LCFF Budget Overview for Parents

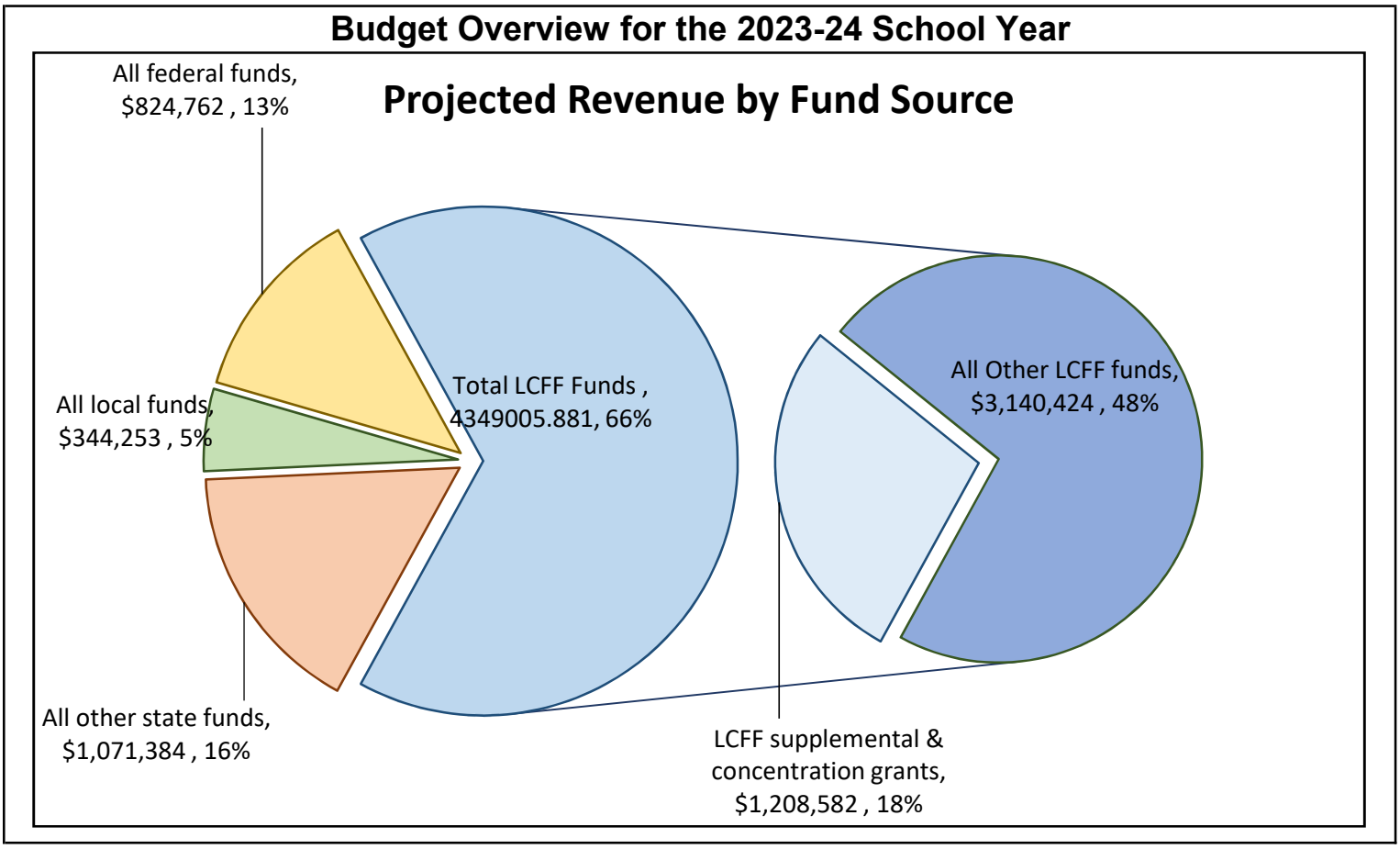
Local Educational Agency (LEA) Name: New Los Angeles Charter

CDS Code: 19647330117614

School Year: 2023-24

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

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

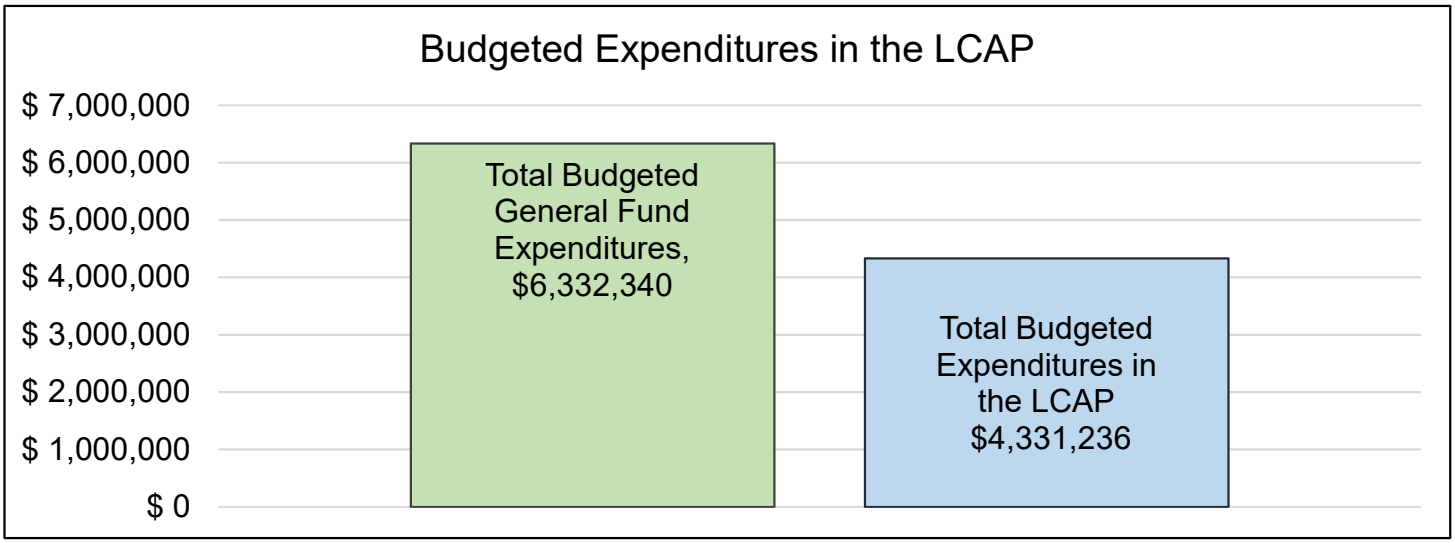


This chart shows the total general purpose revenue New Los Angeles Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Los Angeles Charter is $6,589,405.56, of which $4,349,005.88 is Local Control Funding Formula (LCFF), $1,071,384.06 is other state funds, $344,253.43 is local funds, and $824,762.19 is federal funds. Of the $4,349,005.88 in LCFF Funds, $1,208,582.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Los Angeles Charter plans to spend $6,332,340.21 for the 2023-24 school year. Of that amount, $4,331,236.00 is tied to actions/services in the LCAP and $2,001,104.21 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

