LCFF Budget Overview for Parents

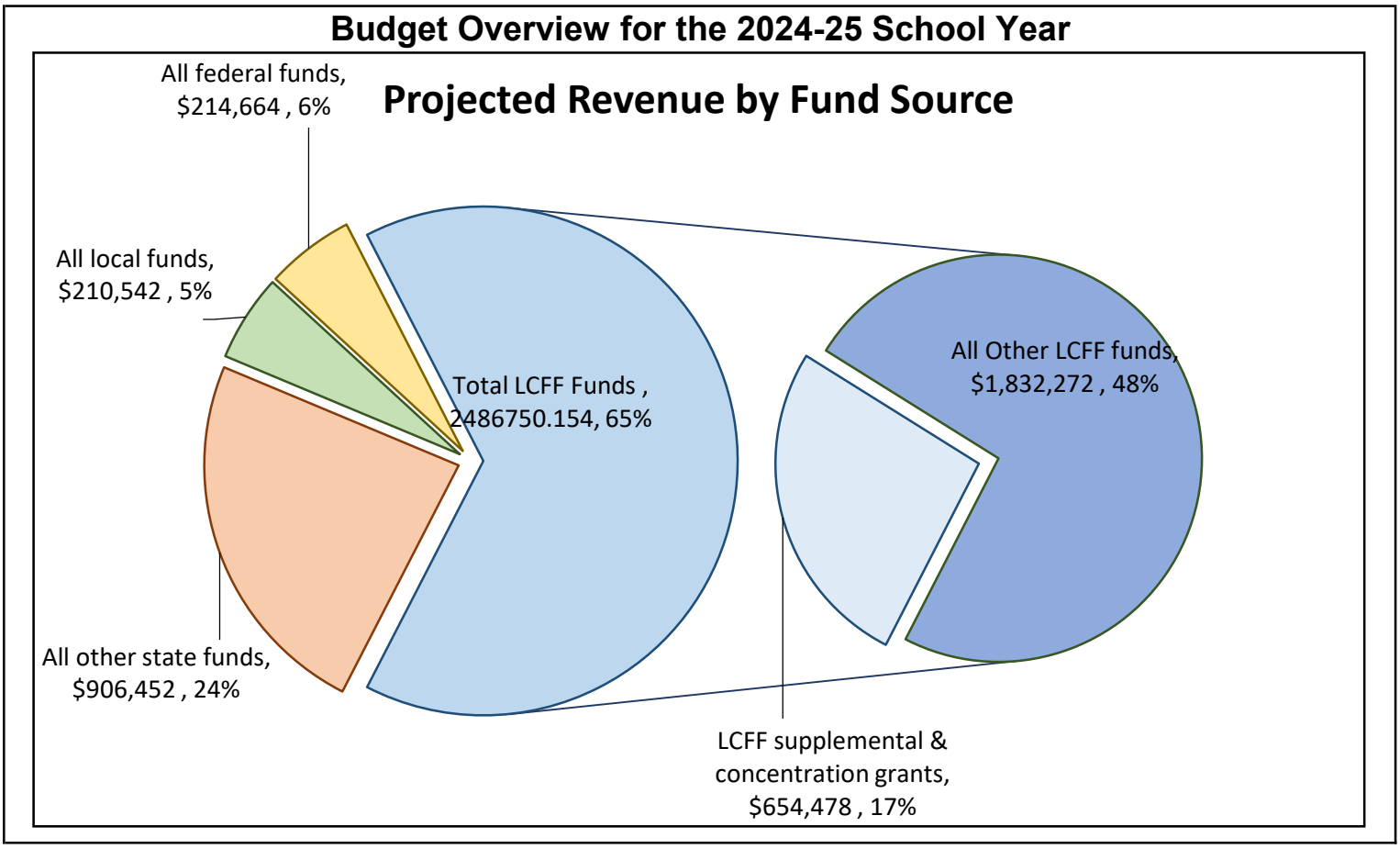
Local Educational Agency (LEA) Name: New Los Angeles Charter Elementary

CDS Code: 19647330133702

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).

