LCFF Budget Overview for Parents

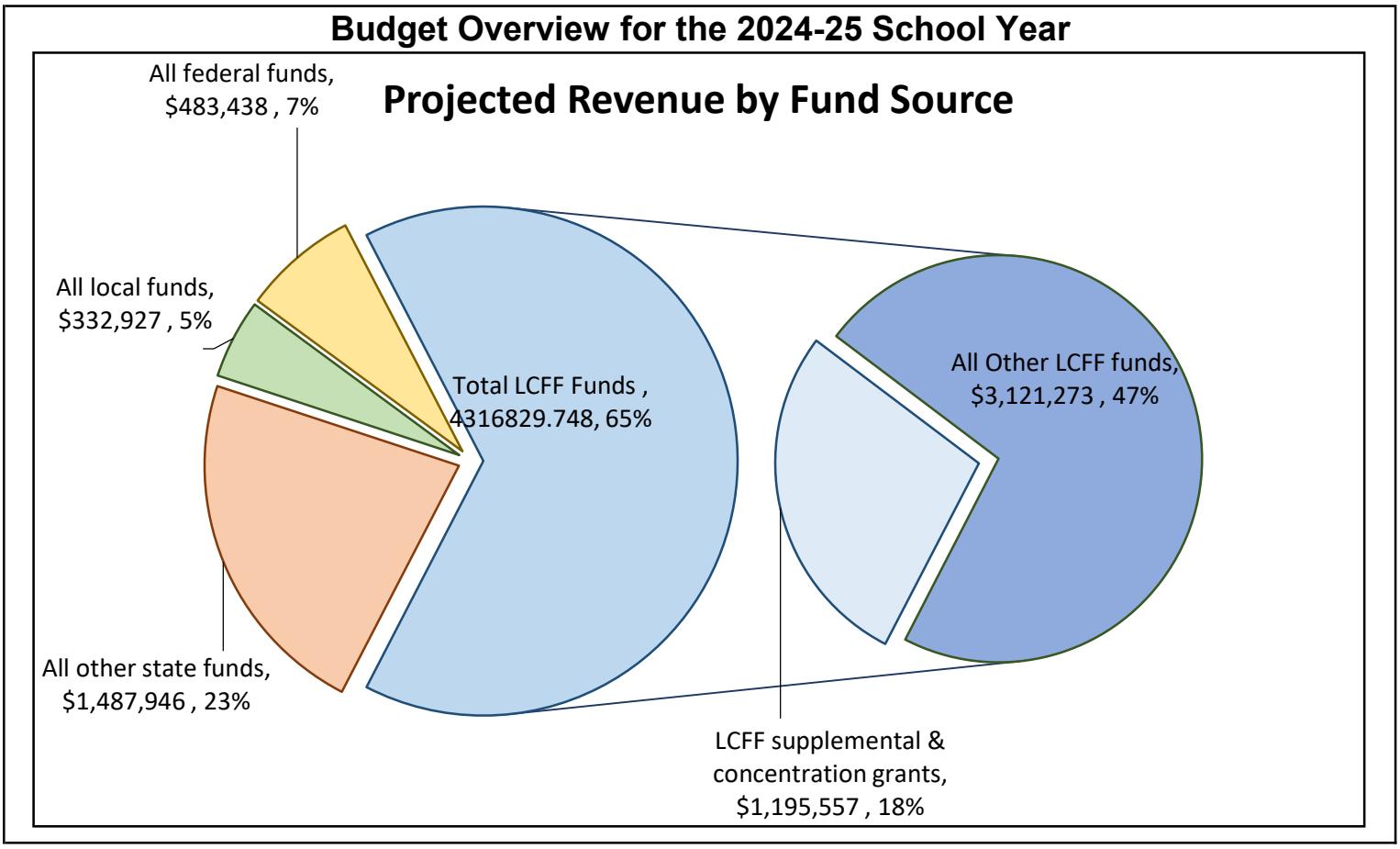
Local Educational Agency (LEA) Name: New Los Angeles Charter

CDS Code: 19647330117614

School Year: 2024-25

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).

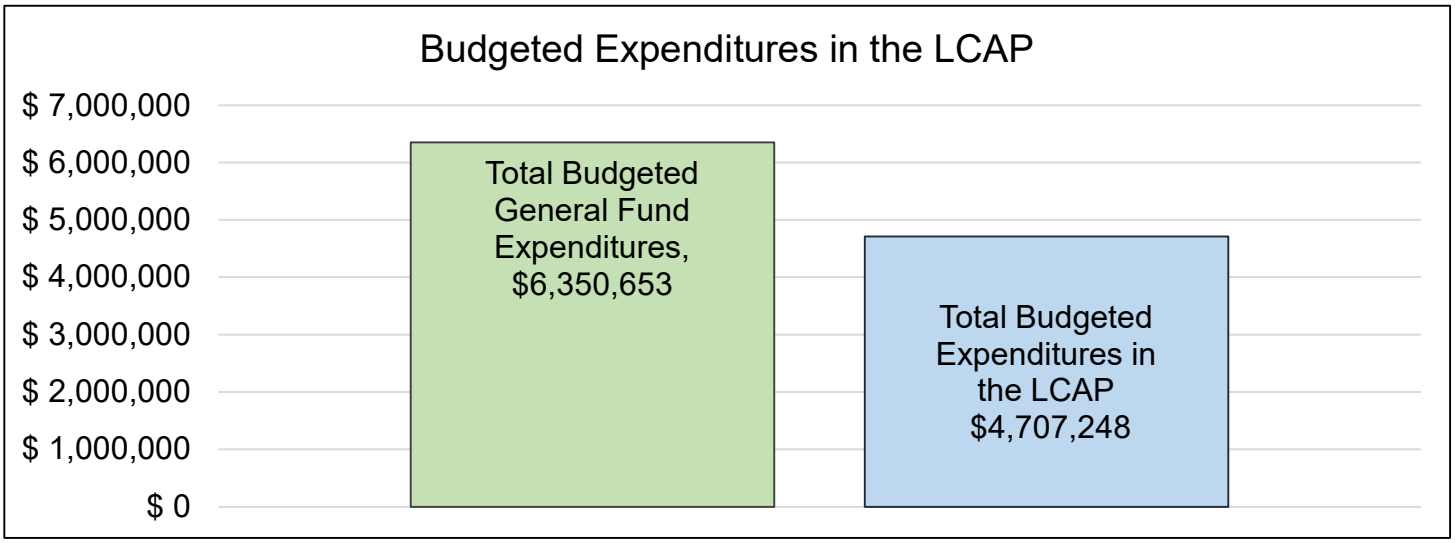


This chart shows the total general purpose revenue New Los Angeles Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Los Angeles Charter is $6,621,140.42, of which $4,316,829.75 is Local Control Funding Formula (LCFF), $1,487,946.06 is other state funds, $332,926.82 is local funds, and $483,437.80 is federal funds. Of the $4,316,829.75 in LCFF Funds, $1,195,556.79 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Los Angeles Charter plans to spend $6,350,652.59 for the 2024-25 school year. Of that amount, $4,707,247.59 is tied to actions/services in the LCAP and $1,643,405.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

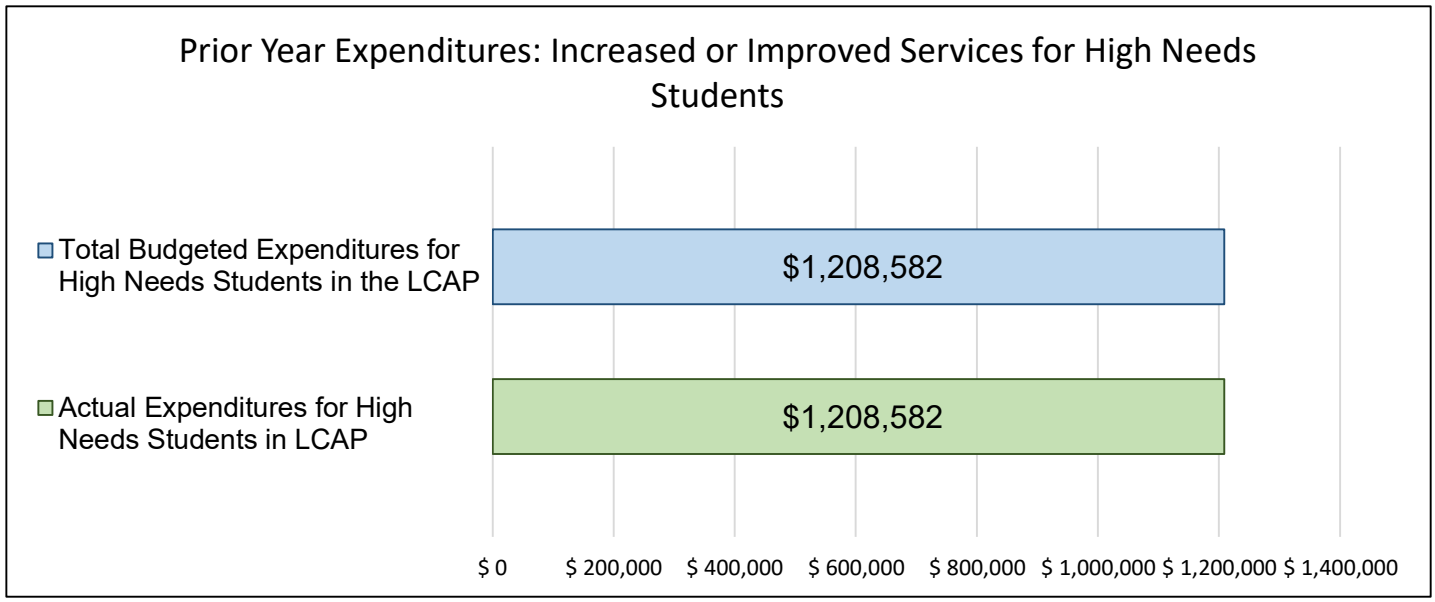
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary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