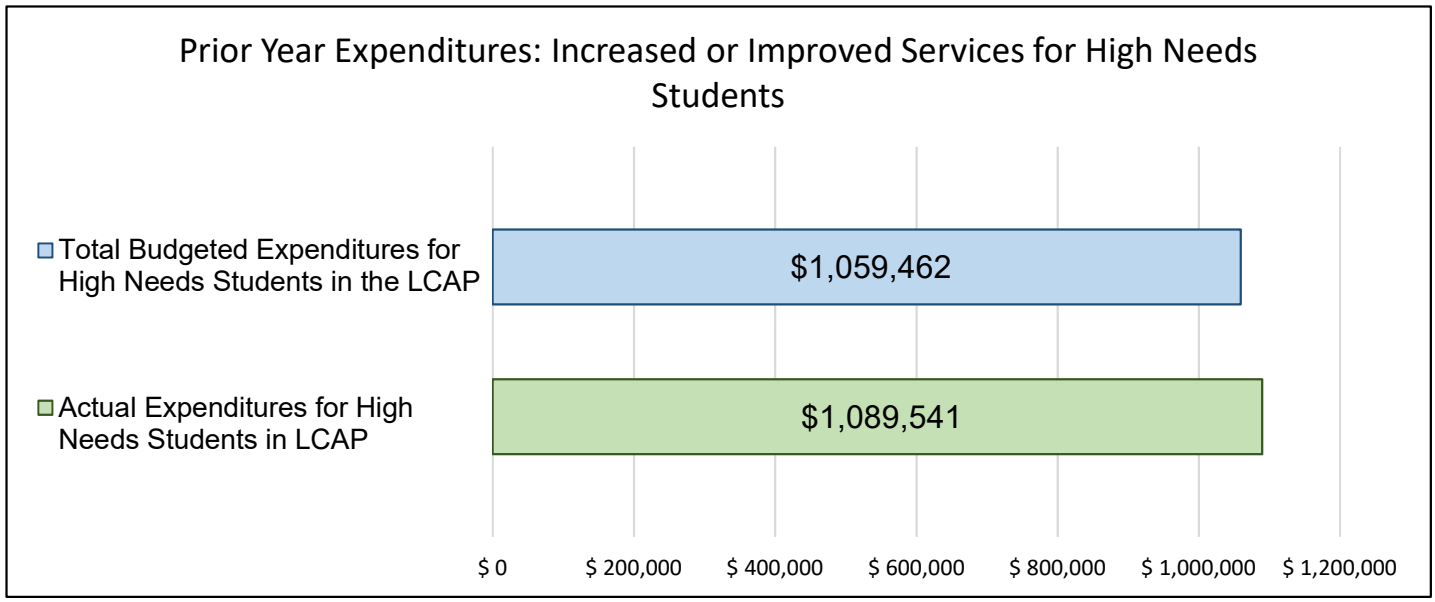
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary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

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

In 2023-24, New Los Angeles Charter is projecting it will receive $1,208,582.00 based on the enrollment of foster youth, English learner, and low-income students. New Los Angeles Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Los Angeles Charter plans to spend $1,208,582.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, New Los Angeles Charter's LCAP budgeted $1,059,462.18 for planned actions to increase or improve services for high needs students. New Los Angeles Charter actually spent $1,089,541.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary 2023-24

General Information

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

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 student's 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 329 students in grades 6-8 with the following demographics: 89% Hispanic, 8% African American, 2% Two or More Races, 17% Students with Disabilities (SWD), 24% English Learners (EL), 0.3% Foster Youth (FY), 1% Homeless Youth (HY), and 90% 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.

Philosophy: How learning best occurs

Learning in middle school occurs best through varied opportunities for interaction around difficult topics. From these opportunities should emerge thoughtful discussions and, ultimately, changes in people's habits of mind. Learning through collaboration leads to a deeper understanding of knowledge. When ideas are shared it allows students to hear multiple perspectives and in turn come to a renewed understanding of the topic at hand. Collaborative projects further create a sense of interdependence between adolescents who are struggling to get along and feel confident being who they are. Group projects can bring out the voice of silent students and capitalize on the strengths of all students.

Learning in middle school occurs best when students are actively engaged in the learning process. Students ought to be provided with opportunities to draw from their personal experiences to make logical connections with academic content. The prevalence of youth-centered media and technology

means that students are internalizing information in new and ever-changing ways. In order to keep middle school students engaged in school, pedagogical practices must be stimulating and not incredibly different from how students retain non-academic funds of knowledge. That's not to say that these funds of knowledge are not part of academic knowledge. Rather, it occurs when we capitalize on the family's contributions to academic knowledge. In addition, media and technology must be put in the hands of students so that they are not merely receptacles of information and new knowledge, but creators as well.

Teaching Methodologies

Learning in middle school occurs best when students understand the relevance of material taught, are having fun, are engaged, and enjoy coming to school. For learning to happen well, students must feel supported, be comfortably challenged, and see a connection between what they are learning and their future. Students should be able to express themselves and should receive tailored instruction and support in situations where their weaknesses show

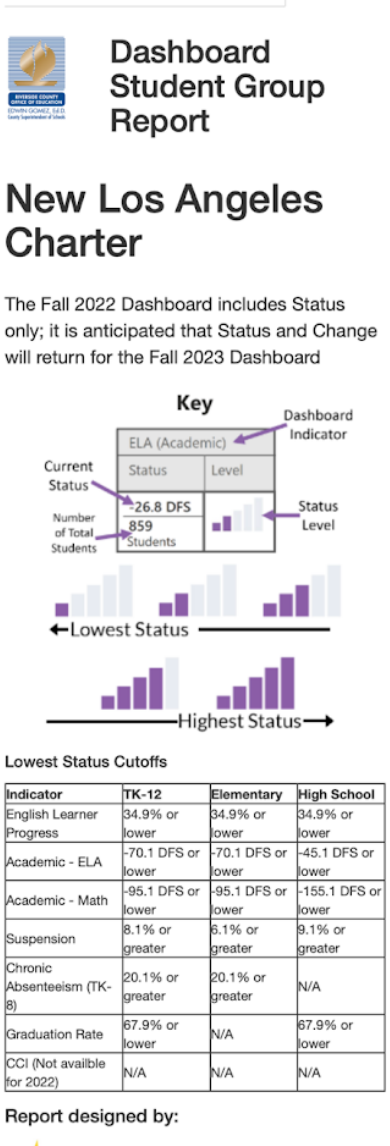
At New Los Angeles Charter School, we employ a variety of teaching methodologies. We believe that there is no one best way for students to learn. Rather, varied approaches offer the greatest likelihood of engaging students and improving outcomes. New LA incorporates active learning methods to deliver a rigorous standards-based curriculum.

We make use of student-centered classroom teaching methodologies such as Project-Based Learning, Cooperative Learning, Literature Circles/Book Clubs, Inquiry-Based Teaching, and Reciprocal Teaching. These methodologies are flexible, allowing teachers to adjust in class. They are also designed to be effective across the curriculum and lend themselves to excellent interdisciplinary opportunities.

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 School's performance on the 2022 CA School Dashboard by indicator and student group.



Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not availble for 2022)	N/A	N/A	N/A

Student Group	Pupil Achievment						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	50.6% n=79		-32.6 dfs n=310		-93.1 dfs n=311		1.8% n=331		42.3% n=326			
Student Program												
English Learner	50.6% n=79		-81.6 dfs n=106		-142.4 dfs n=106		3.4% n=87		40.7% n=86			
Foster Youth			n=1		n=1		n=1		n=1			
Homeless Youth			n=1		n=1		n=1		n=1			
Socioeconomically Disadvantaged			-34.6 dfs n=286		-93.4 dfs n=287		2% n=305		41.9% n=301			
Students with Disabilities ATSI			-103.6 dfs n=58		-164.1 dfs n=58		3.3% n=61		54.1% n=61			
Student Race/Ethnicity												
Black/African American			-23.7 dfs n=23		-76.3 dfs n=23		4.3% n=23		65.2% n=23			
American Indian or Alaska Native			n=2		n=2		n=2		n=2			
Asian			n=3		n=3		n=4		n=4			
Filipino												
Hispanic			-34.9 dfs n=272		-95.2 dfs n=273		1.7% n=290		40% n=285			
Pacific Islander			n=1		n=1		n=1		n=1			
White			n=1		n=1		n=2		n=2			
Multiple Races/Two or More			n=5		n=5		n=9		n=9			

New Los Angeles Charter School is proud of the following accomplishments from the 2022 CA School Dashboard and local data:

- “High” performance level for the Suspension Rate indicator: schoolwide (all students) (1.8%); and the following student groups: Socioeconomically Economically Disadvantaged (2%); and Hispanic (1.7%).