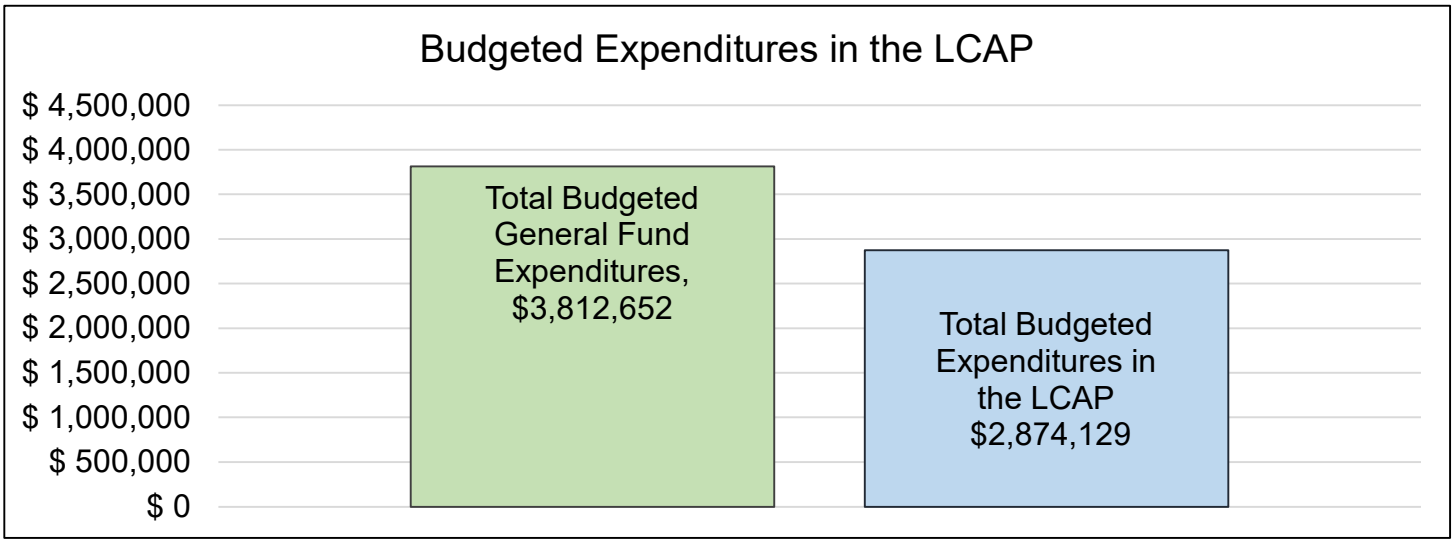


This chart shows the total general purpose revenue New Los Angeles Charter Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Los Angeles Charter Elementary is $3,818,407.61, of which $2,486,750.15 is Local Control Funding Formula (LCFF), $906,451.95 is other state funds, $210,541.93 is local funds, and $214,663.58 is federal funds. Of the $2,486,750.15 in LCFF Funds, $654,478.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New Los Angeles Charter Elementary 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 Elementary plans to spend $3,812,651.75 for the 2024-25 school year. Of that amount, $2,874,129.01 is tied to actions/services in the LCAP and $938,522.74 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

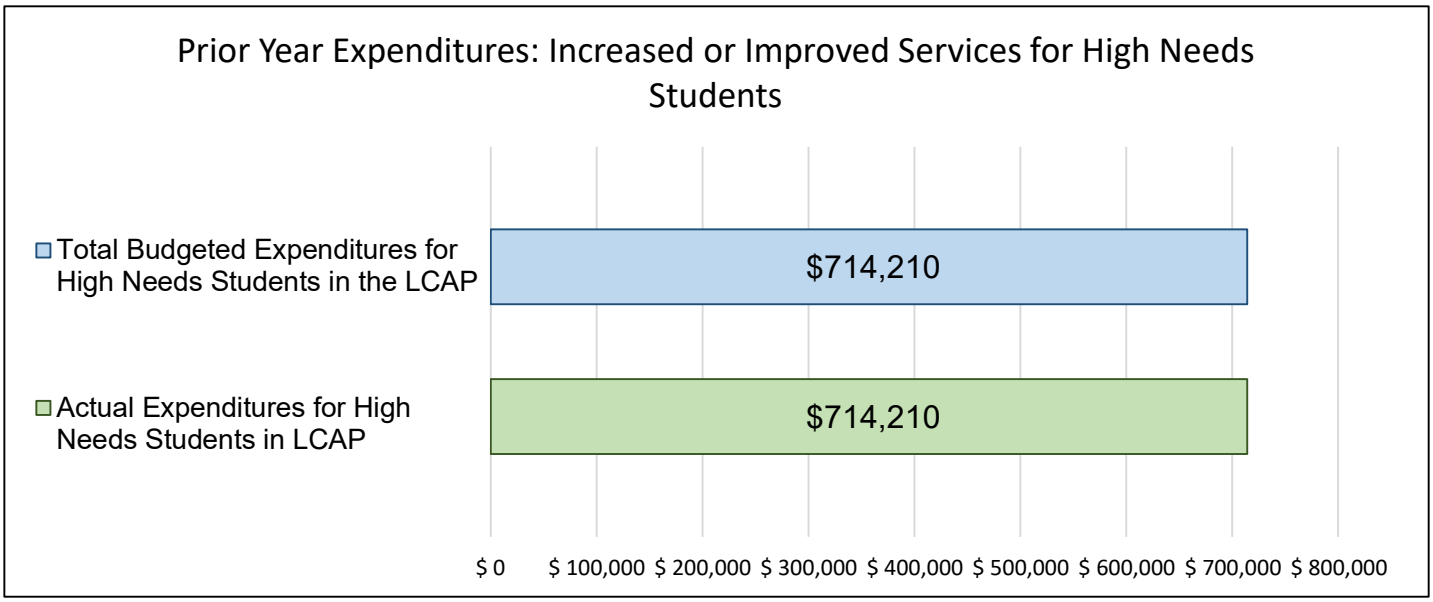
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary 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 Elementary is projecting it will receive $654,478.00 based on the enrollment of foster youth, English learner, and low-income students. New Los Angeles Charter Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. New Los Angeles Charter Elementary plans to spend $665,453.75 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 Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Los Angeles Charter Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, New Los Angeles Charter Elementary's LCAP budgeted $714,210.00 for planned actions to increase or improve services for high needs students. New Los Angeles Charter Elementary actually spent $714,210.00 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 Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.556.9500