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

In 2024-25, New Los Angeles Charter is projecting it will receive $1,195,556.79 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 $1,195,556.79 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2023-24, New Los Angeles Charter's LCAP budgeted $1,208,582.00 for planned actions to increase or improve services for high needs students. New Los Angeles Charter actually spent $1,208,582.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

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	2022-23: 38.99% 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	2022-23: 20.06% 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	2022-23: 27.19% Met or Exceeded Standard	22%
Attendance Rate Source: CALPADS	2019-20: 96%	2020-21: 95%	2021-22: 88.4%	2022-23: 91%	>93%

Chronic absenteeism Rate Source: Dataquest	2018-19: 6.1%	2020-21: 15.8%	2021-22 CHRONIC ABSENTEEISM Schoolwide: Number 138, Rate 42.3% African American: 15, 65.2% Hispanic: 114, 40.0% English Learners: 35, 40.7% SWD: 33, 54.1% SED: 126, 41.9%	2022-23 CHRONIC ABSENTEEISM Schoolwide: Number 103, Rate 31.3% African American: 14, 51.9% Hispanic: 83, 28.7% English Learners: 22, 28.2% SWD: 22, 34.4% SED: 98, 32.8%	10%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Facilities in "good" repair as measured by FIT Source: SARC & FIT	2020-21: Exemplary	2021-22: Exemplary	2022-23: Exemplary	2023-24: Exemplary	Good
Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%

Goal Analysis

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

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

- Action 1: This action was partially implemented. New Los Angeles Charter School employs a Principal and teachers with a current vacant position for 8th grade humanities due to a midyear teacher resignation. Substitute teachers have been acquired to fill this vacancy; along with another vacancy for a teacher that transitioned to an administrative interim role. Despite numerous recruitment efforts, we were unable to fill the position.

- Action 2: New Los Angeles Charter School has administered the planned assessments except for CGI Math assessments since iReady assessments measure math standards, growth over time and provide scaffolded intervention to address learning gaps. Our goal is to avoid redundancy with assessments that may lead to testing fatigue. Running Records are used on a case-by-case basis as part of the reading intervention program. Therefore, this action was fully implemented.

- Action 3: This action was partially implemented New Los Angeles Charter School modified the master schedule to provide intervention blocks 4 times a week, over six-week cycles (previously twice per week) for our struggling learners. iReady assessments and learning pathways are used to the identy and monitor student progress. Seminar (intervention block) provides our students with differentiated instruction tailored to their learning gaps and academic needs. We engage students in their learning paths so they can take ownership of their learning and monitor their own progress. Despite numerous recruitment efforts we were unable to fill the Math Intervention position, so we modified the program, for the sub role to provide support for the enrichment cohort of students; and the credentialed teacher provides tiered intervention. We also adopted Maneuvering the Middle, an evidence-based math intervention curricular program. We continue to provide ELOP programming for our students that takes place after school, during intersession, and summer programming. We've partnered with TurtlEd to provide after school tutoring because we were unable to recruit our staff to provide this service, nor provide quality curriculum to support the learning gaps of our students, which TurtlEd is filling this gap. iReady data is used to identify students in need of tutoring and for placement in small groups and to develop a targeted learning plan every 10 weeks. We piloted the program in the fall and have chosen to continue the program this winter. An analysis of pre/post testing has concluded that this programming has been effective for students who participated regularly. Attendance has been an issue we continue to address; and for the Winter session we have implemented strategies to improve consistent attendance.

- Action 4: This action has been fully implemented. All students (TK-5) are enrolled in a broad course of study that extends beyond core subjects and includes Art, Advisory, Sex Education and Wellness. Coding, Robotics, Guitar, music appreciation, and Clubs (Spanish, Queer, BSU and Yearbook) are offered after school as part of the ELOP programming.

- Action 5: This action has been fully implemented. New Los Angeles Charter School employs janitorial staff to ensure a clean facility. Annually the FIT report is completed and reported on the SARC, LCAP and Local Indicators report.

- Action 6: New Los Angeles Charter School has fully implemented this action. Our PBIS Team continues participating in LACOE's PBIS Community of Practice training (Year 2), We utilize Dean's list to incentivize positive behavior and communicate at least weekly with families providing academic and behavioral reports. Student behavioral incidents continue to decline. We implemented the Yonder System, which requires students to check-in their cell phones using a sealed pouch at the start of each school day; which they can access after-school. We have seen significant improvements in student behavior, schoolwide culture and student engagement. Students recognize the positive impacts and now support this system. To date, a total of 4 students (suspension rate 1.4%) have been suspended for repeated and egregious/dangerous behaviors. We will be administering the Panorama SEL/Universal screener survey twice this year. The Fall survey revealed a 54% favorable school climate; and 59% felt safe at school. When surveyed on racism and social justice students reported 70-80% favorable ranges and in school safety 86% responded favorably to the question on whether school violence (fights) occur. We continue to implement numerous

strategies to improve daily student attendance (reduce chronic absenteeism rates). We initiated a SART, and have conducted home visits to identify root causes, provide families with resources to address barriers to learning/daily attendance, connect families with family carpooling groups, encourage positive attendance, and communicate with families regularly via phone calls and Deanslist. We have implemented Advisory contests, and weekly pillar points issued to students for perfect attendance. The principal communicates with families using Deanslist, parent meetings, discussing the impact of attendance on student academic achievement; and provides a weekly attendance summary to families each Friday. To date, chronic absenteeism rate is 22.7%.

- Action 7: This action has been fully implemented. New Los Angeles Charter School continues to strengthen its SPED Department that currently includes 3 Resource Teachers (one holds an Intern Permit); 2 paraprofessionals, and a BII who recently resigned. We are contracting that position since we have not been able to successfully fill that vacancy. The SPED Team has started sharing weekly lesson plans with SPED Administrators to review and provide feedback on tools to use during instruction to improve academic outcomes of SWD. We utilize iReady assessments to inform instructional lesson planning, intervention, IEP goals, progress monitoring, small group instruction during bi-monthly coaching sessions. This system has allowed us to look at student progress, provide a plan of action and analyze data to drive instruction. We understand the urgent need to address the learning gaps among SWD as evidenced by the RED performance levels for both ELA and Math Academic Indicator on the 2023 CA School Dashboard, which demonstrated no growth for SWD and significant achievement gaps (100.8 points DFS for ELA; and -164.1 points DFS for Math). We hold weekly department meetings to review compliance reports and provide staff professional development to support with quality instruction in and out of the classroom. Our professional development sessions have included effective IEP writing, goal achievement and how to progress monitor, culturally responsive teaching practices and how to effectively use iReady, Read Naturally, Zearn and Wilson to provide multisensory instruction. We utilize supplemental materials and staff has been trained on newly adopted ELA curriculum. iReady is used for lesson planning, intervention and data analysis to drive instruction. Our department will be attending a full day visit to the WISH School, an exemplar program fully implementing co-teaching to further advance our knowledge and future implementation across classrooms. Suspension also increased to a total of 6. We've implemented IEP meetings with re-entry meetings with parents to develop a plan for success and prevent future suspensions. We continue to implement restorative practices and PBIS, however the causes for these suspensions were egregious. SWD chronic absentee rates declined to 34.4% (from 54.1% the previous year), however there is still a significant need for improvement.

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.

- Action 1: There was a vacant position for 8th grade humanities due to a midyear teacher resignation, and substitute teachers were acquired to fill this vacancy; along with another vacancy for a teacher that transitioned to an administrative interim role. This resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 3: Despite numerous recruitment efforts the Math Intervention position remained vacant. We used substitute teachers (hourly basis) to provide intervention. This significant change in staff resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 6: The increase costs is due to additional facility repairs, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Action 1: Our leadership has been very consistent and has been able to build a smoothly operating school culture including a strong coaching program for staff and quality staff culture. Our PD has been very focused and aligned with school-wide goals and our leadership has been able to facilitate it successfully and has invited quality partners to engage with the staff.

Challenges: Staffing has been very challenging. We have not been fully staffed any of the years since the pandemic started.

Teacher Retention Rates: (approximations)

20-21: 80%

21-22: 85%

22-23: 77%

- Action 2: We've been very happy with our transition to iReady. It is a more user-friendly tool, and students are much more engaged with it than with other tools we've used in the past. PD provided by the iReady team has allowed us to get full use out of the platform and we are using the data more effectively to measure student achievement and progress.

Challenges: While we are seeing steady growth our students are still performing below standard. Some challenges here have been the lack of consistent quality teachers especially in math.

- Action 3: From 2022 to 2023 our CAASPP scores in ELA increased the DFA by 4.8 points. All significant student groups also increased. While these increases were in the single digits this was in a year where we saw declines in the both the District and the state. In Math our DFA increased 4.7 points and again while our scores are still below where we want them to be we are encouraged by seeing increased in a year when we saw declines in many other areas. We are also pleased that our ELs and Hispanic students doubled the rate of increase of our overall population indicating that we are moving towards closing the gap.