- “Medium” performance level for the Suspension Rate indicator for the following student groups: English Learners (3.4%); and Students with Disabilities (3.3%).

- “Medium” performance level for the English Learner Progress Indicator: 50.6%

- All Local Indicators earned a “Standards met” on the 2022 CA School Dashboard.

Suspension Rate: New LA has implemented PBIS, and preventative positive reinforcements for behavior, mental health support and adopted culturally relevant curriculum. Our commitment to restorative practices is ideal in response to behavioral challenges, while also maintaining a firm stance against physical altercations and promoting a safe learning environment for all.

English Learner Progress Indicator: one of our successes has been with our annual reclassification rates. As a result of the professional development through Ensemble Learning, our teachers have improved the delivery of integrated and designated ELD, and a better understanding of the ELPAC summative assessments, ELD standards, and the requirements for reclassification.

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 School has identified the following areas of need for significant improvement based on a review of the Dashboard and local data:

- “Low” performance level for English Language Arts (ELA) Academic Indicator schoolwide (-32.6dfs) and the following student groups: Socioeconomically Disadvantaged (-34.6dfs) , and Hispanic (-34.9dfs). dfs=distance from standard scale score

-“Very Low” performance level for English Language Arts (ELA) Academic Indicator for the following student groups: English Learner (-81.6dfs), Students with Disabilities (-103.6)

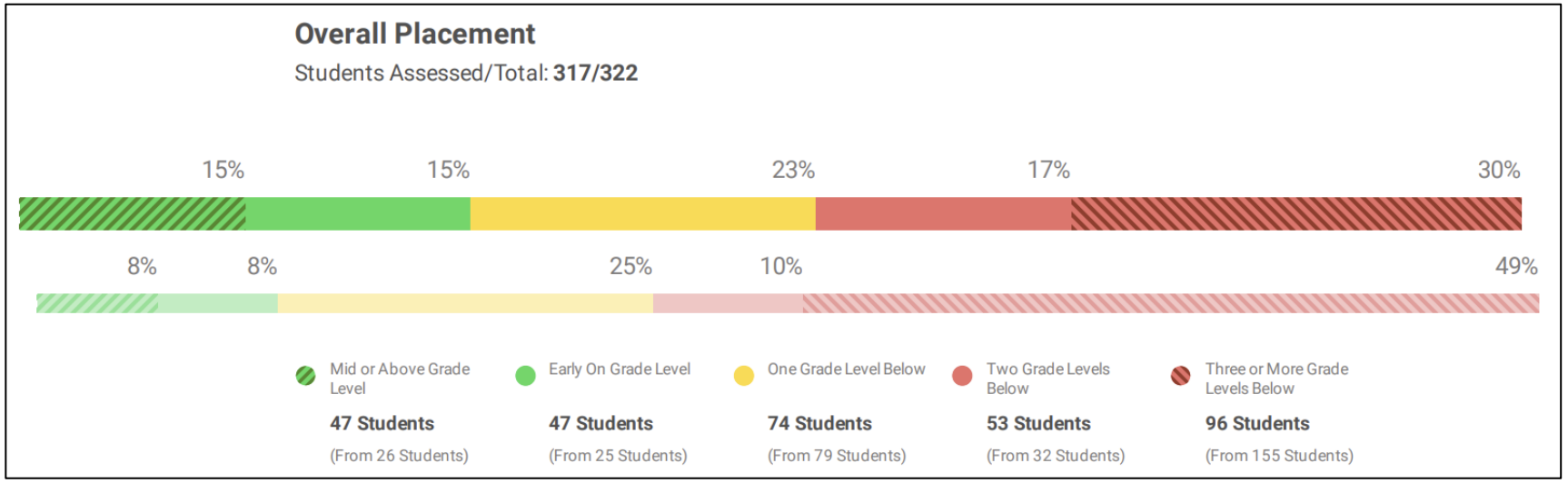
- “Low” performance level for Math Academic Indicator schoolwide (-93.1dfs) and the following student group: Socioeconomically Disadvantaged (-93.4dfs)

-“Very Low” performance level for Math Academic Indicator for the following student groups: English Learner (-142.4dfs), Students with Disabilities (-164.1dfs), and Hispanic (-95.2dfs)

ELA & Math Academic Indicator: The 2022-23 school year marked the second year of implementation of i-Ready assessment and personalized learning pathways.

Reading: New LA Charter School has seen improvement as measured by i-Ready reading assessment from fall to Spring: 16% of students in “early on and mid/above grade level” (green) in the fall to 30% in the Spring.

An analysis of student assessment data has identified significant gaps in phonics and decoding. At the start of the school year approximately 50% of our students were performing 2 or more years below grade level. By midyear, 84% of these students made progress towards grade level reading goals. Across all grade levels student struggled with vocabulary and informational text the most from all the domains. We identified these needs at the start of the year and were intentional in building our intervention program to focus on these domains.



Math: New LA Charter School has seen improvement as measured by i-Ready math assessment from fall to Spring: 6% of students in “early on and mid/above grade level” (green) in the fall to 22% in the Spring. Our African American students are outperforming all other student groups.

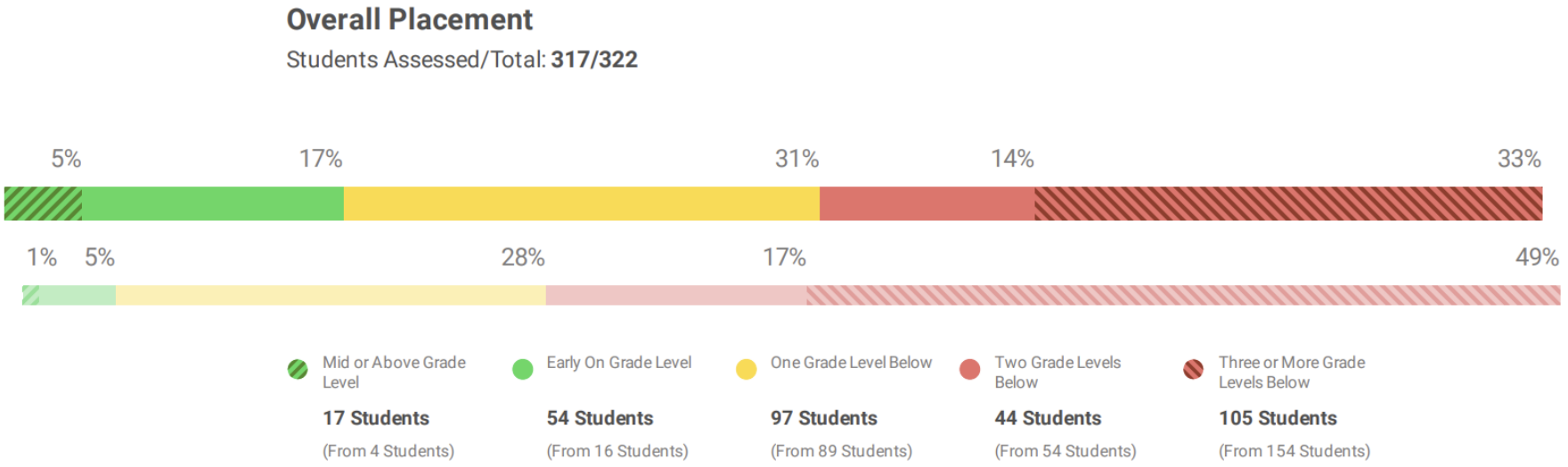
Ongoing concerns for our student’s performance in mathematics especially with the significant achievement gap among students with disabilities and English Learners. These student groups continue to underperform their peers, despite showing growth as individuals, they often enter middle school performing 3-4 years below grade level in ELA and math.

