return to in-person instruction, ensuring students have a safe learning environment at school and the need to address academic needs through programs such as summer school.

School and Special Education Administrators identified the need to provide teachers with additional support through coaching and professional development, expand counseling services for students, provide after-school enrichment opportunities, provide social-emotional learning opportunities for students, opportunities for students to engage in anti-racist work with staff/educators, provide additional academic supports for English Learners to attain English language proficiency, summer school, and the need to hire Teacher Assistants to provide targeted tier 2 academic supports for struggling learners.

Our Teachers, paraprofessionals, other staff identified the following needs: counseling services for students, implementation of restorative practices, Instructional coaching for teachers on evidence-based strategies, and use of learning applications (ex. Peardeack, Nearpod, Newsela, Brain Pop and Padlet).

Feedback and input from Community Partners included providing enrichment and counseling services for our students.

As a result of the feedback and input from our community members and an analysis of schoolwide assessment data the following includes the specific aspects that will be funded with ESSER III Funds that focuses on the implementation of evidence-based interventions to address the academic needs of our struggling learners:

- Addressing Student Academic Needs to Accelerate Learning: To address Lost Instructional Time: Use of Teacher Assistants to provide targeted Tier 2 academic supports in alignment with our MTSS.
- Maintain Continuity of Services – Educators that support our Educational program

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Not applicable	Not applicable	$0

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$837,495.80

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Addressing Student Academic Needs to Accelerate Learning	New Los Angeles Charter School will implement the following programs/services to support our struggling learners with evidence-based interventions, and provide Tier 2 targeted academic support through small group and	$413,613.40

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		one-on-one instruction during the instructional day for student struggling academically including Unduplicated Pupils (UP) and Students with Disabilities (SWD). • Summer School Academic Enrichment Program (Teachers & Teacher Assistants) • Paraprofessionals to support Students with Disabilities (SWD) • English Language Development (ELD) certificated teacher to assist English Learners (EL) with English Language Proficiency, and increase reclassification rates All students will also participate in a science-based outdoor education learning opportunity that integrates the Next Generation Science Standards (NGSS), community/team building activities and SEL. Extending instruction and learning outside of the classroom which is essential for our students in addition to providing them with experiential learning opportunities and address the impact of lost instructional time.	
Not applicable	Addressing Student Social-emotional & behavioral Needs	New Los Angeles Charter School will provide integrated student supports to address other barriers to learning including behavioral and/or social-emotional issues. Behavior Interventionists (BII) will meet with students and assist teachers in providing instructional and behavioral support to behaviorally challenged students in Special Education Programs, monitors and redirects student progress regarding inappropriate behaviors and performance, supports acquisition of appropriate skills and	$432,882.40

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		behaviors. The Counselor will provide social-emotional support and evidence-based strategies for students identified through our MTSS model including Unduplicated Pupils (UP) and Students with disabilities.	

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$108,806.20

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Teacher Retention/ Continuity of Services	The COVID-19 pandemic has further exacerbated teacher shortages statewide, creating further challenges to maintain appropriate staffing levels which impacts student learning and the return to in-person instruction. To ensure the continuity of services for our students, funds will be used to promote teacher retention rates schoolwide.	$108,806

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Addressing Student Academic Needs to Accelerate Learning	1. Administer i-Reading ELA & Math Assessment (3 times/year) to measure student academic progress throughout the academic school year 2. Administer CAASPP ELA & Math Assessment (Grades 6-8) 3. Leadership Team Meeting: Data analysis 4. MTSS Meetings: Identification & monitor progress. 5. Department Meetings: review samples of student work, data, and student progress.	1. Trimester (3 times/year) 2. Annual 3. Monthly 4. Monthly 5. Bi-weekly
Addressing Student Social-emotional & behavioral Needs	1. Identification of students for Counseling services: MTSS 2. Identification of students for BII: MTSS 3. Administer Panorama SEL evidence-based Survey measure SEL competency. 4. Administer Olweus Bullying Survey. 5. Implementation of Restorative Practices 6. Data: Student behavior incidents/referrals. 7. Data: Suspension Rates 8. Data: Attendance Rates 9. Data: Chronic Absenteeism Rates	1. Monthly 2. Monthly 3. 2-3 times/year 4. 2 times/year 5. Monthly 6. Monthly 7. Monthly 8. Monthly 9. Monthly
Teacher Retention/	1. Teacher retention incentive pay.	1. Annual 2. Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Continuity of Services	2. Teachers will participate in professional development (summer and weekly during the academic school year). 3. Principal will provide instructional coaching for General Education Teachers; Director of Special Education will provide coaching for Special Education educators. The Principal and Director of Special Education will conduct classroom observations, feedback, coaching and facilitate professional development on evidence-based strategies.	3. Weekly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