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: 30.55% Met or Exceeded Standard	2020-21: not administered	2021-22: 31.66% Met or Exceeded Standard	2022-23: 38.67% Met or Exceeded Standard	35%
CAASPP Math Source: CDE	2018-19: 19.45% Met or Exceeded Standard	2020-21: not administered	2021-22: 17.21% Met or Exceeded Standard	2022-23: 21.49% Met or Exceeded Standard	25%
CA Science Test: Gr 5 Source: CDE	2018-19: Not administered (did not serve grade 5)	2020-21: Not administered	2021-22: 21.21% Met or Exceeded Standard	2022-23: 20% Met or Exceeded Standard	24%
Attendance Rate Source: CALPADS	2019-20: 95%	2020-21: 94%	2021-22: 88.7%	2022-23: 90.60%	>95%

<table>
<tr>
<td>Chronic absenteeism Rate
Source: Dataquest</td>
<td>2018-19: 13.2%</td>
<td>2020-21: 15.9%</td>
<td>
<table>
<tr><th colspan="3">2021-22 CHRONIC ABSENTEEISM</th></tr>
<tr><th></th><th>Number</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>83</td><td>41.5%</td></tr>
<tr><td>African American</td><td>25</td><td>55.6%</td></tr>
<tr><td>Hispanic</td><td>52</td><td>36.9%</td></tr>
<tr><td>English Learners</td><td>30</td><td>45.5%</td></tr>
<tr><td>SWD</td><td>17</td><td>41.5%</td></tr>
<tr><td>SED</td><td>78</td><td>46.2%</td></tr>
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</td>
<td>
<table>
<tr><th colspan="3">2022-23 CHRONIC ABSENTEEISM</th></tr>
<tr><th></th><th>Number</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>77</td><td>37.2%</td></tr>
<tr><td>African American</td><td>26</td><td>45.6%</td></tr>
<tr><td>Hispanic</td><td>47</td><td>35.9%</td></tr>
<tr><td>English Learners</td><td>21</td><td>33.9%</td></tr>
<tr><td>Homeless Youth</td><td>10</td><td>76.9%</td></tr>
<tr><td>SWD</td><td>13</td><td>29.5%</td></tr>
<tr><td>SED</td><td>70</td><td>40.0%</td></tr>
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</td>
<td><10%</td>
</tr>
<tr>
<td>% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:
Source: Master Schedule</td>
<td>2020-21: 100%</td>
<td>2021-22: 100%</td>
<td>2022-23: 100%</td>
<td>2023-24: 100%</td>
<td>100%</td>
</tr>
<tr>
<td>Facilities in “good” repair as measured by FIT
Source: SARC & FIT</td>
<td>2020-21: Exemplary</td>
<td>2021-22: Exemplary</td>
<td>2022-23: Fair</td>
<td>2023-24: Good</td>
<td>Good</td>
</tr>
</table>

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 fully implemented. New Los Angeles Charter Elementary School has filled all teaching positions and employs a Principal. All educators participated in 10 days of robust summer professional development and 2 non-instructional days, in addition to weekly professional learning during the academic year.

- Action 2: This action was fully implemented. Assessments were administered to assess every student (diagnostic assessment) at the start of the school year, and to monitor growth and identify learning gaps. This year, there were modifications made to the assessments originally planned to align to newly adopted curriculum and instructional practices. They are as follows:

- iReady reading and math (K-5) 3 times/year
- DIBELS 3 times/year (K-5th)
- Kickstart Number Sense (K-2) assessments 2 times/year
- CAASPP interim assessments (ELA and Math) (3-5)4 times/year
- Simplify Writing pre-and post-unit assessments (3-5)
- Assessment Checklists (Creative Curriculum TK) 3 times/year

- Action 3: This action was partially implemented. The math intervention teacher was not hired, as performance on the 2023 CAASPP demonstrated increased/increased significantly schoolwide and for each student group. Classroom teachers provided tier 2 academic support through small group instruction. We acquired Kickstart Number Sense, a math intervention tool for grades K-2. The reading intervention teacher uses findings from iReady and DIBELS assessments to identify students in need of intervention and progress monitoring of Tier 2 reading groups. Struggling learners also utilized iReady individualized learning pathways for ELA and Math. In addition, our newly adopted ELA curriculum provides embedded intervention tools for use in small group instruction. With these effective intervention tools, there was no need to continue with Raz Kids and Flocabulary. We provided 3 sessions of after school tutoring (12 sessions each) taught by our teachers. The topics/areas of focus for tutoring were based on iReady assessment data. The first session focused on math and the second session on writing. We offered Intersession for Thanksgiving, winter break and plan to offer it during spring break. In addition, summer programming was made available to all students during the month of July 2023. With the recent move to a single school facility and a decline in enrollment, we reduced the number of TA's (because we used to be co-located at 2 facilities); and we identified the need for additional BII; and those positions were filled.