Approximately, 75% of our 6th grade students lack foundational skills in numbers and operations, geometry, and algebraic thinking. Students that have been identified for intervention lack basic math fluency (number sense, whole number operations, rational numbers) and need explicit work on adding, subtracting, multiplying, and dividing, in addition to tackling grade level math concepts. Approximately, 48% of 6th grade students are performing 2 or more years below grade level in math.

Our 7th grade students show deeper gaps, with 65% performing 2 or more years below grade level. The identified gap are predominately in geometry and number operations, foundational skills taught in grade 4 & 5. This year they have demonstrated resilience despite not being taught by substitute teachers the entire year because of a unfilled vacant position due to staffing shortage.

Our 8th grade students have shown significant gaps in geometry. Approximately, 60% are performing 2 or more years below grade level. This year, our 8th grade class is comprised of a significantly higher proportion of Students with Disabilities (SWD) and English learners (EL), and 37% are dually identified SWD/EL; and 2 students are newcomers. We realized English learners were not accessing math content due to a lack of reading instruction or explicit vocabulary instruction.

For the 2023-24 school year we will implement routines and structures for both ELA and Math instruction; and will align curricular structures across grade levels and content areas to improve delivery of instruction and academic outcomes.



Chronic Absenteeism rates: Another challenge or area of need was our chronic absenteeism. Many of these students are students with disabilities or English Learners. When they miss multiple days a week or weeks at a time, they are missing targeted intervention and special education services. As of May 2023, our chronic absentee rate is 31.5% while still extremely high this is down from the rate on the 2022 dashboard of 42%. On the dashboard our chronic absentee rates for SWD and Black students were the highest (54% and 65% respectively). For the 2022-23 school year, Students with Disabilities continue to have the highest rate of chronic absenteeism.

Our Counselor and Director of Special Education have collaborated with the school's leadership to identify root causes of chronic absenteeism and have provided restorative opportunities for students that have been suspended. New LA provides parents with information on the importance of attendance during 'Coffee with the Principal' events, Parent Advisory Committee and ELAC/DELAC meetings. We believe the road back from the pandemic as it relates to absenteeism is a multiyear road. We have still had high rates of illness and as stated we are recommitting to enforcing our attendance policy and are seeing progress through that process.

As a Title I, Schoolwide Program (SWP), New Los Angeles Charter School conducts a comprehensive needs assessment that includes the collection, review, and analysis of multiple type of state, local, and internal data. This year, through the ATSI process we took a deep dive on the academic indicators and chronic absenteeism to guide our discussions and assessing current programs and services. This review drives the development of our LCAP, use of federal and state funds which are discussed through a series of meetings with our Educational Partners to solicit their feedback.

As part of the ATSI Planning we utilized the Alliance for Resource Equity toolkit, The Education Combination: 10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student. We identified the following resource inequities contributing to our gaps, and we will collaborate with our educational partners to improve education resource equity for all students in alignment with our MTSS and Community Schools Initiatives to ensure we provide the right combination of supports to address each child's unique needs so that they can achieve.

- Dimension 2: Teaching Quality & Diversity: Teacher shortages exacerbated by the pandemic has resulted in staffing challenges, intern teachers, and teacher turnover. New LA deeply invests in the comprehensive training through professional development and coaching that takes place throughout the year.

- Dimension 6: Positive Inviting School Climate: An analysis of the Spring Panorama SEL teacher survey has identified the need to strengthen school climate (43%); staff-family relationships (66%); and student survey results: School belonging 36%; School climate 54%; School engagement 26%; school safety 59%; and school-teacher-student relationships 50%. For the 2023-24 school year, we will add a Director of Diversity, Equity, Inclusion and Justice, and a Family Engagement Manager. Staffwide professional development will include DEIJ, and restorative practices.

LCAP Highlights

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

New Los Angeles Charter School was identified as eligible for ATSI based on the 2022 CA Schools Dashboard. Upon consultation with our educational partners, we chose to integrate the ATSI requirements throughout this LCAP for purposes of transparency, accountability, and efficiency. In addition, our school adhered to the CDE's ATSI Planning Summary, a document developed to support school planning efforts for single school districts and charter school eligible for ATSI.

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 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.

Highlights of the 2023-24 LCAP:

Prioritized needs for the upcoming 2023-24 school year include:

- New ELA Curriculum adoption

- Expansion of DQB Curriculum (ELA and Social Studies) to support teachers and students with targeted informational text instruction

- Designated ELD teacher

- ELD Instructional Coach

- Continue with Restorative Practices Coaching: LAIRP

- Expansion of enrichments/electives: Expansion of in-school enrichment opportunities (to provide opportunities for student success and engagement, to create spaces for students to express themselves and connect with each other and adults. Opportunities to explore passions outside of the core academic curriculum.

- Director of Academic Data will collaborate with site leadership to collect and analyze formative and summative data to identify areas of academic need, develop goals and plans to meet those needs and create systems for progress monitoring throughout the school year. The Director of Academic Data will train and support staff on using data tools and reports to make informed decisions based on data.

- Director of Diversity, Equity, Inclusion & Justice will collaborate with site and organizational leadership to implement the New LA Strategic Plan for Equity and analyze the school's progress toward achieving the goals set in the strategic plan. This will include developing a scope and sequence for staffwide professional development and collaboration with leadership to facilitate professional development. In addition will design DEIJ and social justice curriculum for students in alignment with the strategic plan. The Director of DEIJ will partner with families and school staff to continue to ensure New LA schools provide welcoming spaces for all members of our community.

- Family Engagement Manager will establish partnerships in the community with organizations that will support family needs and will collaborate individually with identified families to connect them to resources within the community. In addition will work with the leadership to further increase family participation in school functions and increase representation and voice in school committees and decision making bodies.

New Los Angeles Charter School has developed an LCAP that will also serve as its SPSA and meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- 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 was not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

New Los Angeles Charter School engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP and the ATSI Plan through the following methods/venues:

- Principal, Leadership Team (Head of School, AP, Principal & Director of SPED) were consulted during weekly site Administrator meetings and bi-monthly (twice per month) Leadership meetings that took place onsite and virtually. Discussions focused on local and state data, 2022 Dashboard, ATSI eligibility, annual update of the 22-23 LCAP and development of the 2023-24 LCAP.

- Teachers were consulted during weekly in-person meetings (August 2022- June 2023), trimester data day, and were surveyed. Discussions focused on local and state data, 2022 Dashboard, ATSI eligibility, annual update of the 22-23 LCAP and development of the 2023-24 LCAP.

- Other School Personnel were consulted during weekly faculty meetings; weekly feedback survey; and trimester data day. Discussions focused on local and state data, 2022 Dashboard, ATSI eligibility, annual update of the 22-23 LCAP and development of the 2023-24 LCAP.

- Students were consulted during monthly town meetings; and weekly Advisory observations - on schoolwide goals (which align to the LCAP); student achievement data, chronic absenteeism/attendance, and behavior (suspension).

- Parents were consulted during Coffee with the Principal monthly meetings from September 2022 – May 2023. Discussions focused on state and local data, 2022 Dashboard and ATSI eligibility and feedback/input with the development of the 2023-24 LCAP.

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during trimester PAC meetings in-person. Discussions focused on state and local data, 2022 Dashboard and ATSI eligibility and feedback/input with the development of the 2023-24 LCAP.

- ELAC/DELAC/EL-PAC were consulted during trimester in-person meetings. Discussions focused on state and local data, 2022 Dashboard and ATSI eligibility and feedback/input with the development of the 2023-24 LCAP.

- SELPA consultation with LAUSD SELPA took palce on June 8th via email

A summary of the feedback provided by specific educational partners.

New Los Angeles Charter School consulted with its required educational partners and the following is feedback that was collected:

- Principal, Leadership Team (Head of School, AP, Principal & Director of SPED expressed the need to revise the student attendance policy, purchase new reading curriculum, continue to Tier 2 PBIS, implement DEIJ strategic plan, adjustments to afterschool tutoring, continue with ELA Intervention Specialist and Math Intervention Specialist to provide Tier 2 supports

- Teacher feedback included professional development on restorative practices/circles, co-teaching and differentiation, and behavior matrix; appreciate anti-racist work and facilitation; would like to implement a schoolwide book read; continue with i-ready and data tracking; salary increase, and contract negotiations for 1 week of summer PD versus 2 weeks; and a shorter school day.