Challenges: SWD continue to perform far below the expectation and showed little to no growth in either ELA or Math. While the group is not large enough to register a color African American students are the only ones that showed a decline in both ELA and Math, and they were declines in the double digits. This is very concerning especially since our feeder school New LA Elementary sees this group often outperforming their peers.

- Action 4: We developed a new partnership with More Than Sex Ed for our Sex education program. This has been an extremely high-quality program. Our Advisory program is robust, and we've adjusted our schedule to allow for more time in advisory. Our teachers work together as a

grade level along with the AP, Director or DEIJ and the school counselor to plan and deliver high quality lessons about SEL, Social Justice, work habits and community building. This year we introduced year-long advisory challenges to foster healthy competition and deepen connections within the advisory.

Challenges: Our biggest challenge is with finding physical space and space in the schedule to offer electives. Since they might happen only a few times a week it is difficult to staff electives with any outside personnel or partner as they are not willing to come for just 1 hour a day. We previously offered Dance after school, but the partner program stopped offering the service and we were not able to find another partner in time for the year to start.

- Action 5: New LA MS has its own site that is beautiful, clean and in good repair. We've been able to maintain the facility without any issue.

Challenges: Our biggest challenge is space. For the last two years one class of 5th grade from New LA ES has been housed on our campus. this pushed our PE program out of their designated space, and they were outside and in the cafe. This made scheduling very tight. Even now that the 5th grade is not on our campus, we don't have enough room for everything we want to do. We have 3 resource teachers but two resource rooms for pull out services. We have two intervention teachers and an ELD teacher who have no room desk or office, so they keep their materials on a cart. We've grown our home office team but there is no place to house those people, so they are camping in the principal's office when on campus.

- Action 6: We've been able to bring down our chronic absentee rate steadily since the pandemic. Our overall rate and all significant student groups declined by double digits and SWD who had the highest rate of Chronic absenteeism declined by almost 20%. We know we have a long way to go but we are making progress and seeing success. I would call our PBIS and overall positive school culture a significant success. I know sometimes the numbers don't look like it, but our school is safe, positive and healthy with highly engaged students who like to be there. We put a strong emphasis on relationships with 75% of students responding favorably when asked if their teachers respect them. In the 3 years since we returned to in-person schooling it has been a long uphill trek when it comes to school culture, and we have been improving every year.

Challenges: Although it doesn't register a color the African American student group continues to be our highest rate of absenteeism. They also had double digit declines, but it is important to note and stay on top of the significantly higher rate of absenteeism. Over the past 3 years the obvious impact of the pandemic is in chronic absenteeism. First, we were impacted by frequent requirements for isolation and quarantine paired with poor response to independent study efforts to recoup attendance. We also had increased absences due to covid testing requirements - if a student missed the testing day they couldn’t return until they tested on their own, etc. Then in the following year we struggled to re-teach parents that it was okay to send their kid to school if they had the sniffles or even if they were exposed with no symptoms. The other impact of the pandemic was increased hardship on families and increased mental illness (depression and anxiety) for caregivers and students. Both are the most frequent issues that come up in our regular attendance meetings.

- Action 7: We have had an increase in the number of parents returning to campus to attend IEPs. It has allowed us to build a stronger relationship and partnership with families. Our team has worked hard to partner with service providers to co-create quality IEPs, meaningful services to students and continued partnerships with caregivers. This year we hired an Assistant Director of SPED that has allowed for additional

support, coaching and overall administrative support to our team. Our Asst. Director assists with IEP review, service delivery compliance reporting and an active and contributing member of our PLT team. An admin member of the SPED department attends all SART meetings for any student with an IEP and we can discuss the impact that attendance has on service delivery and overall school success in the context of the IEP.

Challenges: The last couple of years, we have experienced and increase in the number of referrals to special education. This has ultimately increased the number of students on each case managers roster. Additionally, many of our students have been experienced various forms of trauma or school refusal which has impacted service delivery, increased need for SEL support and deeper need for resources and support from our Charter Operated Programs team. Our resource teachers have begun to use curricular resources such as Wilson, Read Naturally and Snap & Read on a more consistent basis. Our team continues to receive support regarding instructional planning for our English Learner students with disabilities to support with academic progress and future reclassification. Staffing has been a major challenge over the last 3 years. This is the first year that we've had all 3 resource positions filled. In previous years we had vacancies filled with subs, agency placements or a cobbling together of case management services and paraprofessional support. We've also had multiple members of the SPED department go on leave for periods of time necessitating a sub. We also transitioned our leadership over the last 3 years. We are now in year 2 of consistent leadership but during and immediately following the pandemic we had either absent SPED leadership or incompetent SPED leadership. This really set the department back and we've been clawing a way back from a compliance perspective likely to the detriment of quality instruction.

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.

For the 2024-25 LCAP, New LA Charter School has revised Goal #1 to align to the school's commitment to the CA MTSS Framework and implementation of the CA Community Schools Framework through its integrated student supports outlined in the revise actions and metrics for this goal. The revised 2024-25 LCAP will also align to the CA Schools Dashboard, including the ELA & Math Academic Indicators, which will be reporting using "distance from standard," a more accurate measure that reports using scale scores. Based on feedback from our educational partners, this revision was made for purposes of transparency and alignment between the LCAP metrics and the CA School Dashboard. Per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (grade 5 assessment).

For the 2024-25 LCAP, New LA Charter School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 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.

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>2023-24: 100%</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>2023-24: 88%</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>
<tr><th colspan="2">Academic Standards</th></tr>
<tr><td>ELA</td><td>4</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>Math</td><td>4</td></tr>
<tr><td>NGSS</td><td>4</td></tr>
<tr><td>History</td><td>4</td></tr>
<tr><td>Health</td><td>4</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">2022-23 Implementation 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>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>
<table>
<tr><th colspan="2">2023-24 Implementation 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>3</td></tr>
<tr><td>NGSS</td><td>4</td></tr>
<tr><td>History</td><td>4</td></tr>
<tr><td>Health</td><td>4</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2023-24: Implementation</th></tr>
<tr><th colspan="2">Academic Standards</th></tr>
<tr><td>ELA</td><td>5</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>4</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
</table>
</td></tr>
<tr><td>% Of EL who made progress toward English Proficiency measured by ELPAC
Source: CDE</td><td>2018-19: 13.04%
Profiicient</td><td>2020-21: 17.57%
Proficient</td><td>2021-22: 23.46%
Proficient</td><td>2022-23: 17.81%
Proficient</td><td>25%</td></tr>
<tr><td>Reclassification Rate</td><td>2019-20: 6.5%</td><td>2020-21: 43.3%</td><td>2021-22: 35.3%</td><td>2022-23: 31.6%</td><td>20%</td></tr>
</table>

Source: Dataquest					
% EL with access to CCSS & ELD Standards Source: SARC & CALPADS	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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

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

All four actions were fully implemented for Goal #2:

- Action 1: New Los Angeles Charter School provides its educators with robust professional development/learning opportunities for its educators and support staff to build capacity, improve the delivery of instruction, and address the academic, social-emotional, learning needs of our students in alignment with our whole child approach and MTSS model. We did not implement Critical Friends Group (CFG) since none of our teachers showed interest in serving. However, the actions outlined have been implemented and we anticipate student growth and higher teacher retention rates.

- Action 2: New Los Angeles Charter School provides all ELs with designated and integrated ELD. An ELD teacher was hired but resigned before the start of the school year and we've finally filled the position as of January 2024. In the Fall semester, we utilized substitute teachers for this course. This year we purchased EL Achieve, ELD Curriculum; and our teachers have participated in ELD coaching and professional learning through Ensemble Learning. Our ELs performance on the ELA and Math CAASPP improved resulting in ORANGE performance level on the 2023 CA School Dashboard. There is still significant room for improvement. 50% of EL made progress in English language proficiency as measured by the 2023 Summative ELPAC earning a YELLOW performance level for the ELPI Indicator on the CA School Dashboard. We plan to administer the interim ELPAC to familiarize our EL students with the Summative ELPAC assessment prior to administering the actual assessment this Spring.

- Action 3: New Los Angeles Charter School ensures that every student has access to standards aligned curricular and instructional materials. This year we purchased new reading curriculum, Inquiry by Design and EL Achieve. Annually we purchase curricular, and/or instructional materials to ensure sufficient materials are available for all students in all subject areas.

- Action 4: New Los Angeles Charter School ensures all students have access to a technology device to access curricular and/or instructional materials. WIFI hotspots are provided as needed to students who lack internet connectivity at home. We did not have IT support this year so the

Operations staff, provided very basic technology support, ensuring all students had access to a technology device. All students checkout a Chromebook at the start of the school day, utilize it in their classroom; and return it at the end of the day.

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.

Action 4: The costs for new line panels was significantly less than projected, therefore resulting in a material difference between budgeted expenditures and estimated actual expenditures.

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

- Action 1: Our PD has been well planned and well received over the last few years. the consistent leadership (principal and AP) has enabled us to have clear multiyear plans that build on each other and strong institutional history and practices. This year we added to our administrative team with the Director of Academic Data and the Director of DEIJ. Both roles have been able to offer support to both leadership and directly to teachers in their areas of expertise. Leadership implemented a campus walkthrough protocol in which we were able to look for implementation of specific PD or coaching in the classrooms and then make leadership decision about how to proceed. This was informative and supported leadership growth and school-wide growth.

Challenges: With new positions this year we are still figuring out exactly where they fit in. Not really a challenge just a growing pain that we will settle into once everything isn't so new. Walkthroughs (mentioned in successes) have not been happening as consistently this year.