- Action 4: This action was fully implemented. All students (TK-5) are enrolled in a broad course of study that extends beyond core subjects and includes Art, Health and Music. Coding is provided to students in K-5.

- Action 5: This action was fully implemented. New Los Angeles Charter Elementary School moved out of the LAUSD Prop 39 facility and acquired its own school facility. Janitorial services were provided to ensure a clean facility adhering to health and safety standards. The FIT report was administered, and results were reported on the SARC; and will be reported on the LCAP and Local Indicators Report.

- Action 6: New Los Angeles Charter Elementary School is in year two participating in LACOE's PBIS COP. We have been administering the panorama survey 2x a year to students (fall and Spring) Our 2023 Dashboard reflects a Yellow performance level for all students for the Suspension Rate Indicator; Orange for Socioeconomically Disadvantaged and African American student groups; and a BLUE performance level for English Learners, Students with Disabilities and Hispanic student groups. A total of 2 students were suspended in the 2022-23 school year: resulting from physical altercations. For all prior incidents we implemented restorative practices and alternatives to suspension. These included the development and revision of the Comprehensive School Safety plan, SSPT meetings, an incentivized behavior contract, and referral for IEP assessment. Both students are in the African American and SED student groups. Given the school's small population and even smaller population

for those two groups these two incidents resulted in an overall suspension rate of 0.9% overall and 3.3% for African American and 1.1% for SED. Since our suspension rate was previously 0.0% these percentages are also the rate of increase. This resulted in all groups being the "increased" column and resulted in relatively high rates due to the small population. We do not feel that this is representative of a significant increase in major behaviors or a breakdown of our PBIS and restorative practice policies. School culture continues to strengthen and major discipline issues are few and far between. To date this year 2023-24, we have had no suspension events, and we hope to keep it that way. Our 2023 Dashboard reflects a Yellow performance level for the chronic absenteeism indicator schoolwide and for the Socioeconomically Disadvantaged student group. All other student groups received an Orange performance level a decline from the prior year (2022 Dashboard). Currently our school's overall chronic absenteeism rate to date is 31.05% and we continue to implement numerous strategies to reduce chronic absenteeism and re-engage students to attend school regularly.

- Action 7: This action was fully implemented. New Los Angeles Charter Elementary School continued to implement the actions for Students with Disabilities (SWD). The SPED Department meets weekly to review compliance reports and provides staff with professional development to support with quality and delivery of instruction in and out of the classroom. Over the past year, we have shifted our focus with intentional planning between General Education and RSP teachers who attend grade level meetings to ensure appropriate accommodations and/or modifications are provided, including pedagogical strategies to support the learning of SWD. Teachers have also been receiving increased coaching and mentoring led by the Assistant Director. This includes an increase in the frequency of classroom observations, feedback and coaching. We attribute the gains in academic performance among SWD in the ELA and Math CAASPP to the increased collaboration and professional development. We utilized supplemental instructional materials and staff were trained on the newly adopted ELA curriculum. iReady was used for lesson planning, intervention and data analysis to drive instruction. Our department attended a full day school visit to an exemplar program fully implementing the co-teaching model to further advance our knowledge and future implementation across classrooms.

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 3: Due to the decline in student enrollment the Math Intervention teacher position was not filled, in addition to hiring less Instructional Aides than anticipated due to the school relocating to a single site, which resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 5: The move to a single school facility resulted in a decrease in facility leasing costs, 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: We have been able to fill our open teaching positions each year and have had an 80%. retention rate.

Challenges: The pool of candidates has been limited in the past three years. Most of the teachers that our school has hired are new to the profession and/or hold an intern permit working toward clearing their credential. New teachers to the profession require significant resources, including consistent and ongoing coaching in content area and pedagogy.

- Action 2: Our internal benchmarks and universal screeners have helped our teachers identify and plan for instructional needs and make student groups. iReady has been a very useful tool for supporting student academic progress as well as providing resources for small group lessons to teachers that we are using in classrooms as well as for after school tutoring. DIBELS is very supportive for our primary grades teachers especially to identify gaps in fluency and basic phonics skills that our structured literacy curriculum can address. Our reading intervention teacher also uses DIBELS to progress monitor students in reading intervention.

Challenges: include making sure that as we adjust our curriculum and instruction to stay up to date with instructional best practices; and the use of assessments to inform instructional decision-making. This has resulted in mid-year shifts to improve student outcomes, all of which have been a learning curve for administrators and teachers alike.