- Other School Personnel feedback included increased hourly pay; stipend to attend outdoor education; provide residency program; and would like financial support to earn a credential.

- Students expressed better meal choices (quality/taste), uniform complaints, additional electives, more field trips, enjoy outdoor education

- Parents expressed concern over bullying on campus; increase/improve parent communication.

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities: expressed the need for a Culture committee, student engagement hours/student volunteerism on campus; bulletin board for community resources, need for parents to know the principal and the principal knowing the students well; police presence on campus; parent group chat; parent contact list, and carpool concerns.

- ELAC/DELAC/EL-PAC requested parent workshops on supporting their child to English Language Proficiency and reclassification; and requested that the school hire an ELD teacher; and ELD coach to improve instruciton for ELs.

- SELPA – all feedback provided by SELPA was incorporated into Goal 1, Action 7.

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

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 3: ELA & Math Intervention Specialist (Tier 2 support)

- Goal 1, Action 3: Afterschool tutoring

- Goal 1, Action 4: Expansion of electives/enrichment offerings

- Goal 1, Action 6: SEL – Olweus Bullying Prevention; Counselor, PBIS, behavior matrix

- Goal 2, Action 1: Director of DEIJ, Professional development on Restorative Practices (LAIRP), DEIJ Professional Development

- Goal 2, Action 2: Designated ELD teacher; and ELD Coach; Kagan strategies PD, Brain Pop EL
- Goal 2, Action 2: New ELA Curriculum
- Goal 3, Action 1: Campus Aides
- Goal 3, action 1: Outdoor Education
- Goal 3, Action 2: Family Engagement Manager
- Goal 3, Action 3: Parent Education Workshops

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 further strengthen the identification and delivery of evidence-based interventions to further accelerate student learning, through our multiple schoolwide initiatives: DEIJ, PBIS, MTSS, & Olweus Bullying prevention).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 38.06% Met or Exceeded Standard	2020-21: Not administered	2021-22: 36.4% Met or Exceeded Standard		40%
CAASPP Math Source: CDE	2018-19: 22.91% Met or Exceeded Standard	2020-21: Not administered	2021-22: 17.35% Met or Exceeded Standard		21%
CA Science Test: Gr 8 Source: CDE	2018-19: 21.78% Met or Exceeded Standard	2020-21: Not administered	2021-22: 19.0% Met or Exceeded Standard		22%
Attendance Rate Source: CALPADS	2019-20: 96%	2020-21: 95%	2021-22: 88.4%		>93%

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>Chronic absenteeism Rate
Source: Dataquest</td><td>2018-19: 6.1%</td><td>2020-21: 15.8%</td><td>
<table>
<tr><th colspan="3">2021-22 CHRONIC ABSENTEEISM</th></tr>
<tr><th></th><th>Number</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>138</td><td>42.3%</td></tr>
<tr><td>African American</td><td>15</td><td>65.2%</td></tr>
<tr><td>Hispanic</td><td>114</td><td>40.0%</td></tr>
<tr><td>English Learners</td><td>35</td><td>40.7%</td></tr>
<tr><td>SWD</td><td>33</td><td>54.1%</td></tr>
<tr><td>SED</td><td>126</td><td>41.9%</td></tr>
</table>
</td><td></td><td>10%</td></tr>
<tr><td>% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:
Source: Master Schedule</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td>2022-23: 100%</td><td></td><td>100%</td></tr>
<tr><td>Facilities in “good” repair as measured by FIT
Source: SARC & FIT</td><td>2020-21: Exemplary</td><td>2021-22: Exemplary</td><td>2022-23: Exemplary</td><td></td><td>Good</td></tr>
<tr><td>Middle School Dropout Rate
Source: CALPADS</td><td>2019-20: 0%</td><td>2020-21: 0%</td><td>2021-22: 0%</td><td></td><td>0%</td></tr>
</table>

New Los Angeles Charter School serves grades 6-8: therefore, the following metrics do not apply:

- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher
- Priority 3: Pupils prepared for college by EAP
- Priority 5: HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	**EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM**	New Los Angeles Charter School will employ a principal and appropriately credentialed teachers to support the core educational program (ELA, Math, Social Studies, PE, and Science) for all students All teachers will participate in 10 days of robust professional learning (Summer 2023) including 3 non-instructional days that will focus on data analysis to inform instructional decision-making; and weekly during the academic year.	$1,513,603	Y
2	**ASSESSMENT OF LEARNING**	To address learning gaps and close achievement gaps among student groups, there is a need to administer universal screeners and internal benchmark assessments that will be used to develop annual student growth targets, measure, and monitor student academic progress. They include: • i-Ready Reading & Math: 3 times/year • CPM Unit Assessments • Running Records • Formative Assessments: On demand writing • CGI Math Assessments	$17,912	N
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	There is a need to accelerate learning and further mitigate learning loss as a result of remote learning and the impacts of the pandemic which have widened achievement gaps among Unduplicated Pupils and Students with Disabilities (SWD) as evidenced in the 2022 CA School Dashboard very low/low performance level for both ELA and Math academic indicators. The Reading Intervention teacher will provide Tier 2 reading support; and Math Intervention Specialist will provide tiered support for struggling learners as identified through i-Ready and CAASPP assessments. To further support struggling learners, the master schedule will include an additional block for reading and math intervention that meets at least twice per week each.	$513,635	Y

		Expanded learning opportunities will be provided for Unduplicated Pupils; and struggling learners through the following: • After-school tutoring • Winter & Spring Intercession • Summer School July 2023		
4	**BROAD COURSE OF STUDY**	New Los Angeles Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: Art, Advisory, Sex Education, Wellness, Coding, Robotics, Choir and Dance.	$62,264	N
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	New Los Angeles Charter School strives to provide all students and staff with a safe and clean school facility including janitorial services, that will implement a system of procedures that will safeguard the health and safety of students, teachers, and school staff during the pandemic. On an annual basis, the Facility Inspection Tool (FIT) report will be completed, and results reported on the SARC and LCAP. Any identified findings will be addressed.	$122,820	N
6	**ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS**	An area of concern on the CA School Dashboard are the suspension and chronic absenteeism state indicators. New Los Angeles Charter School will continue to implement and strengthen its PBIS in combination with MTSS. New Los Angeles Charter School 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 initiative, ensuring SEL and mental health needs are met; and implement strategies to reduce chronic absenteeism rates. 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: Share & Care • Olweus Bullying Prevention Program • Responsive Classroom • Los Angeles Institute for Restorative Practices (LAIRP)	$246,163	Y