- Action 2: n Math on the 2023 dashboard EL growth was nearly double that of the overall population. We have been working on preparing students better for the ELPAC by having a session before the test to ensure that students understand the expectations. We also have had individual meetings with students in which they look at their previous scores and learn about the reclassification criteria. As part of our Ensemble coaching, we did empathy interviews with EL students which helped them gain understanding about their own status as ELs. This year we will administer the interim ELPAC.

Challenges: We have intended to and budgeted for an ELD teacher every year for the last 3 years and have not been able to hire a qualified candidate. We finally made a hire in the Spring of 2023 for this school year, but she backed out at the last moment leaving us in the lurch, at that point it was late in the hiring season, and we were not able to fill the position until Jan. 2024. The lack of this position has impacted our ability to deliver high quality dELD to our students.

- Action 3: Last year we implemented the DBQ project a Humanities resource that engages primary sources to integrate ELA and history standards, we feel that this is a high-quality product and have continued with the program this year. This year we purchased a new ELA curriculum Inquiry by Design.

Challenges: The biggest challenge especially when introducing new curriculum is finding the time to adequately train all the teachers and give them the time and space to really familiarize themselves with the resources to implement it with fidelity. We have also had some challenges with new to the school or just new teachers who require a lot of attention to be brought up to speed.

- Action 4: The plan we implemented this year has been a success resulting in fewer lost and damaged Chromebook. Students feel more ownership for the one device assigned to them.

Challenges: No identified challenges.

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.

For the 2024-25 LCAP, Goal 2 was revised to align to the school's shift to strengthen CA MTSS Framework providing educators and school leaders with robust professional learning opportunities and Coaching to improve student outcomes, engagement, build teacher/leadership capacity, and improve teacher retention rates. Actions and metrics were revised to align to this goal.

Based on feedback from our educational partners, for Priority 1: Basic Teachers, we will use the CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is pre-populated by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, and alignment of the CA School Dashboard Local Indicators with our school's LCAP.

For the 2024-25 LCAP, New LA Charter School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 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.

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 Number / Rate Schoolwide 8 1.8% African American 1 4.3% Hispanic 7 1.7% EL 3 3.4% SWD 2 3.3% SED 6 2.0%	2022-23 SUSPENSION Number / Rate Schoolwide 16 4.8% African American 2 7.4% Hispanic 13 4.5% EL 6 7.6% SED 15 5.0% SWD 6 9.4%	<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 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	2023-24: 58% Sense of Safety 35% 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	2023-24: 80% Sense of Safety 86% School connectedness	60%
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	2023-24: 60% Sense of Safety 81% 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. 3 6. 5 7. 3 8. 3	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	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	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	Ranking of 4+

Goal Analysis

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

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

All three actions were fully implemented for Goal #3:

- Action 1: New Los Angeles Charter School has implemented this action to promote student engagement and provide students with a welcoming and safe learning environment. Town Hall and Advisory programs focus on student engagement, school culture and expectations.

Students participate in field trips and the Outdoor Educational Trip is scheduled for Spring 2024.

This year we've increased the frequency of schoolwide events to include:

- September 6: Back to School Night: 6th and 7th Grade ONLY

- September 7: Back to School Night and High School Info Night 8th Grade ONLY

- October 4: Bike/Walk/Skate to School Day

- Dec. 6: Passion for Reading Night

- Sometime in Feb: Black Student Union hosting Black Panther Movie Night and Q&A session

- Feb. 28: Passion for Math Night

- Mar 5: Career Day

- April 24: Passion for Science Night

The Comprehensive School Safety Plan was reviewed, revised and presented to staff.

- Action 2: New Los Angeles Charter School has implemented ELAC/DELAC and PAC Meetings. We are currently in the process of engaging families on our whole child approach and informing them about Community Schools and the 4 Pillars of Community Schools and the alignment with our educational program.

The Family Engagement Manager assists with these committees and is working towards establishing partnerships within the community that supports our students and families. The Family Engagement Manager is implementing strategies to increase parent participation and engagement at the school and with their child's education.

- Action 3: The issue of daily attendance (reducing chronic absenteeism rates) and the impact on student academic achievement remains an area of focus at each parent meeting and workshop and SART meetings. The Family Engagement Manager assists with parent workshops and communicating with families to build positive relationships. We have received positive feedback from parents this yea

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.

- Action 1: There was an overestimation in the costs for universal meals resulting in a material difference between budgeted expenditures and estimated actual expenditures.

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

- Action 1: It has been great to get field trips back up and running along with outdoor ed. We are having higher and higher percentages of students attending outdoor ed as well. School culture is feeling solid and positive.

Challenges: We've really struggled to get a higher parent response rate on the panorama surveys, it has increased but is still really challenging. For our student surveys we aren't seeing the results we would hope. The data doesn't match our anecdotal observations. Students are happy; participation and engagement in clubs, advisory, town meeting is growing; discipline incidents are down; student retention (year to year) is strong; chronic absenteeism is declining. However, on the panorama survey school engagement is only 26% favorable and school belonging is 38% favorable. Additionally, both numbers have dropped from this time last year. It doesn't line up with what I see on campus or the general feel of the school when walking around the building.

- Action 2: Increasing participation and caregivers back on campus!

Challenges: Engaging parents to participate and commit to serving on committees is an area for growth.

- Action 3: Having families onsite has been positive for re-engaging the community.

Challenges: Parent participation on-campus continues to be an area for growth post-pandemic.

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.

For the 2024-25 LCAP, Goal #3 was revised to align to the school's commitment to strengthen home-school connections, and community building engaging families in shared decision-making that will improve student outcomes.

For Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 from the CDE's Local Indicators Priority 3 to questions #9-12 which provides a more accurate indicator for addressing this state priority.

For the 2024-25 LCAP, New LA Charter School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        - The reasons for the ineffectiveness, and

        - How changes to the action will result in a new or strengthened approach.

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 2024-25

General Information

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

The key features of New LA's educational program support our mission of cultivating future civic leaders. A dynamic and culturally relevant advisory program provides students with the social and emotional learning necessary for middle school and a collaborative learning environment. Our project-based learning core curriculum emphasizes students working together to solve real-world problems and make connections between the content and themselves. Students at New LA are encouraged to reflect on their three-year academic, behavioral, and social development story. Through reflection and progress monitoring in Advisory and core classes, students anticipate feedback from their teachers and peers, knowing feedback is essential to their growth. By the end of 8th grade, students have cultivated a deep sense of social responsibility to the New LA community and beyond in preparation for high school

Currently, New Los Angeles Charter School serves approximately 325 students in grades 6-8 with the following demographics: 87% Hispanic, 11% African American, 2% White, 18% Students with Disabilities (SWD), 21% English Learners (EL), 1% Homeless Youth (HY), and 83% 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.

New Los Angeles Charter School is not eligible for Equity Multiplier Funds. New Los Angeles Charter School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), and meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

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

Reflections: Annual Performance

A reflection on annual performance 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 2023 CA School Dashboard by indicator and student group.

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

The ***Students with Disabilities (SWD) student group*** received a RED performance level for the ***ELA and Math Academic Indicators*** on the 2023 CA School Dashboard (see above). To support academic progress the SPED team will use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will participate in 4 days of Wilson Reading PD in the summer/fall and will recommit to this reading program as a support for SWD to target reading goals and increase ELA performance for SWD. Training for other programs will be provided throughout the year by both external and internal trainers. We are adding IXL for math as a targeted support. The SPED team together with the math department will have training on the resource and will be able to use

it to assign targeted practice pathways. For SWD the targeted practice can be specific to the goals outlined in their IEPs. This additional resource and training along with the instruction from the resource teachers will help address the Red performance level in Math. The SPED team will meet weekly to review compliance, best practices and participate in PD as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA as well as other opportunities such as conferences and will participate in a department-wide professional read. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning. New LA Charter School will transition to the next phase of implementing a co-teaching model, using co-teaching tools. Resource teachers will partner with 1-2 content teacher (Humanities & Math teacher)

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

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

Math Academic Indicators: Based the 2023 CA School Dashboard performance for the Math Academic Indicator, the leadership team conduced a needs assessment using multiple types of data and identified students lacked foundational math skills and concepts especially computational fluency and conceptual understanding. These significant learning gaps are prevalent among Students with disabilities (SWD) and English Learners (EL). increased the frequency of intervention blocks to four times a week (formerly twice per week) for both ELA and math, and measured student progress in 6-to-8-week cycles. We utilized iReady data to identify student needs and groupings, for teachers to provide more intensive and individualized instruction to student groups. This process has allowed us to identify groups of students that were tracked throughout the year and monitored for progress. We have also been able to provide enrichment opportunities and support students who are at grade level and above. This year our math department has focused on domain specific instruction and prioritizing key standards or "priority standards" that students must learn before transitioning to the next grade level. Our math department has implemented collaborative teaching strategies that requires students to complete additional performance-based assessments and tasks where students receive real time feedback and are placed in stations for remediation or enrichment. Teachers are using CAASPP resources

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

from the teacher toolbox, exposing students to additional standardized types of assessments and performance tasks. An emphasis on supporting students with disabilities and English learners with mathematics has been a priority for our math department with explicit ELD instruction and familiarity with accommodations for students with disabilities. Through data analysis we shared formative assessments and have been able to target instructional practices that support students' ability to explain their reasoning and understanding of key mathematical concepts.