- Action 3: Our academic data shows lots of growth for our unduplicated pupils over the past three years. We have had good participation from students and families in Intersession and summer school.

Challenges: The achievement gap is still large for these groups despite growth.

- Action 4: All students have access to enrichments (Art, Coding, Health and Music).

Challenges: Staffing challenges post-pandemic especially with our provider, YMF, but it has improved this year.

- Action 5: We secured, renovated and moved into a new facility in Aug. 2023. This followed a multi-year search, a heavy lift with the district and significant financial commitment. We are now even better able to control our site to ensure the most healthy and safe learning environment for students.

Challenges: We spent the last 7 years on a Prop 39 site which limited our ability to control the space, caused political tension and resulted in cuts to enrollment and caps on growth until we were able to secure a new site. Other challenges over the past 3 years include a global pandemic with disrupted ideal learning situations and resulted in significant absences of both students and staff and pulled focus from leadership.

- Action 6: Over the past three years we have successfully implemented a dedicated SEL block every morning in every classroom. Teachers run class meetings and teach social emotional skills using 2nd step and Olweus meeting structures. We have strong participation in our counseling program and being able to provide counseling every day has helped a significant number of students. We have refined and expanded our PBIS systems to include points and data tracked on Deanslist, school-wide and classroom expectations that explicitly taught using the CHAMPS

model, and celebrations of students accomplishments through mission pillar and REP recess and PE awards. We've brought our weekly Friday awards assembly back in person and families are joining us for them. Panorama has been very helpful for tracking student engagement, safety sense, belonging, and social emotional well-being. It has been very helpful for setting school wide goals.

Challenges: We continue to struggle with parent participation with the parent survey. We will implement new strategies in the 2024-25 school year including administering surveys during schoolwide events, and parent-teacher conference to improve the participation rate. Another challenge is the increased caseload for students who need counseling services, and our counseling services through Her Healing is at capacity.

- 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. On the 2023 Dashboard SWD don't register a color for the academic indicators. However, we can see that this group increased in ELA 27.7 points as compared to 25.3 points for the overall New LA ES population, 1.8 points for State SWD, and 5 points for LAUSD. Also New LA SWD in ELA are 89.2 points below standard which is better performance than both the district and state. According to the 5x5 grid if SWD were to register a color it would be orange. For math SWD at New LA increased 25.6 points as compared to 27 points overall at New LA and 5.5 points for State SWD and 9.4 points for SWD in LAUSD. SWD at New LA ES are performing 109.3 points below standard which is better performance than both the district and the state. According to the 5x5 grid if SWD were register a color it would be orange. This data indicates to me that New LA is doing a better job than most other schools at supporting students with disabilities even though there is a still a long way to go. The improvement that we are seeing indicates that the work we are doing is helping our students make progress.

Challenges: One challenge has been staffing for SPED. In 22-23 we had a vacancy all year and we had a support high caseload with support from external agencies. This year we started fully staffed but our second resource teacher resigned unexpectedly in Sept. We've been unable to fill the position and have had to use subs and case management support from outside agencies. Another challenge has been the steadily increasing caseloads. This is a result of an increase in referrals for IEP assessment (often coming from caregivers on the advice of medical professionals) and we are seeing far more of our students who come from other schools coming to us with IEPs. In 21-22 we ended the year with a SPED rate of 18% and averaged 16% for the year. In 22-23 we ended the year with 20.7% and averaged 18.6% for the year. This year, 23-24 we have a current SPED rate of 24%. We are also seeing more severe behavior and mental health needs as we continue to recover from the impacts of the 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, New LA Charter Elementary 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 using a "whole child approach" and providing comprehensive integrated student supports outlined in the revise actions and metrics for this goal to address the academic, social-emotional, behavioral and mental health needs of students. 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 Elementary 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 Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table

Goal

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

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</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td>2022-23: 87.5%</td><td>2023-24: 100%</td><td>100%</td></tr>
<tr><td>Implementation of the Academic content & performance Standards – measured using CDE's Local Indicator Priority 2 (source)</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>5</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>Math</td><td>5</td></tr>
<tr><td>NGSS</td><td>4</td></tr>
<tr><td>History</td><td>4</td></tr>
<tr><td>Health</td><td>5</td></tr>
<tr><td>PE</td><td>5</td></tr>
<tr><td>VAPA</td><td>5</td></tr>
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<tr><th colspan="2">2023-24: Implementation</th></tr>
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<tr><td>VAPA</td><td>5</td></tr>
</table>
</td></tr>
<tr><td>% Of EL who made progress toward English Proficiency measured by ELPAC</td><td>2019-20: 21.7%</td><td>2020-21: Not reported</td><td>2021-22: 45.5%</td><td>2022-23: 54.3%</td><td>25%</td></tr>
<tr><td>Reclassification Rate
Source: Dataquest</td><td>2019-20: 14.1%</td><td>2020-21: 12.2%</td><td>2021-22: 10.9%</td><td>2022-23: 9.8%</td><td>20%</td></tr>
</table>

% EL with access to CCSS & ELD Standards Source: SARC & Master Schedule	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.