		• Leadership Program for all students • PBIS Cohort Training: LACOE CoP • Dean's List – PBIS Rewards tracking program PBIS rewards/incentives: mission pillar awards, positive behavior expectations, monthly missions, Pillar Points, and schoolwide celebrations. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.		
7	**COMPREHENSIVE SPED PROGRAM**	New Los Angeles Charter School participates in LAUSD's (Option 3) SELPA. New LA has identified academics (both ELA and Math), behavior and chronic absenteeism as areas of need for students with disabilities. New LA was identified for ATSI for SWD as a result of the data in these areas. The SPED team will provide instructional, social emotional and behavioral support as outlined by the student's IEP. In addition to supports outlined in the IEP, New LA provides Tier 1 and Tier 2 academic supports to students with disabilities and those who are not identified. The SPED Director will ensure IEP compliance and timelines, communicate with families, and oversee the vision of the SPED Program. Members of the SPED team will participate in LAUSD SELPA Option 3 committees and professional development. SPED Director will support SPED staff with IEP Compliance, co-teaching, developing lessons that focus on IEP goals, and support general education with implementing IEP accommodations into lessons and assessments and support with planning universally designed lessons to support SWD. The SPED Team, comprised of the SPED Director, Assistant SPED Director, RSTs, BII Paraprofessionals, and Contracted Services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. New LA ensures that all providers meet state credentialing and training requirements and we observe required caseload	$771,475	N

		limits. BII and BID will follow the behavior plan written into the IEP with fidelity to meet the cognitive, social-emotional, and physical needs of students with disabilities. *To support academic progress* the SPED team will use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will be trained in all programs by internal and external experts on a bi-monthly basis. The SPED team will meet weekly to review compliance, best practices and participate in PD as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA as well as other opportunities such as conferences and will participate in a department-wide professional read. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning. All resource specialist teachers participate in weekly grade level meetings with the general education teachers of the students they serve. These meetings help RSTs be aware of topics and curriculum in the gen ed classrooms and allow opportunities for co-planning and co-teaching. Additionally, gen ed teachers will participate in PD provided by the SPED department throughout the year. They will address topics such as providing accommodations in accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners and the role of gen ed teacher on the IEP team. New LA uses i-Ready to monitor academic progress and the SPED team will be looking at disaggregated data from the i-Ready platform as well as other formative data on a monthly basis in partnership with our Director of Academic Data. This will support the team to set goals for the department and individually and monitor progress toward those goals. Through student-led conferences, committees and the IEP process New LA ensures that student/parent voice is included in decision making and feedback. *To address behavior* the SPED team will implement BIPs with fidelity and will collaborate with the Assistant Principal and the PBIS committee to ensure that tier 1 supports for all students are in place to ensure a safe learning environment. In the event that behavior becomes a challenge for students with disabilities the team will assess the need and may make amendments to the BIP, behavior goals or behavior services on the IEP, develop a safety plan for the student, and engage in alternatives to suspension to respond to		

		actions that may require a consequence. In some cases, student behavior may result in a recommendation for re-evaluation. New LA will continue to collaborate with and consult with the behavior team at our SELPA to both prevent behavior incidents and to respond appropriately when a behavior incident occurs. COP3 Behaviors Specialists will also be providing organization wide professional development during our beginning of year summer session on responding to behaviors in and out of the classroom environment to meet the social-emotional needs of all students. *To address chronic absenteeism* New LA will implement our attendance policy with fidelity which includes responding to absences quickly with supportive measures before attendance becomes an issue. All parents are informed of the importance of attendance and are contacted when absences occur. For students with IEPs who have high absentee rates the topic is always discussed at IEP meetings and the Director of Special Ed is a part of the SART team which focuses on identifying the root causes of chronic absenteeism and collaborating with the student and the family to find solutions. The SPED Department will also be holding quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement and importance of school attendance to access curriculum and continuity of special education services as outlined in their students IEP.		

Goal Analysis for 2022-23

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

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

Action 1: Despite numerous teacher recruitment efforts, we were unable to fill 2 teaching positions which remained vacant and we utilized substitute teachers.

Action 6: A full-time counselor was hired to address SEL, and behavioral needs. Dean's List was acquired to monitor student behavior and reward positive behavior (PBIS rewards); and used to send weekly and monthly reports to parents.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures for action 1 and 6.

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

An area of focus this school year was improving the delivery of tiered intervention by classroom teachers and support staff. We also added a Counselor due to the high rates of social-emotional, behavioral, and mental health needs of our students. The AP led staff training on de-escalation techniques and classroom management. With the increased interventions including the expanded learning opportunities program, we anticipate growth as measured in CAASPP assessments.

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

No changes will be made to the goal, metrics, desired outcomes for the 2023-24 school year, as our school continues to implement multiple schoolwide initiatives: DEIJ, PBIS, MTSS, & Olweus Bullying prevention.

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

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 provide all teachers and support staff with professional learning on tiered intervention and instruction, to accelerate learning, re-engage students, and on strategies to address behavioral challenges, to improve overall academic outcomes; and build teacher capacity and teacher retention.

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>% Of students with access to Standards-aligned materials
Source: SARC</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td>2022-23: 100%</td><td></td><td>100%</td></tr>
<tr><td>% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS & SARC</td><td>2020-21: 94.4%</td><td>2021-22: 83.3%</td><td>2022-23: 75%</td><td></td><td>100%</td></tr>
<tr><td>Implementation of the Academic content & performance Standards – measured using (source) CDE’s Self Reflection Local Indicator Priority 2</td><td>
<table>
<tr><th colspan="2">2020-21: Implementation</th></tr>
<tr><th colspan="2">Academic Standards</th></tr>
<tr><td>ELA</td><td>4</td></tr>
<tr><td>ELD</td><td>4</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>3</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>3</td></tr>
</table>
</td><td>
<table>
<tr><th colspan="2">2021-22: Implementation</th></tr>
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<tr><td>ELD</td><td>4</td></tr>
<tr><td>Math</td><td>4</td></tr>
<tr><td>NGSS</td><td>5</td></tr>
<tr><td>History</td><td>3</td></tr>
<tr><td>Health</td><td>4</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>3</td></tr>
</table>
</td><td></td><td>
<table>
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<tr><td>ELD</td><td>4</td></tr>
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<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
</table>
</td></tr>
</table>

% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 17.57% Proficient	2021-22: 23.46% Proficient	2022-23: results pending		25%
Reclassification Rate Source: Dataquest	2020-21: 43.3%	2021-22: 35.3%	2022-23: 31.6%		20%
% EL with access to CCSS & ELD Standards Source: SARC & CALPADS	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL LEARNING OPPORTUNITIES**	New Los Angeles Charter School will participate in a robust evidence-based professional development for 10 days during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year. Based on an analysis of student assessment results, feedback from our educational partners, and findings from classroom observations, and staff surveys, professional development areas of focus will include: • Diversity, Equity, Inclusion & Justice (DEIJ) • Reading Instruction: Science of Reading • Differentiating instruction • Culturally Responsive Teaching • I-Ready Implementation & data analysis to inform instruction • Restorative Practices/Justice • Accommodations and Modifications – SWD • Olweus Bullying Prevention Program • MTSS staffwide training	$230,951	Y

		The Head of Schools will mentor and coach the principal, and Director of Special Education. • Leadership Coaching: Principal and Head of Schools • Critical Friends Group (CFG) for Coaches The Director of Academic Data will collaborate with site leadership to collect and analyze formative and summative data to identify areas of academic need, develop goals and plans to meet those needs and create systems for progress monitoring throughout the school year. The Director of Academic Data will train and support staff on using data tools and reports to inform data-driven decisions. The Director of Academic Data will so provide additional data reporting and analysis as needed for external accountability, compliance reporting, surveys, teacher evaluation or development tasks, as needed. The Director of DEIJ will collaborate with site and organizational leadership to implement the New LA Strategic Plan for Equity and analyze the school's progress toward achieving the goals set in the strategic plan. This will include developing a scope and sequence for staffwide professional development and collaboration with leadership to facilitate professional development. In addition will design DEIJ and social justice curriculum for students in alignment with the strategic plan. The Director of DEIJ will partner with families and school staff to continue to ensure New LA schools provide welcoming spaces for all members of our community. To support teacher effectiveness and credential clearance, New LA will reimburse teacher induction expenses.		
2	**SUPPORTING EL – LANGUAGE ACQUISITION**	An area of concern is the academic performance of English Learners as evidenced in the 2022 CA Schools Dashboard, and internal assessments, resulting in widening achievement gaps. New LA Charter School will acquire an ELD Instructional Coach to provide ongoing coaching for all teachers to improve the quality and delivery of designated and integrated ELD instruction, which will impact EL academic performance, English proficiency, and reclassification rates. Teachers will also patriciate in Kagan strategies (training)	$98,906	Y