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

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

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

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

New Los Angeles Charter School is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators, Principals	**Monthly from January – May 2024**: The Chief of Schools meets monthly with the Principal Leadership Team (PLT) to review data, actions, and goals for the organization. **Weekly from January – May 2024**: The chief of schools met weekly with the New LA MS site administrators to discuss development of the 2024 LCAP goals, actions, and metrics, 2023 Dashboard performance, local data, budget, and schoolwide/organization-wide initiatives for the 2024-25 school year. Feedback from the consultation with the administrative team includes: • Based on classroom observations and teacher feedback need to provide professional development and coaching on Project-based Learning; DEIJ; continue with Kagan structures professional development, and strategies to support SWD, & progress monitoring. • To increase student engagement and participation, increase student choices with after school clubs based on student interest and capacity. • Need to clarify the roles and responsibilities of the Director in relation to site administrators.
Teachers	**Weekly from March – May 2024**: Administrators met with certificated staff to discuss development of the 2024 LCAP goals, actions, and metrics, 2023 Dashboard performance, local data, schoolwide priorities including school culture/PBIS, Instruction, Department meetings & Data, and DEIJ. Feedback from the consultation with teachers: • Teachers appreciate and would like to see continue the implementation of clear schoolwide expectations for behavior developed by the PBIS committee and led by the school counselor, in addition to behavior support with BIIs. • (Teacher) Advisors would like the school counselor to lead grade level differentiated lessons addressing specific mental health.

	• Teachers would like to continue subscription to Deanslist - to communicate with families regularly. • Teachers requested more clarity on emergency procedures specifically with Raptor response system. Drills are now discussed the week before the actual drill during staff meetings to address concerns and questions. **Weekly meetings from March – May 2024**: Grade Level Coordinators (GLC) met with the assistant principal to plan for weekly grade level meetings. Discussion focused on the 2024-25 LCAP Goals, actions and metrics, reviewing grade level PLC goals, and field trip planning. Feedback from the consultation with teachers: • Requested additional field trips for the upcoming school year aligned to the content standards to provide students with outdoor learning experiences. • Grade level Coordinators would like the Advisory calendar to include opportunities to improve supports for students with internalizing their learning from assignments and projects (i.e. social justice project created by the DEIJ coordinator, LAIRP Right-Brain Curriculum, mental health lessons created by school counselor). • Strengthen the capacity, and purpose of each Committee to ensure they align to the pillars, with the purpose of supporting schoolwide initiatives.
Other School Personnel	**Weekly meetings from March – May 2024**: The principal, assistant principal met with the Operations team (Site Manager, Assistant Director of Operations, Administrative Assistant) to address LCAP Goals and actions that focused on: attendance, chronic absenteeism, suspension rate; SEL, family engagement and needs, and facility services (basic services). attendance tracking, teacher needs, parent needs, emergency drills, event planning, food service, and other items concerning the maintenance of the school. Feedback from the consultation with the Operations Team: • Would like to continue with utilizing (subscription) Deanslist, that streamlines communication with families/caregivers (automated messages when students are absent), and easily sync with PowerSchool Student Information System. • Requested that administration inform all teachers that they must use the Hallpass app when a student leaves the classroom and is sent to the office. This provides office staff with relevant information on the reason the student was sent to the office. • There is a need to communicate and implement strategies schoolwide for students to take pride of their school, prohibiting vandalism, and destruction of property and perhaps implement schoolwide campus beautification campaigns.

Students	**<u>Monthly Town Meetings from February – April 2024:</u>** Each month administrators and the counselor led town meetings for each grade level to discuss LCAP metrics and actions in the areas of: Attendance, bullying, Clubs, Social justice projects, SEL, counseling, Dolphin Cheers (student awards issued by staff for students exhibiting the mission pillars of the month), outdoor education, and camping trips. Students were also surveyed in **April 2024.** Feedback from the consultation with students: • Continue with Advisory competition games and earning competitions points (attendance, exhibiting mission pillars). • Continue with Career Day in a variety of fields. • Continue with electives, and afterschool enrichment. • Requested tutoring and academic support in Math, science and Humanities. • Social-emotional support particularly with having a growth mindset, socialization, making friends and improving their self-confidence.
Parent Advisory Committee (PAC)	• **2/21/24:** PAC meeting took place to present and discuss the 2023-24 LCAP Midyear Update, including the 2023 Dashboard, and RED performance levels for ELA & Math for SWD, iReady assessments, attendance and chronic absenteeism rates. • Feedback from the consultation with PAC: The need to strengthen academic support and intervention for all students in ELA/Math and prioritize Students with Disabilities (SWD). • **5/8/24:** Discussion focused on the 2024-25 LCAP Goals, actions and metrics; and RED performance level on the CA School Dashboard. o Feedback from the consultation with PAC: Continue with TurtleEd online tutoring services; continue with after-school programming to include mathematics tutoring (using iReady) assessment results for summer programming; and would like additional parent engagement opportunities. • **6/5/24:** Presentation to the PAC of the 2024-25 LCAP for review and approval. o Feedback provided: The PAC approved the 2024-25 LCAP for submission to the New LA Board of Directors for approval.

ELAC, DELAC & EL-PAC	Meetings took place from **January – April 2024** and discussion focused on the 2024-25 LCAP goals, actions, metrics, 2023 Dashboard, local data including chronic absenteeism rates, and EL performance on local and state mandated assessments. Feedback from the consultation with PAC: • Continue with parent workshops on the importance of attendance; Reclassification criteria and designated and integrated ELD, ELPAC updates. • Continue with provide additional academic supports for ELs including language acquisition to increase reclassification rates, decrease LTEL, and ensure EL meet grade level mastery. **6/5/24:** Presentation to the EL-PAC of the 2024-25 LCAP for review and approval. • Feedback provided: The EL-PAC approved the 2024-25 LCAP for submission to the New LA Board of Directors for approval.
Parents including those representing Unduplicated Pupils	Meetings took place from **January – April 2024** and discussion focused on the 2024-25 LCAP goals, actions, metrics, 2023 Dashboard, local data including chronic absenteeism rates, and EL performance on local and state mandated assessments. Feedback from the consultation with PAC: • Continue with parent workshops on how to support their child academically and social-emotional well-being, including drug abuse workshop; continue with afterschool enrichment and tutoring services.
SELPA Administrator	• Communication with the SELPA and the SPED Director has been ongoing throughout the 2023-24 school year, specifically with outreach to COP3 team to support with behavior, level and mental health supports as needed. Feedback provided: Need to develop a more streamlined system for tracking service minutes. • Consultation with SELPA Administrator took place online on **5/2/24** on LCAP Goal 1, Action 7, action specific to the Special Education educational program. No additional feedback was provided.

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

The 2024-25 LCAP was influenced by the feedback provided by our educational partners with the following LCAP goals and actions:

- Goal 1, Action 2: Reading and Math Intervention teachers, and tutoring support (afterschool, intersession & summer programming); and after-school enrichment.

- Goal 1, Action 3: Counselor lead SEL lessons, PBIS implementation, Advisory Competition games, BII for behavior support.

- Goal 1, Action 4: Electives offering

- Goal 1, Action 5: Professional development Kagan Structures

- Goal 1, Action 7: Services to support SWD. Training on accommodations and modifications to support SWD.

- Goal 2, Action 2: Professional Development: Differentiating instruction; DEIJ, Restorative Practices, PBIS; and Director Roles

- Goal 3, Action 1: Afterschool clubs, Hall Pass App, Raptor security management system

- Goal 3, Actin 3: parent workshops, and DeansList

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

New LA Charter Elementary has strengthened its MTSS, in alignment with the CA Community Schools Framework to effectively support its students, and staff through a whole child approach to education, that includes the implementation of universal screeners (academic & SEL) to identify students who require additional support so they can thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 ELA CAASPP** **Student Group** / **DFS** All Students: -27.8 Hispanic: -29 EL: -78 SED: -32.2 SWD: -100.8			**2023-24 ELA CAASPP** **Student Group** / **DFS** All Students: -25 Hispanic: -27 EL: -75 SED: -30 SWD: -98	

2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** **Student Group** / **DFS** All Students -88.4 Hispanic -89.1 EL -134.4 SED -91.7 SWD -164.1			**2023-24 Math CAASPP** **Student Group** / **DFS** All Students -86 Hispanic -87 EL -131 SED -89 SWD -161	
3	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** **Student Group** / **%** All Students 27.19% Hispanic 18.88% EL 2.32% SED 25.81% SWD 6.25%			**2023-24 CAST % Proficient** **Student Group** / **%** All Students 29.0% Hispanic 20.0% EL 5.0% SED 27.0% SWD 8.0%	
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	50% Source: 2023 Dashboard			2023-24: 52% Source: 2024 Dashboard	
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 17.8%			2023-24: 20%	
6	Reclassification Rate Source: Dataquest	2022-23: 31.6%			2023-24: 33%	
7	Attendance Rate Source: CALPADS	2022-23: 91%			2023-24: 92%	
8	Chronic Absenteeism Rates Source: Dataquest	**2022-23: Chronic Absenteeism** **Student Group** / **Total** / **Rate** All Students 103 31.3% Hispanic 83 28.7% EL 22 28.2% SED 98 32.8% SWD 22 34.4%			**2023-24: Chronic Absenteeism** **Student Group** / **Rate** All Students 27% Hispanic 26% EL 22% SED 27% SWD 33%	