Actions #1-3 were fully implemented for goal #2:

- Action 1: New Los Angeles Charter Elementary School provides its educators and support staff with robust professional development/learning opportunities 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 to education and MTSS model. This year we moved to a new facility and therefore reduced non-instructional days of PD to 2 (originally 3). We are on track to address each of the areas of focus for professional development. The Head of Schools is now the Chief of Schools, who provides mentoring and coaching for the principal, and Directors. The Principal mentor and coach the Assistant Principals. This is the link to our PD and faculty meeting schedule for the year.

- Action 2: All ELs received daily designated and integrated English Language Development (ELD). All teachers continued to receive extensive coaching and training on ELD and strategies to support our ELs through Ensemble Learning. New Los Angeles Charter Elementary School received a GREEN performance level for the ELPI on the 2023 CA School Dashboard, with 54.3% of EL making progress in English Language Proficiency as measured by the Summative ELPAC. This is an increase of 8.9% from the previous school year. Our English Learners also improved (increased) on the ELA CAASPP; and increased significantly on the Math CAASPP, as measured on the 2023 CA School Dashboard earning a YELLOW performance level for both Academic Indicators.

- Action 3: New Los Angeles Charter Elementary School curriculum and assessment committee ensured all curriculum was standards-aligned and that every student had access to curricular and instructional materials. Annual purchases were made which included: Superkids (K-2) and Read-side-by-side and Simplify Writing (3-5).

- Action 4: This action was partially implemented. New Los Angeles Charter Elementary School ensured all students had access to a technology device to access curricular and/or instructional materials. WIFI hotspots were 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.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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: -The addition of the Director of Academic Data and Director of DEIJ has opened more opportunity for providing PD internally. Both roles have been able to provide support to both teachers and leadership in their areas of expertise. Staff have participated in PD over the past three years that has had substantial impact on the program. A team of staff participated in two years of ELD training with Ensemble Learning that helped them guide our full staff in developing best instructional practices for English learners. Teachers have participated in Kagan trainings each year for the past two years was a direct result of the work done with ensemble. We have seen this engage all learners in addition to supporting English learners. Teachers have received training in science of reading research and best practices which lead to increasing phonics instruction and choose new structured literacy curriculum that was purchased this year. Grade cluster PLCs have been implemented so that teachers can look carefully at academic data and set goals for increasing instructional rigor. Some areas that teachers have made goals include increasing manipulative use in modeling and solving multi-digit problems for the upper grades and implementing math workshops structures to allow for small group and math intervention.

Challenges: Making the time for effective teacher coaching has been a challenge. Ideally coaching would come from a coach and not a supervisor and would be more frequent than there is currently capacity to do. Another challenge is differentiating professional development for the wide range of teacher experience levels and needs, especially when there is turnover, and newly hired teachers were not exposed to the previous year's work creating an additional challenge.

- Action 2: In the 2021-22 and 2022-23 school year teams participated in Ensemble Learning's ELD program and shared that learning with teachers during professional development. The focus was on effective instructional practices for ELs, including structured talk routines (Kagan), quick writes, and small group d-ELD has resulted in strong progress for our English Learners (ELPI) The ELPI indicator on the 2023 Dashboard is green with 54.3% making progress (a 9% growth), which outperforms the state (48.7%). We attribute this growth to the extensive professional learning and coaching our teachers received. On the 2023 ELA CAASPP, ELs were yellow on the dashboard (same as overall) and increased as compared the decreased at the state level. In Math ELs were also yellow (same as overall) and the DFS increased about the same amount as the overall population.

Challenges: Teacher turnover has resulted in the need for additional instructional coaching and mentoring. Over the last few years, we have had a steady increase of EL newcomers which presents new EL challenges. There are achievement gaps among our EL and EO and will provide additional professional development to improve the delivery of instruction to improve language acquisition.

- Action 3: New structured literacy curriculum is being implemented this year.

Challenges: One challenge has been new curricular adoption and professional development. Designing strategies for incorporating curriculum adoption training, and the implementation of the curriculum to align with our workshop (daily five) structure. Additional professional development will be needed for the implementation with fidelity.

- Action 4: Grants from 9 Dots have supported us with the purchase of Chromebooks every year. We have been able to use stimulus funds to purchase enough Chromebook to ensure 1 to 1 access for all students.

Challenges: Once challenge has been the personnel to manage our technology devices. We currently lack an IT Specialist to maintain technology devices for students and staff.