		New LA will acquire an ELD teacher provide designated ELD instruction for EL, support ELs with literacy development; address the language needs of long-term ELs. provide workshops for parents on reading development; and English classes for non-English speaking parents. The ELD Instructional Coach will provide professional development and coaching for educators and paraprofessionals on integrated ELD, ELD Roadmap, strategies to support ELs with English Language acquisition, and to improve ELL students' academic outcomes ELs will receive academic intervention/support from the Interventionist (Goal 1, Action 3); and access to supplemental EL tools including Brain Pop EL. Internal assessments will be disaggregated by student group (including EL) to assess EL performance, growth, gap, needs; and will be used to strengthen delivery of instruction and supports for ELs.		
3	**CORE CURRICULAR NEEDS**	New Los Angeles Charter School will provide all students with access to standards aligned curriculum and instructional materials. Annual purchases will be made as needed including for consumables and online access.	$86,962	N
4	**CLOSING THE DIGITAL DIVIDE**	New Los Angeles Charter School will ensure technology devices are available for students to access the curricular and instructional materials; including wi-fi hotspots (as needed); tech support, and subscriptions as needed for virtual meetings. The Tech support team will ensure proper bandwidth schoolwide, and technology devices are updated and available for use during the instructional day and expanded learning opportunities program.	$122,352	N

Goal Analysis for 2022-23

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

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

Action 2: Despite numerous teacher recruitment efforts we were unable to fill the designated ELD teacher position. The ELA Specialist provided designated ELD instead.

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

There was a material difference as a result of the designated ELD position not filled.

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

This past year, all teachers and support staff participated in robust professional learning opportunities on the multiple schoolwide initiatives including providing tiered intervention; and addressing student behavioral/SEL challenges, which has escalated post-pandemic.

We also created committees titled “Passion for Learning,” that focused on Family Engagement; Student Engagement; Community Engagement; and School Culture. We implemented these committees because engaging each of these educational partners is critical to the success of our school.

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

No changes will be made to the goal, metrics, desired outcomes for the 2023-24 school year, as our school continues to implement multiple schoolwide initiatives: DEIJ, PBIS, MTSS, & Olweus Bullying prevention.

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

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.

Engaging families/parents is essential in order to successfully educate “the whole child.” Our school will continue to strengthen communication and collaboration with families to improve student outcomes, reduce chronic absenteeism rates, improve school climate, and provide a welcoming and inclusive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Source: Dataquest	2019-20: 0.9%	2020-21: 0%	2021-22 SUSPENSION Schoolwide: Number 8, Rate 1.8% African American: 1, 4.3% Hispanic: 7, 1.7% EL: 3, 3.4% SWD: 2, 3.3% SED: 6, 2.0%		<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama Survey	2020-21: 78% Sense of safety 59% School connectedness	2021-22: 62% Sense of safety 42% School connectedness	2022-23: 59% Sense of safety 36% School connectedness		60%
Parent Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: 100% Sense of safety 96% School connectedness	2021-22: 80% Sense of safety 96% School connectedness	2022-23: 83% Sense of safety 11% School connectedness		60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: 83% Sense of safety 61% School connectedness	2021-22: 80% Sense of safety 75% School connectedness	2022-23: 53% Sense of safety 63% School connectedness		60%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 3 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 6. 7. 8.		Ranking of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 4 4. 3	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5		Ranking of 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT**	New Los Angeles Charter School will provide 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: • Monthly Townhall • Spirit week	$409.405	Y

		• Schoolwide events: College & Career Week, Cultural Heritage Day • Bus passes for homeless youth • Emergency supplies/equipment • Uniforms & school t-shirts • Lunch supervision aide Field Trips 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 which will be reported in the school's LCAP and local indicators report. The School Safety Plan will be reviewed and revised with the input of our educational partners and in adherence to state and local county health department guidelines with regards to COVID-19 mitigation efforts.		
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) • Community Schools Steering Committee New Los Angeles will ensure parents representing Unduplicated Pupils (English Learners, Low-income, and foster youth) and those representing Students with Disabilities (SWD) are represented to ensure diverse voices through their input in schoolwide decision-making. The (bilingual) Family Engagement Manager will establish partnerships in the community with organizations that will support family needs and will collaborate individually with identified families to connect them to resources within the community. In addition will work with the leadership to further	$31,380	N

		increase family participation in school functions and increase representation and voice in school committees and decision making bodies.		
3	**PROMOTING PARENT ENGAGEMENT & PARTICIPATION**	New Los Angeles Charter School will provide parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with opportunities to engage in their child's education through various activities and events: • Schoolwide: Back to School; Passion for Learning • Coffee with the Principal • Parent workshops focusing on social media, setting boundaries, attendance, connecting with your teen, restorative practices, bullying prevention, i-Ready assessments, drug/alcohol prevention program; and Sex Education. To address the high chronic absenteeism rates, the Administrative Assistant will collaborate with the Leadership Team (Attendance Committee) to implement the school's Attendance Policy and ensure parents know and understand it. The Administrative Assistant will participate in SART Meetings, contact families, identify root causes, and provide tiered intervention, and participate in parent meetings and/or workshops where attendance and/or truancy is discussed. The AA will translate correspondence and serve as an interpreter for Spanish speaking parents The Office Assistant will be the initial contact with families. When a student is absent the Office Assistant will contact the family within the hour, and a report will be provided to the Administrative Assistant the Principal. The Office Assistant is also bilingual and will serve an interpreter during meetings with parents. Communication with families will take place through Deans List, Mail Chimp, Remind App, and One call. Families will also have access to PowerSchool Parent portal to monitor their child's academic progress, attendance and communicate with school staff. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey.	$103,408	Y

Goal Analysis for 2022-23

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

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

No substantive differences.

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

No material differences

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

Our leadership team hosted numerous workshops for parents as requested: Technology, Bullying, preparing for high school, trauma, and anxiety. In addition, the Counselor hosted “Chats with the Counselor” Parent meetings to re-engage parents at the school through monthly workshops.

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

No changes will be made to the goal, metrics, desired outcomes for the 2023-24 school year, as our school continues to implement multiple schoolwide initiatives: DEIJ, PBIS, MTSS, & Olweus Bullying prevention

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,208,582	$145,865

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.53%	0%	$0	38.53%

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

Required Descriptions

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

Our school conducted a needs assessment and has implemented a multi-tiered approach to address these identified needs from the 2022 CA School Dashboard (2021-22 data) resulting in ATSI due to high chronic absenteeism rates, predominately due to quarantines from infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year.

The following goals and actions are being provided on a schoolwide basis and are contributing to the increased services requirement for unduplicated pupils; and are principally directed towards and effective in meeting New Los Angeles Charter School's goal for unduplicated pupils based on the needs assessment of UP. In addition, these actions align to our schoolwide initiatives of: Diversity, Equity, Inclusion and Justice (DEIJ), PBIS, MTSS, CGI Math implementation.

- Goal 1, Action 1: All teachers will participate in 10 days of robust professional learning (Summer 2023) including 3 non-instructional days that will focus on data analysis to inform instructional decision-making; and weekly during the academic year.

- Goal 1, Action 2: i-Ready assessments and learning platform

- Goal 1, Action 4: New Los Angeles Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: Art, Advisory, Sex Education, Wellness, Coding, Robotics, Choir and Dance.

- Goal 1, Action 6: An area of concern on the CA School Dashboard are the suspension and chronic absenteeism state indicators. New Los Angeles Charter School will continue to implement and strengthen its PBIS in combination with MTSS.

New Los Angeles Charter School 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 initiative, ensuring SEL and mental health needs are met; and implement strategies to reduce chronic absenteeism rates.

- Goal 2, Action 1: The **Head of Schools** will mentor and coach the principal, and Director of Special Education. The **Director of Academic Data** will collaborate with site leadership to collect and analyze formative and summative data to identify areas of academic need, develop goals and plans to meet those needs and create systems for progress monitoring throughout the school year. The Director of Academic Data will train and support staff on using data tools and reports to inform data-driven decisions. The Director of Academic Data will so provide additional data reporting and analysis as needed for external accountability, compliance reporting, surveys, teacher evaluation or development tasks, as needed.