<table>
<tr><td>9</td><td>Middle School Dropout Rates
Source: CALPADS</td><td>2022-23: 0%</td><td></td><td></td><td>2023-24: 0%</td><td></td></tr>
<tr><td>10</td><td>Suspension Rate
Source: Dataquest</td><td><table><tr><th colspan="3">2022-23: Suspension</th></tr><tr><th>Student Group</th><th>Total</th><th>Rate</th></tr><tr><td>All Students</td><td>16</td><td>4.8%</td></tr><tr><td>Hispanic</td><td>13</td><td>4.5%</td></tr><tr><td>EL</td><td>6</td><td>7.6%</td></tr><tr><td>SED</td><td>15</td><td>5.0%</td></tr><tr><td>SWD</td><td>6</td><td>9.4%</td></tr></table></td><td></td><td></td><td><table><tr><th colspan="2">2023-24: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>2%</td></tr><tr><td>Hispanic</td><td><1%</td></tr><tr><td>EL</td><td><1%</td></tr><tr><td>SED</td><td>7%</td></tr><tr><td>SWD</td><td>8%</td></tr></table></td><td></td></tr>
<tr><td>11</td><td>Expulsion Rate
Source: Dataquest</td><td>2022-23: 0%</td><td></td><td></td><td>2023-24: 0%</td><td></td></tr>
<tr><td>12</td><td>% students participating in an elective course.
Source: Master Schedule
CALPADS</td><td>2023-24: 100%</td><td></td><td></td><td>2024-25: 100%</td><td></td></tr>
<tr><td>13</td><td>% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7
Source: SARC</td><td>2022-23: 97%</td><td></td><td></td><td>2023-24: 100%</td><td></td></tr>
</table>

NOTE: New Los Angeles Charter School currently serves grades 6-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate & High School Graduation rate

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENT OF LEARNING	To address learning gaps and close achievement gaps among student groups, there is a need to administer universal screeners and internal benchmark assessments that are used to develop annual student growth	$18,122	N

		targets, measure, and monitor student academic progress, and measure program effectiveness, which include: • iReady Reading & Math: 3 times/year • Formative & Summative assessments: ELA, Math & Science • Interim Assessment Block (IAB) for ELA, Math & Science The State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source. iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. iReady provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. iReady's online lessons provide tailored instruction and practice for each student to accelerate growth.		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	There is a need to continue to strengthen MTSS using tailored tiered academic support to accelerate learning and improve student academic outcomes. The Reading Intervention teacher will provide Tier 2 reading support; and the Math Intervention teacher will provide tiered support for struggling learners as identified by iReady and CAASPP assessments. The master schedule will include a Seminar Block, a six-week intervention block that focuses on ELA and Math and meets four times per week. Students are placed based on their performance on iReady assessments. Students will also have access to the expanded learning opportunities program (ELOP) that provide academic enrichment after school, during intersession and summer programming.	$677,365	Y
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	New LA Charter School will continue to implement SART meetings to improve daily student attendance and reduce chronic absenteeism rates. The Assistant Principal has developed attendance incentives to recognize	$311,553	Y

		perfect attendance using Deanslist. Students with perfect attendance each week earn a Pillar Point as part of PBIS, which can be redeemed at the student store. To further support daily attendance New LA Charter School will implement Advisory Class competitions where classes with ADA of 90% or more receive competition points. The Assistant Principal will also host monthly attendance meetings with families of at-risk students and will lead SART Meetings. At every parent meeting, administrators will discuss with families the importance of daily attendance, and impacts of chronic absenteeism on academic outcomes, socialization and behavioral risks for students. New LA Charter School is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. Panorama surveys will be administered as an SEL universal screener for students. Our school will also administer Panorama surveys to staff and families to solicit input on school climate, connectedness and belonging. 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. We will continue to participate in LACOE's PBIS Community of Practice training. The Counselor will provide SEL and mental health services and small group counseling services. Students will also have access to counseling services from Share & Care. New LA Charter School will continue to implement Deanslist, a PBIS rewards tracking program that includes attendance tracking and referrals (discipline and counseling); and in alignment with MTSS. The Behavior Interventionist will provide professional development on addressing student behavioral challenges, and implementing classroom structures to ensure consistency, and foster a culture of community and respect. The Los Angeles Institute of Restorative Practices will provide onsite staffwide coaching and training on restorative practices. New LA Charter School will continue to implement Responsive Classroom, a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.		

		Our school will continue with the Olweus Bullying Prevention Program, an evidence-based comprehensive program focused on long-term change that creates a safe and positive school climate. Behavioral Interventionists will provide additional support and assist with the development and implementation of Behavioral Intervention Plans and assist with behavioral issues that are inhibiting students' ability to learn.		
4	BROAD COURSE OF STUDY	New LA Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that includes the following: Art, Advisory, Sex Education, Wellness.	$66,107	N
5	SUPPORTING EL – LANGUAGE ACQUISITION	To improve English Learner (EL) language acquisition, New Los Angeles Charter School will employ an English Language Development (ELD) Interventionist that will provide tiered language support to ELs during the intervention block; and connect with EL families to inform them of the student's language needs, and strategies to support language acquisition at home. ELs will also have access to BrainPOP ELL that provides scaffolded lessons to build vocabulary and grammar skills at every level. ELs will also be prioritized for afterschool tutoring. All teachers will participate in the next level of Kagan Structures Professional Development to implement Kagan Structures in their classrooms to support ELs with language acquisition throughout the school year. • ELPAC Interim Assessments with ELD Interventionist to create learning goals prior to summative ELPAC administration • ELPAC Interim Assessment data will be used to create instructional goals for gen. ed. teachers in order help students pass the summative ELPAC. • Teachers will have access to BrainPOP ELL tools to incorporate into their classroom instruction • EL Achieve, ELD Curriculum for designated ELD-EL teacher has been fully trained in this curriculum	$104,479	Y

		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.		
6	SUPPORTING LTEL - LANGUAGE ACQUISITION	An analysis of Long-term English Learners (LTEL) academic performance identified that LTEL are struggling with foundational literacy skills including reading comprehension, and many are dually identified EL/SWD. To address the language acquisition needs of long-term English Learners, New LA Charter School will employ an English Language Development (ELD) Interventionist that will provide targeted tiered instruction to address the language needs of our LTELs, through small group instruction. The ELD Interventionist will collaborate with the resource teachers to ensure ELD instructional alignment with IEP goals to address both learning language needs. The ELD Interventionist will use Universal Design for Learning (UDL) strategies to ensure LTEL/SWD can access the curriculum to improve their language acquisition skills. The ELD Interventionist will use the secondary unit of our EL Achieve curriculum with a focus on speaking and writing. The ELD Interventionist will participate in department-wide planning meetings to support teachers with implementing strategies to support LTEL, including co-planning sessions between teachers and their grade level resource teacher. The ELD Interventionist will research professional learning opportunities that directly support LTELs which will be disseminated to staff during faculty meetings throughout the year. To further support LTELs with language acquisition, paraprofessionals will provide additional support during the instructional day through small group instruction, to strengthen English language proficiency. LTELs will also be prioritized for afterschool tutoring services.	$103,427	Y
7	COMPREHENSIVE SPED PROGRAM	New LA Charter School will transition to the next phase of implementing a co-teaching model, using co-teaching tools. Resource teachers will partner with 1-2 content teacher (Humanities & Math teacher) The Students with Disabilities (SWD) student group received a RED performance level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard. ***To support academic progress*** the SPED team will	$645,315	Y

		use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will participate in 4 days of Wilson Reading PD in the summer/fall and will recommit to this reading program as a support for SWD to target reading goals and increase ELA performance for SWD. Training for other programs will be provided throughout the year by both external and internal trainers. We are adding IXL for math as a targeted support. The SPED team together with the math department will have training on the resource and will be able to use it to assign targeted practice pathways. For SWD the targeted practice can be specific to the goals outlined in their IEPs. This additional resource and training along with the instruction from the resource teachers will help address the Red performance level in Math. The SPED team will meet weekly to review compliance, best practices and participate in PD as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA as well as other opportunities such as conferences and will participate in a department-wide professional read. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning. 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, BIIs, Paraprofessionals, and Contracted Services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. New LA ensures that all providers meet state credentialing and training requirements, and we observe required caseload limits. BII and BID will follow the behavior plan written into the		

		IEP with fidelity to meet the cognitive, social-emotional, and physical needs of students with disabilities. ***To support academic progress*** the SPED team will use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will participate in 4 days of Wilson Reading PD in the summer/fall and will recommit to this reading program as a support for SWD. Training for other programs will be provided throughout the year by both external and internal trainers. 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 iReady to monitor academic progress and the SPED team will be looking at disaggregated data from the iReady platform as well as other formative data monthly 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. As discussed in Goal 1, Action 6 Resource Teachers will also collaborate with the ELD teacher to specifically target those students who are LTELs and SWD. Together they will be able to address both IEP goals and language goals in the resource and ELD instruction.		