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 Elementary 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 Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

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%	2020-21: 0%	2021-22: 0%	2022-23 SUSPENSION Number / Rate Schoolwide 2 0.9% African American 2 3.3% Hispanic 0 0.0%	<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 Surveys	2020-21: 74% Sense of safety 84% School connectedness	2021-22: 52% Sense of safety 63% School connectedness	2022-23: 62% Sense of safety 66% School connectedness	2023-24: 61% Sense of Safety 59% School connectedness	>60%
Parent Survey: Sense of safety & school connectedness Source: Panorama Surveys	2020-21: 99% Sense of safety 98% School connectedness	2021-22: 86% Sense of safety 86% School connectedness	2022-23: 88% Sense of safety 21% School connectedness	2023-24: 87% Sense of Safety 90% School connectedness	>60%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama Surveys	2020-21: 79% Sense of safety 54% School connectedness	2021-22: 80% Sense of safety 80% School connectedness	2022-23: 82% Sense of safety 91% School connectedness	2023-24: 74% Sense of Safety 86% 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. 3 6. 5 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 5 8. 4	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 5 7. 5 8. 4	Ranking 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. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 5 3. 3 4. 4	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 5 4. 4	Ranking 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 Elementary School has implemented this action to promote student engagement and a welcoming learning environment for all. We continued to implement strategies to further reduce chronic absenteeism rates/improve daily attendance through schoolwide initiatives, student ownership, communicating with families and classroom competitions for monthly perfect attendance. We issue awards for perfect attendance during assemblies; including parent incentives and recognition during Parent meetings. The Assistant Principal met with families prior to a SART meeting to identify root causes, develop an attendance plan; discuss the impact of absences on student achievement. Infographics were distributed via weekly emails to parents to inform them of attendance/absences patterns and status.

- Action 2: New Los Angeles Charter Elementary School implemented ELAC/DELAC and PAC Meetings. We engaged families to discuss our whole child approach and inform them about the CA Community Schools Framework, and the 4 Pillars of Community Schools in alignment with our educational program. The Family Engagement Manager attended committee meetings and worked towards establishing partnerships within the community to support our students and families. The Family Engagement Manager is implemented strategies to increase parent participation and engagement with their child's education.

- Action 3: New Los Angeles Charter Elementary School no longer uses Remind; and has shifted to Deanslist, a valuable tool for parent-teacher messaging; and provided families with weekly reports on their child's academic and behavioral progress. Based on feedback from our families

they prefer Deanslist since it's a user-friendly single platform. Families also expressed shifting FACTOR workshops to every other year. We continued to host schoolwide events to engage families in their child's education and our school's educational program which included - Back to School, Passion for Learning, Math Night, Art Night, Books and Pajamas (reading) Night, and learning presentation days for Hispanic Heritage, Black History Month, and Holidays around the World, and Spring Festival.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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: Successes included the return to field trips for all grade levels, including the outdoor education for grade 5. We've increased and refined our school-wide events over the past three years which now include evening events (math night, books and pajamas night, back to school night, art night, heart dance) and student presentations of learning for families during the school day (black history month, Hispanic heritage, holidays around the world, music showcase, spring concert). Each Friday, we hosted weekly awards and a mindfulness assemblies. Chronic absenteeism rates have declined this year which we attribute to our schoolwide initiatives including ongoing messaging with families, implementing schoolwide initiatives and awards. We have partnered with CALTRANS which allows us to provide TAP cards (bus transportation) for students at no cost.

Challenges: Despite a decline in chronic absenteeism, rates remain high when compared with pre-pandemic levels. During SART meetings we identified mental health needs of parents and families as the primary reasons for chronic absenteeism. The Family Engagement Manager has identified these families to connect them with resources.

- Action 2: This year, we hired the family engagement manager tasked with connecting families to resources, engaging them in their child's education and strengthening committee meeting membership; strategies to improve school-home connections.

Challenges: We have a select group of active parents, however we will continue to increase parent participation and commitment in committees to engage in decision-making. We've had to reschedule committee meetings because we failed to have quorum.

- Action 3: Some of our successes over the past three years have been the implementation of parenting workshops through our partnership with Her Healing counselors on student mental health, parent wellness, and parenting strategies. Since the pandemic, we have steadily increased our parent attendance at school-wide events. We've returned to in person parent-teacher conferences with translation provided for Spanish speaking families.

Challenges: Post-pandemic an area for growth is parent participation with in-person meetings including parent-teacher conferences.

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 to engage 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 Elementary 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 Actual Percentages of Improved Services 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.556.9500

Plan Summary 2024-25

General Information

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

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

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

New LA Charter Elementary School serves approximately 173 students in grades TK-5 with the following demographics: 64% Hispanic, 27% African American, 5% White, 3% American Indian, 22% Students with Disabilities (SWD), 26% English Learners (EL), 2% Foster Youth, 3% Homeless Youth, and 79% Socioeconomically Disadvantaged (SED).