"Meaningful consultation" with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement "underserved students" include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;
        - Students with disabilities; and
        - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
    - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
    - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
    - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of

the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ESSER III Expenditure Plan
Executive Summary for Board Information
October 2021

Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan is required to address the following:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- How the LEA will use the minimum of 20% of funds it reserves for learning loss to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- How the LEA will spend its remaining ESSER III funds consistent with the allowable uses.
- How the LEA will ensure that the interventions it implements, including but not limited to the interventions to address learning loss, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

In developing their plan, LEAs must engage in meaningful consultation with specified stakeholders, including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Finally, LEAs must provide the opportunity to provide public input and take such input into account.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days

of adoption. A school district must submit its ESSER III Expenditure Plan to its County Office of Education (COE) for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval. In addition, the plan must be made publicly available on the LEA's website.

Brooke Rios

Executive Director

Board Adoption October 11, 2021

ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	https://www.newlaelementary.org/apps/pages/index.jsp?uREC_ID=379102&type=d&pREC_ID=1495288

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$542,503

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$165,026.40
Use of Any Remaining Funds	$377,476.60

Total ESSER III funds included in this plan

$542,503

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

New Los Angeles Charter Elementary School's has been deeply committed to engaging its community members with the development of the numerous school plans including this plan; and the transition to distance/virtual learning (Spring 2020) and the return to in-person instruction.

Our Leadership Team implemented numerous strategies to meaningfully consult and consider the perspectives and insights with our community members that took place through surveys, multiple virtual meetings, and multiple conversations to discuss the most effective strategies and interventions to address the impact of lost instructional time, and address the needs of our students to be funded with ESSER III Funds. Additional opportunities were also provided to solicit input from the public through online surveys and announcements posted on the school's website.

New Los Angeles Charter Elementary School meaningfully consulted with students through the Panorama evidence-based survey (April 2021), and Olweus Bullying Questionnaire (May 2021).

Members of our leadership team meaningfully consulted with families including those that speak a language other than English, parents of Unduplicated Pupils (English Learners, Foster Youth, Low-income), and parents of Students with Disabilities (SWD), through ELAC Meetings, monthly Coffee with the Principal meetings, school reopening meetings, vaccine informational sessions (March 2021 & September 2021), and School Safety Parent Workshops (August 2021). Interpreters were made available at each parent meeting, and upon request. In addition, all materials sent to families were provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" CDE criteria; and written in a language that was understandable and accessible to parents. Accommodations as appropriate are also available for family members with disabilities; and providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Meaningful consultation also took place with school administrators (including Principal) including Special Education Administrators through weekly Leadership meetings and Budget related meetings.

Members of our Leadership Team meaningfully consulted with teachers, school leaders, other educators (Paraprofessionals), and other school staff through weekly meetings including staff development, grade level coordinators, and monthly meetings with department leaders and schoolwide staff surveys.

The Leadership Team meaningfully consulted and engaged community partners, expanded learning providers and other community organizations that include but are not limited to: Arc, Open Paths (counseling services), Young Musician's Foundation (YMF), Everybody Dance, and 9-Dots that took place Summer/Early Fall 2021.