		To address behavior the SPED team will implement BIPs with fidelity and will collaborate with the Assistant Principal and the PBIS committee to ensure that tier 1 supports for all students are in place to ensure a safe learning environment. If behavior becomes a challenge for students with disabilities the team will assess the need and may make amendments to the BIP, behavior goals or behavior services on the IEP, develop a safety plan for the student, and engage in alternatives to suspension to respond to actions that may require a consequence. In some cases, student behavior may result in a recommendation for re-evaluation. New LA will continue to collaborate with and consult with the behavior team at our SELPA to both prevent behavior incidents and to respond appropriately when a behavior incident occurs. COP3 Behaviors Specialists will also be providing organization wide professional development during our beginning of year summer session on responding to behaviors in and out of the classroom environment to meet the social-emotional needs of all students. ***To address chronic absenteeism*** New LA will implement our attendance policy with fidelity which includes responding to absences quickly with supportive measures before attendance becomes an issue. All parents are informed of the importance of attendance and are contacted when absences occur. For students with IEPs who have high absentee rates the topic is always discussed at IEP meetings and the Director of Special Ed is a part of the SART team which focuses on identifying the root causes of chronic absenteeism and collaborating with the student and the family to find solutions. The SPED Department will also be holding quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement and importance of school attendance to access curriculum and continuity of special education services as outlined in their students IEP.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84%			2022-23: 91%	
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	

16	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard	2023-24 ELA: 4 ELD: 3 Math: 3 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA			2024-25: ELA: 4 ELD: 3 Math: 4 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	New LA Charter School will employ a principal and appropriately credentialed teachers to support the core educational program (ELA, Math, Science, Social Studies, PE) for all students. All teachers will participate in 10 days of robust professional learning (Summer 2024), in addition to 3 non-instructional days that will focus on data analysis to inform instructional decision-making; and weekly during the academic year.	$1,425,184	N
2	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: Inquiry by Design • Differentiating instruction • Culturally Responsive Teaching • iReady Implementation & data analysis to inform instruction.	$407,715	Y

		• Restorative Practices/Justice • Accommodations and Modifications – SWD • Olweus Bullying Prevention Program • PBIS • MTSS staffwide training The Chief of Schools will mentor and coach the principal, and Director of Special Education (administrators). 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 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, they 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.		
3	CORE CURRICULAR NEEDS	New LA Charter School will provide all students with access to standards aligned curriculum and instructional materials for all disciplines. Annual purchases will be made as needed including consumables.	$29,499	N

4	CLOSING THE DIGITAL DIVIDE	New LA Charter School will ensure technology devices are available for all students to access 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 will be updated and available for use during the instructional day and with the expanded learning opportunities program.	$23,744	N

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Exemplary	
18	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	2023-24: 9. 4 10.3 11.4 12.3			2024-25: 9. 4 10.4 11.4 12.3	

	4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 4 3. 4 4. 4			2024-25: 1. 4 2. 5 3. 4 4. 5	
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source:	2023-24: 58% Sense of Safety 35% School connectedness			2024-25: 62% Sense of Safety 40% School connectedness	
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source:	2023-24: 80% Sense of Safety 86% School connectedness			2024-25: 85% Sense of Safety 88% School connectedness	
22	Other Local Measure - Staff Survey: Sense of	2023-24:			2024-25:	

	safety & school connectedness Source:	60% Sense of Safety 81% School connectedness			65% Sense of Safety 85% School connectedness	

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	New Los Angeles Charter School will 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 monthly grade level Town halls; Spirit Weeks aligned with causes and actions (i.e. Earth Day, LGBTQ+ Pride, Black history, Bully prevention month); schoolwide events: Career Day, Passion Nights for Reading (trimester 1), Math (trimester 2) and Science (trimester 3); and offer after school clubs as requested by students (Queer Club, Black Student Union, Yearbook. Dance, Student Runners, etc.). Student will be provided a TAP card, at no addition cost, and homeless will receive bus passes as needed. We will implement uniforms and provide spirit t-shirts. We have successfully implemented the Yonder System, that requires students to check-in their cell phones using a sealed pouch at the start of each school day, which they can access after-school. We have seen significant improvement in student behavior, schoolwide culture and student engagement. Students recognize the positive impacts and now support this system. Field Trips and after school club experiences will provide our students with extended learning opportunities to 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 staff will ensure sufficient emergency supplies and equipment in every classroom. Campus aides will provide supervision to ensure a safe learning environment. The Raptor Visitor Management System will be added to identify and manage all visitors to the school. The Hall Pass app will be used when a student leaves the classroom and is sent	$197,521	N

		to the office. This provides office staff with relevant information on the reason the student was sent to the office.		
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) New Los Angeles will ensure parents representing Unduplicated Pupils (English Learners, Low-income, and foster youth) and those representing Students with Disabilities (SWD) are included 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 increase family participation in school functions and increase representation and voice in school committees and decision-making bodies. Interpreter services will be available upon request.	$34,401	N
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 Nights; High School Night for 8th graders, Passion for Learning Nights (reading, math, science) • Coffee with the Principals (monthly) • Parent workshops (examples include engaging in difficult conversations, social media and digital awareness, setting boundaries, attendance, connecting with your teen, restorative practices, bullying prevention, iReady assessments, drug/alcohol	$95,096	N

		prevention program, and Sex Education. To address the high chronic absenteeism rates, the Administrative Assistant will collaborate with the Assistant Principal to implement the school's Attendance Policy and ensure parents know and understand it. The Assistant Principal and Leadership Team 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 Dean List and Mail Chimp. 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. Interpreter services will be available upon request.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	New LA Charter School strives to provide all students and staff with a safe and clean school facility supported by the janitorial staff. Annually, the Facility Inspection Tool (FIT) report is completed, and results are reported on the SARC, LCAP and Local Indicators Report. Findings are addressed in a timely manner.	$568,020	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,195,557	$143,594

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
38.30%	0%	$0.00	38.30%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	There is a need to continue to strengthen MTSS using tailored tiered academic support to accelerate learning and improve student academic outcomes.	The Reading Intervention teacher will provide Tier 2 reading support; and the Math Intervention teacher will provide tiered support for struggling learners as identified by iReady and CAASPP assessments. The master schedule will include a Seminar Block, a six-week intervention block that focuses on ELA and Math and meets four times per week. Students are placed based on their performance on iReady assessments. Students will also have access to the expanded learning opportunities program (ELOP) that provide	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

<table>
<tr>
<td></td>
<td></td>
<td>academic enrichment after school, during intersession and summer programming.

These actions will be provided on a schoolwide basis because these strategies will benefit all students and we expect assessment results to improve in ELA and Math.</td>
<td></td>
</tr>
<tr>
<td>Goal 1, Action 3</td>
<td>Despite a decline in Chronic absenteeism from 2021-22 (42.3%) to 2022-23 (31.3%) rates remain high. There is a need to continue to strengthen schoolwide initiatives to re-engage students and families, including consistent messaging and education to address barriers to daily attendance and learning, and reduce chronic absenteeism rate below pre-pandemic levels.

<table>
<tr><th colspan="3">2022-23: Chronic Absenteeism</th></tr>
<tr><th>Student Group</th><th>Total</th><th>Rate</th></tr>
<tr><td>All Students</td><td>103</td><td>31.3%</td></tr>
<tr><td>Hispanic</td><td>83</td><td>28.7%</td></tr>
<tr><td>EL</td><td>22</td><td>28.2%</td></tr>
<tr><td>SED</td><td>98</td><td>32.8%</td></tr>
<tr><td>SWD</td><td>22</td><td>34.4%</td></tr>
</table>
</td>
<td>New LA Charter School will continue to implement SART meetings to improve daily student attendance and reduce chronic absenteeism rates. The Assistant Principal has developed attendance incentives to recognize perfect attendance using Deanslist. Students with perfect attendance each week earn a Pillar Point as part of PBIS, which can be redeemed at the student store. To further support daily attendance New LA Charter School will implement Advisory Class competitions where classes with ADA of 90% or more receive competition points. The Assistant Principal will also host monthly attendance meetings with families of at-risk students and will lead SART Meetings. At every parent meeting, administrators will discuss with families the importance of daily attendance, and impacts of chronic absenteeism on academic outcomes, socialization and behavioral risks for students.

New LA Charter School is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. Panorama surveys will be administered as an SEL universal screener for students. Our school will also administer Panorama surveys to staff and families to solicit input on school climate, connectedness and belonging.</td>
<td>The metric that will be used to monitor effectiveness:

#7: Attendance Rates
#8: Chronic Absenteeism Rates

</td>
</tr>
</table>

		The Counselor will provide SEL and mental health services and small group counseling services. Students will also have access to counseling services from Share & Care. New LA Charter School will continue to implement Deanslist, a PBIS rewards tracking program that includes attendance tracking and referrals (discipline and counseling); and in alignment with MTSS. The Behavior Interventionist will provide professional development on addressing student behavioral challenges, and implementing classroom structures to ensure consistency, and foster a culture of community and respect. These actions will be provided on a schoolwide basis because these strategies will benefit all students and we expect a reduction in chronic absenteeism rates and an improvement in daily attendance.	
Goal 1, Action 7	The Students with Disabilities (SWD) student group received a RED performance level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard. There are significant achievement gaps among Unduplicated Pupils (EL, SED) and SWD as evidenced in both ELA and Math CAASPP on the 2023 CA School Dashboard. Approximately, 86% of SWD are also Unduplicated Pupils (EL, LI, FY)	***To support academic progress*** the SPED team will use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will participate in 4 days of Wilson Reading PD in the summer/fall and will recommit to this reading program as a support for SWD to target reading goals and increase ELA performance for SWD. Training for other programs will be provided throughout the year by both external and internal trainers. We are adding IXL for math as a targeted support. The SPED team together with the math department will have training on the resource and will be able to use it to assign targeted practice pathways. These actions will be provided on a schoolwide basis because they aim to improve delivery of	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