The **Director of DEIJ** will collaborate with site and organizational leadership to implement the New LA Strategic Plan for Equity and analyze the school's progress toward achieving the goals set in the strategic plan. This will include developing a scope and sequence for staffwide professional development and collaboration with leadership to facilitate professional development. In addition will design DEIJ and social justice curriculum for students in alignment with the strategic plan. The Director of DEIJ will partner with families and school staff to continue to ensure New LA schools provide welcoming spaces for all members of our community.

Teachers will also participate in coaching (LAIRP) on restorative practices, DEIJ, and i-Ready learning platform.

- Goal 2, Action 4: Additional technology devices will be purchased.

- Goal 3, Action 1: Campus Aides and Outdoor Education

- Goal 3, Action 3: To address the high chronic absenteeism rates, the Administrative Assistant will collaborate with the Leadership Team (Attendance Committee) to implement the school's Attendance Policy and ensure parents know and understand it. The Administrative Assistant will participate in SART Meetings, contact families, identify root causes, and provide tiered intervention, and participate in parent meetings and/or workshops where attendance and/or truancy is discussed. The AA will translate correspondence and serve as an interpreter for Spanish speaking parents The Office Assistant will be the initial contact with families. When a student is absent the Office Assistant will contact the family within the hour, and a report will be provided to the Administrative Assistant the Principal. The Office Assistant is also bilingual and will serve an interpreter during meetings with parents.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: An area of concern is the academic performance of English Learners as evidenced in the 2022 CA Schools Dashboard, and internal assessments, resulting in widening achievement gaps. New LA Charter School will acquire an ELD Instructional Coach to provide ongoing coaching for all teachers to improve the quality and delivery of designated and integrated ELD instruction, which will impact EL academic performance, English proficiency, and reclassification rates. Teachers will also patriciate in Kagan strategies (training)

New LA will acquire an ELD teacher provide designated ELD instruction for EL, support ELs with literacy development; address the language needs of long-term ELs. provide workshops for parents on reading development; and English classes for non-English speaking parents. The ELD Instructional Coach will provide professional development and coaching for educators and paraprofessionals on integrated ELD, ELD Roadmap, strategies to support ELs with English Language acquisition, and to improve ELL students' academic outcomes ELs will receive academic intervention/support from the Interventionist (Goal 1, Action 3); and access to supplemental EL tools including Brain Pop EL. Internal assessments will be disaggregated by student group (including EL) to assess EL performance, growth, gap, needs; and will be used to strengthen delivery of instruction and supports for ELs.

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

The additional concentration grant add-on funding will be used to increase the number of substitute teachers to maintain continuity of instruction (Goal 1, Action 1); and Reading Intervention Specialist (Goal 1, Action 3)which will provide direct services to Unduplicated Pupils.

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,223,960	$ 823,210	$ 25,000	$ 259,066	4,331,236	$ 3,047,302	$ 1,283,934

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM		$ 1,204,247	$ -	$ -	$ 104,802	$ 1,309,049
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM		$ 204,554	$ -	$ -	$ -	$ 204,554
1	2	ASSESSMENT OF LEARNING		$ 17,912	$ -	$ -	$ -	$ 17,912
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING		$ 84,000	$ 323,776	$ -	$ -	$ 407,776
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING		$ 105,859	$ -	$ -	$ -	$ 105,859
1	4	BROAD COURSE OF STUDY		$ 62,264	$ -	$ -	$ -	$ 62,264
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITY		$ -	$ 122,820	$ -	$ -	$ 122,820
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS		$ -	$ -	$ 25,000	$ 79,469	$ 104,469
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS		$ 141,694	$ -	$ -	$ -	$ 141,694
1	7	COMPREHENSIVE SPED PROGRAM		$ 578,604	$ 118,076	$ -	$ 74,795	$ 771,475
2	1	PROFESSIONAL LEARNING OPPORTUNITIES		$ 12,774	$ 14,000	$ -	$ -	$ 26,774
2	1	PROFESSIONAL LEARNING OPPORTUNITIES		$ 204,177	$ -	$ -	$ -	$ 204,177
2	2	SUPPORTING EL – LANGUAGE ACQUISITION		$ 98,906	$ -	$ -	$ -	$ 98,906
2	3	CORE CURRICULAR NEEDS		$ 86,962	$ -	$ -	$ -	$ 86,962
2	4	CLOSING THE DIGITAL DIVIDE		$ -	$ 32,931	$ -	$ -	$ 32,931
2	4	CLOSING THE DIGITAL DIVIDE		$ 89,421	$ -	$ -	$ -	$ 89,421
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT		$ 39,094	$ 211,607	$ -	$ -	$ 250,701
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT		$ 158,704	$ -	$ -	$ -	$ 158,704
3	2	PARENT INPUT IN DECISION-MAKING		$ 31,380	$ -	$ -	$ -	$ 31,380
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION		$ 9,697	$ -	$ -	$ -	$ 9,697
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION		$ 93,711	$ -	$ -	$ -	$ 93,711

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,136,894	$ 1,208,582	38.53%	0.00%	38.53%	$ 1,208,582	0.00%	38.53%	**Total:**	$ 1,208,582
								LEA-wide Total:	$ -
								Limited Total:	$ 98,906
								Schoolwide Total:	$ 1,109,676

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	Schoolwide	All	NLAMS	$ 204,554	0.00%
1	2	ASSESSMENT OF LEARNING	Yes	Schoolwide	All	NLAMS	$ 17,912	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	NLAMS	$ 105,859	0.00%
1	4	BROAD COURSE OF STUDY	Yes	Schoolwide	All	NLAMS	$ 62,264	0.00%
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLAMS	$ 141,694	0.00%
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	Schoolwide	All	NLAMS	$ 204,177	0.00%
2	2	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLAMS	$ 98,906	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	Yes	Schoolwide	All	NLAMS	$ 89,421	0.00%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	Schoolwide	All	NLAMS	$ 158,704	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	Yes	Schoolwide	All	NLAMS	$ 31,380	0.00%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	All	NLAMS	$ 93,711	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,789,252.26	$ 3,844,617.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	No	$ 881,911	$ 852,496
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 366,119	$ 395,533
1	2	ASSESSMENT OF LEARNING	No	$ 13,050	$ 13,050
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 391,968	$ 390,018
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 103,265	$ 103,265
1	4	BROAD COURSE OF STUDY	Yes	$ 39,462	$ 44,461
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 677,965	$ 664,015
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	$ 13,532	$ 13,565
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 190,016	$ 190,016
1	7	COMPREHENSIVE SPED PROGRAM	No	$ 678,790	$ 680,525
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	No	$ 17,200	$ 26,879
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 100,652	$ 109,403
2	2	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 80,073	$ 4,073
2	3	CORE CURRICULAR NEEDS	No	$ 30,120	$ 31,360
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 22,506	$ 73,919
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	$ 2,750	$ 9,250
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 130,261	$ 143,261
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 49,615	$ 99,529

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$1,089,541.00	$ 1,059,462	$ 1,089,541	$ (30,079)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 366,119	$ 395,533	0.00%	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 103,265	$ 103,265.00	0.00%	0.00%
1	4	BROAD COURSE OF STUDY	Yes	$ 39,462	$ 44,461.00	0.00%	0.00%
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 190,016	$ 190,016.00	0.00%	0.00%
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 100,652	$ 109,403.00	0.00%	0.00%
2	2	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 80,073	$ 4,073.00	0.00%	0.00%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 130,261	$ 143,261.00	0.00%	0.00%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 49,615	$ 99,529.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,846,166.00	$ 1,089,541	0.00%	38.28%	$ 1,089,541	0.00%	38.28%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

Local Control and Accountability Plan Instructions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Local Control and Accountability Plan Instructions

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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

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