New Los Angeles Charter Elementary School evaluated its stakeholder engagement opportunities and determined that the following community members/groups are neither present and/or currently served by our school: Civil Rights Groups, Disability Rights Groups, Tribes, and Individuals or advocates representing the interests of children with disabilities, English learners, Homeless, foster youth, migratory students, children who are incarcerated or other underserved students. However, parents of Unduplicated Pupils (low-income, foster youth, English Learners); representing Students with Disabilities, and representing students of color, were meaningfully consulted as noted earlier.

A description of how the development of the plan was influenced by community input.

Members of our Leadership Team collected feedback and input provided by community members from surveys, multitude of meetings, and conversations that were considered, reviewed, analyzed, and influenced the development of this plan.

Student surveys revealed the need for counseling services to address social-emotional and/or mental health needs further exacerbated by the COVID-19 pandemic on our students. Parents/guardians input and feedback focused on the need for counseling services, food assistance, the need to return to in-person instruction, ensuring students have a safe learning environment at school and the need to address academic needs through programs such as summer school.

School and Special Education Administrators identified the need to provide teachers with additional support through coaching and professional development, expand counseling services for students, provide after-school enrichment opportunities, provide social-emotional learning opportunities for students, opportunities for students to engage in anti-racist work with staff/educators, provide additional academic supports for English Learners to attain English language proficiency, summer school, and the need to hire Teacher Assistants to provide targeted tier 2 academic supports for struggling learners.

Our Teachers, paraprofessionals, other staff identified the following needs: counseling services for students, implementation of social-emotional learning, Instructional coaching for teachers on evidence-based strategies, and use of learning applications (ex. Flowcabulary, Math Seeds, Brain Pop and Raz Kids). Feedback and input from Community Partners included providing enrichment for our students.

As a result of the feedback and input from our community members and an analysis of schoolwide assessment data the following includes the specific aspects that will be funded with ESSER III Funds that focuses on the implementation of evidence-based interventions to address the academic needs of our struggling learners:

- Addressing Student Academic Needs to Accelerate Learning: To address Lost Instructional Time: Use of Teacher Assistants to provide targeted Tier 2 academic supports in alignment with our MTSS.
- Maintain Continuity of Services – Educators that support our Educational program

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Not applicable	Not applicable	$0

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$165,026.40

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Addressing Student Academic Needs to Accelerate Learning	New Los Angeles Charter Elementary School will provide struggling learners with evidence-based interventions provided by Teacher Assistants to provide Tier 2 targeted academic support through small group and one-on-one instruction during the instructional day for student struggling academically including Unduplicated Pupils (UP) and Students with Disabilities (SWD).	$165,026.40

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$377,476.60

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP: Goal 1, Action 1	Admin & Educators that Support the Educational Program	New Los Angeles Charter Elementary School has experienced a decline in enrollment and to maintain continuity of services, staffing levels have remained the same despite the decline, resulting in smaller student to teacher ratios. With the current state-wide teacher shortages New LA Charter Elementary School prefers to maintain its teachers, and ensure student academic needs are met for our students.	$377,476.60

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Addressing Student Academic Needs to Accelerate Learning	1. Administer the following internal assessments to measure student academic progress throughout the academic school year: • i-Ready ELA & Math Assessments: 3 times/year • DIBELS – 3 times/year • MClass Math Assessments 3 times/year, 2. Administer CAASPP ELA & Math Assessment (Grades 3-5) 3. Leadership Team Meeting: Data analysis 4. MTSS Meetings: Identification & monitor progress.	1. Each Trimester (3 times/year) 2. Annual 3. Monthly 4. Monthly
Admin & Educators that Support the Educational Program	1. Ensure teachers are appropriately credentialed and assigned. 2. Instructional Coach will conduct classroom observations, and provide feedback. 3. Provide instructional coaching to ensure evidence-based strategies taught in professional development are implemented with fidelity. 4. Teachers will participate in professional development in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic	1. Annual 2. Bi-weekly 3. Weekly 4. Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	school year, and 3 non-instructional days during the academic year.	

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
    - For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
        - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
        - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
        - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
        - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
    - For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;

- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight

into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

"Meaningful consultation" with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement "underserved students" include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;
        - Students with disabilities; and
        - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
    - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
    - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
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