	2022-23 ELA CAASPP **Student Group** / **DFS** All Students -27.8 Hispanic -29 EL -78 SED -32.2 SWD -100.8 **2022-23 Math CAASPP** **Student Group** / **DFS** All Students -88.4 Hispanic -89.1 EL -134.4 SED -91.7 SWD -164.1	instruction, student academic outcomes and accelerate student learning.	
Goal 2, Action 2	Professional development is critical to improve school culture, school climate, and student academic outcomes. Educational Partners requested additional professional development on Kagan strategies, DEIJ, PBL, strategies to support SWD and Instructional Coaching. (See Educational Partner section)	The Chief of Schools will mentor and coach the principal, and Director of Special Education (administrators). 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 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	The metric that will be used to monitor effectiveness: • #16: Implementation of the State Academic content & performance standards for all students & enable ELs access. • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #10: Suspension Rates

		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, they 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. These actions will create an opportunity to build teacher capacity and strengthen the delivery of instruction using evidence-based strategies that we anticipate will improve reading proficiency and math instruction; and strategies to support ELs and SWD using effective tiered intervention.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 5	There are significant achievement gaps among ELs as evidenced on the 2023 CAASPP ELA and math assessments (2023 CA School Dashboard) and the school's performance on the ELPI (Yellow) performance level.	To improve English Learner (EL) language acquisition, the English Language Development (ELD) Interventionist that will provide tiered language support to ELs during the intervention block; and connect with EL families to inform them of the student's language needs, and strategies to support language acquisition at home. ELs will also have access to BrainPOP ELL that provides scaffolded lessons to build vocabulary and	The metric that will be used to monitor effectiveness: • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

<table>
<tr>
<td></td>
<td></td>
<td>grammar skills at every level. ELs will also be prioritized for afterschool tutoring.

All teachers will participate in the next level of Kagan Structures Professional Development to implement Kagan Structures in their classrooms to support ELs with language acquisition throughout the school year.</td>
<td></td>
</tr>
<tr>
<td>Goal 1, Action 6</td>
<td>An analysis of Long-term English Learners (LTEL) academic performance identified that LTEL are struggling with foundational literacy skills including reading comprehension, and many are dually identified EL/SWD.
There are significant achievement gaps among Unduplicated Pupils (EL, SED) and SWD as evidenced in both ELA and Math CAASPP on the 2023 CA School Dashboard. Approximately, 86% of SWD are also Unduplicated Pupils (EL, LI, FY)
<table>
<tr><th colspan="2">2022-23 ELA CAASPP</th></tr>
<tr><th>Student Group</th><th>DFS</th></tr>
<tr><td>All Students</td><td>-27.8</td></tr>
<tr><td>Hispanic</td><td>-29</td></tr>
<tr><td>EL</td><td>-78</td></tr>
<tr><td>SED</td><td>-32.2</td></tr>
<tr><td>SWD</td><td>-100.8</td></tr>
</table>
<table>
<tr><th colspan="2">2022-23 Math CAASPP</th></tr>
<tr><th>Student Group</th><th>DFS</th></tr>
<tr><td>All Students</td><td>-88.4</td></tr>
<tr><td>Hispanic</td><td>-89.1</td></tr>
<tr><td>EL</td><td>-134.4</td></tr>
<tr><td>SED</td><td>-91.7</td></tr>
<tr><td>SWD</td><td>-164.1</td></tr>
</table>
</td>
<td>To address the language acquisition needs of long-term English Learners, New LA Charter School will employ an English Language Development (ELD) Interventionist that will provide targeted tiered instruction to address the language needs of our LTELs, through small group instruction. The ELD Interventionist will collaborate with the resource teachers to ensure ELD instructional alignment with IEP goals to address both learning language needs. The ELD Interventionist will use Universal Design for Learning (UDL) strategies to ensure LTEL/SWD can access the curriculum to improve their language acquisition skills. The ELD Interventionist will use the secondary unit of our EL Achieve curriculum with a focus on speaking and writing.</td>
<td>The metric that will be used to monitor effectiveness:
• #4: % EL who made progress towards English Language Proficiency
• #5: % students English Language Proficiency for Summative ELPAC</td>
</tr>
</table>

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,331,235.54	$ 4,150,516.12

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	$ 1,309,049	$ 1,220,375
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 204,554	$ 437,820
1	2	ASSESSMENT OF LEARNING	Yes	$ 17,912	$ 17,912
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 407,776	$ 402,866
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 105,859	$ 32,935
1	4	BROAD COURSE OF STUDY	Yes	$ 62,264	$ 63,949
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 122,820	$ 157,680
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	$ 104,469	$ 104,469
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 141,694	$ 132,694
1	7	COMPREHENSIVE SPED PROGRAM	No	$ 771,475	$ 738,258
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	No	$ 26,774	$ 20,664
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 204,177	$ 201,683
2	2	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 98,906	$ 56,926
2	3	CORE CURRICULAR NEEDS	No	$ 86,962	$ 75,757
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 32,931	$ 30,832
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 89,421	$ 15,850
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	$ 250,701	$ 182,937
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 158,704	$ 146,740
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 31,380	$ 31,380
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	$ 9,697	$ 8,096
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 93,711	$ 70,693

2023-24 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)
$ 1,190,725	$ 1,208,582	$ 1,208,582	$0.00 - No Difference	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	$ 204,554	$ 437,820.09	0.00%	0.00%
1	2	ASSESSMENT OF LEARNING	Yes	$ 17,912	$ 17,912.00	0.00%	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 105,859	$ 32,934.80	0.00%	0.00%
1	4	BROAD COURSE OF STUDY	Yes	$ 62,264	$ 63,949.32	0.00%	0.00%
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 141,694	$ 132,693.60	0.00%	0.00%
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 204,177	$ 201,683.00	0.00%	0.00%
2	2	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 98,906	$ 56,926.38	0.00%	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 89,421	$ 15,849.81	0.00%	0.00%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 158,704	$ 146,739.63	0.00%	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 31,380	$ 31,380.32	0.00%	0.00%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 93,711	$ 70,692.79	0.00%	0.00%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 3,121,273	$ 1,195,557	38.304%	0.000%	38.304%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,944,836	$ 1,537,587	$ -	$ 224,825	$ 4,707,247.59	$ 2,760,351	$ 1,946,897

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENT OF LEARNING	All	No				2024-25	$ -	$ 18,122	$ -	$ -	$ -	$ 18,122	$ 18,122	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	NLA-MS	2024-25	$ 242,459	$ 24,906	$ 267,365	$ -	$ -	$ -	$ 267,365	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2024-25	$ 17,180	$ 392,820	$ -	$ 408,110	$ -	$ 1,890	$ 410,000	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	NLA-MS	2024-25	$ 104,455	$ 75,700	$ 180,155	$ -	$ -	$ -	$ 180,155	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No				2024-25	$ 131,398	$ -	$ -	$ -	$ -	$ 131,398	$ 131,398	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2024-25	$ 43,207	$ 22,900	$ 43,207	$ 22,900	$ -	$ -	$ 66,107	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	English Learners	Yes	Limited	English Learners	NLA-MS	2024-25	$ -	$ 104,479	$ 104,479	$ -	$ -	$ -	$ 104,479	0.000%
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Long-term EL	Yes	Limited	English Learners	NLA-MS	2024-25	$ 97,427	$ 6,000	$ 103,427	$ -	$ -	$ -	$ 103,427	0.000%
1	7	COMPREHENSIVE SPED PROGRAM	SWD	Yes	Schoolwide	All	NLA-MS	2024-25	$ -	$ 189,626	$ 189,626	$ -	$ -	$ -	$ 189,626	0.000%
1	7	COMPREHENSIVE SPED PROGRAM	SWD	No				2024-25	$ 305,226	$ 150,463	$ 66,929	$ 315,345	$ -	$ 73,415	$ 455,689	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No				2024-25	$ 1,425,184	$ (0)	$ 1,345,681	$ 79,503	$ -	$ -	$ 1,425,184	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	Yes	Schoolwide	All	NLA-MS	2024-25	$ 278,008	$ 72,497	$ 350,505	$ -	$ -	$ -	$ 350,505	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No				2024-25	$ 8,000	$ 49,210	$ 13,038	$ 44,172	$ -	$ -	$ 57,210	0.000%
2	3	CORE CURRICULAR NEEDS	All	No				2024-25	$ -	$ 29,499	$ 22,451	$ 7,048	$ -	$ -	$ 29,499	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2024-25	$ -	$ 23,744	$ 23,744	$ -	$ -	$ -	$ 23,744	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No				2024-25	$ -	$ 197,521	$ 26,549	$ 170,972	$ -	$ -	$ 197,521	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2024-25	$ 34,101	$ -	$ -	$ 34,101	$ -	$ -	$ 34,101	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	No				2024-25	$ 73,706	$ 21,390	$ 21,390	$ 73,706	$ -	$ -	$ 95,096	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No				2024-25	$ -	$ 568,020	$ 186,290	$ 381,730	$ -	$ -	$ 568,020	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,121,273	$ 1,195,557	38.304%	0.000%	38.304%	$ 1,195,557	0.000%	38.304%	**Total:**	$ 1,195,557
								LEA-wide Total:	$ -
								Limited Total:	$ 207,906
								Schoolwide Total:	$ 987,651

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	NLA-MS	$ 267,365	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLA-MS	$ 180,155	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLA-MS	$ 104,479	0.000%
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLA-MS	$ 103,427	0.000%
1	7	COMPREHENSIVE SPED PROGRAM	Yes	Schoolwide	All	NLA-MS	$ 189,626	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	Schoolwide	All	NLA-MS	$ 350,505	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

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

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

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).