MISSION

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

New LA Charter Elementary School is a nurturing standards-based school. New LA Elementary has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

Passion for Learning

New LA keyword: Rigor. We believe that college prep starts in kindergarten and the future academic success of students hinges on a strong foundation at the elementary level. At New LA Elementary, every student will receive the academic foundation to be prepared for a college preparatory middle and high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students will demonstrate mastery of concepts and skills by working together on real-life projects rather than test-taking alone. For example, students will learn math skills by creating and running a student store in which they must track their personal budget and carefully inventory the store goods. New LA Elementary will implement an effective model of rigorous standards-based instruction, through which all students will achieve mastery of the Common Core standards by the end of each grade.

Engagement in the Community

New LA keyword: Relevance. At New LA Elementary, we believe, as John Dewey did, that "education is the fundamental method of social progress." New LA Elementary students will be challenged to pursue the goals of equality and justice, and work to promote progress in their local and global communities. They will be taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students will be volunteers both in and out of the school community, gaining valuable experience in social action. For example, students in primary grades may do a walking field trip in the neighborhood to pick up litter which would be facilitated by their teacher. Older students would work with younger students in the school as mentors and tutors as well as engage with the community outside the school under the guidance of their teachers and parents. This could take the form of creating an earthquake preparedness pamphlet in school to then distribute to neighbors where they live or organizing a food drive at the school then using the goods to make "goodie bags" for the homeless that parents can distribute from the car at intersections. Experiences like this will lead to a deeply embedded feeling in every student that young people have the power to change the world.

Respect for Self and Others

New LA keywords: Respect and Relationships. For students to grow academically, creatively, and morally, they need a safe space to take risks. New LA Elementary will encourage vigorous debate and expression of individual voice but using active listening and conflict resolution techniques. The school uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people to lead their communities towards social justice.

New LA Charter Elementary School is not eligible for Equity Multiplier Funds.

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

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)

- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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 Elementary 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	Yellow	N/A	Yellow	Yellow
English Learners	Green	Orange	Blue	N/A	Yellow	Yellow
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	Orange	Orange	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Blue	N/A	Yellow	Yellow
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

New LA Charter Elementary School offers students a broad, academically rigorous course of study. Our teachers use structured literacy curriculum and CGI math methodologies in workshop-structured ELA and math blocks. We use hands-on, inquiry-based science curriculum and project-based learning units for social studies with a social justice focus. Our focus on social emotional learning is evident in the dedicated daily class meeting block in each classroom, anti-bullying program, and mindfulness practiced with students throughout the school day. Our students participate in weekly coding, music, and art classes and twice-weekly Physical Education classes.

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

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

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

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

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

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

New Los Angeles Charter Elementary School is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators, Principals	**Monthly meetings took place January – May 2024**: The Chief of Schools met with the Principal Leadership Team (PLT) to review and discuss LCAP goals, metrics, and actions; internal data, budget, and schoolwide initiatives. **Weekly meetings took place February – May 2024**: The chief of schools meets weekly with the New LA site administrators to discuss LCAP goals, actions, metrics, internal data, and schoolwide initiatives. Feedback provided: • There is a need for professional development on Project-based Learning (PBL), and the need to take a critical look at math instruction and curriculum • Need to implement a play structure, • Need to clarify roles and responsibilities for Director in relation to site administrators • Need to provide ongoing training for teachers and administrators in DEIJ, SPED and Progress Monitoring. • Need to continue to provide Professional Development for teachers and Instructional Aides to support ELs with language acquisition, and tiered intervention • Need to hire an Assistant Principal despite the lower enrollment to support with PBIS, SEL Implementation, and Chronic Absenteeism
Teachers	**Weekly faculty meetings took place on Tuesdays (February – April 2024).** **Monthly principal meetings with Grade level leads (February – April 2024)** and the Curriculum & Assessment Committee and School & Community Engagement Committee took place to discuss LCAP goals, actions, metrics, internal data, and schoolwide initiatives. Feedback provided:

	• K-2 Teachers noted that the level of rigor of the writing program in Superkids is not as expected and would like to add simplify writing curriculum for K-2 since it was piloted for grades 3-5 this year. • Teachers requested books to increase the rigor in the math curricular resources and a need for increased focus on math fluency based on classroom assessment data, F-IABS and iReady data. • Teachers requested more training on project-based learning, including planning time and support. • Teachers would like to eliminate Deanslist and research another app that is meets the needs of staff and families to be able to include photos. • The PBIS committee would like to refine and clarify Tier 2 and Tier 3 supports and processes. **4/2/24: Panorama teacher survey was administered**. Feedback: • 72% of Teachers responded favorably for relationships with families and 71% favorably for school climate. 57% of teachers responded favorably to school leadership. • Within school leadership, 86% responded favorably to a positive tone from leadership and 29% favorable to responsiveness to teacher feedback. 47% of teachers responded favorably on the value of the available professional development opportunities.
Other School Personnel	Monthly meetings with the Assistant Principal (**February – April 2024**) discussion took place on LCAP goals, actions, metrics, internal data, and schoolwide initiatives. Feedback provided: • Would like to continue to participate in professional development and receive instructional coaching to support student needs in the classroom.
Students	**April 2024:** Students were surveyed to solicit input on the school's program – LCAP Actions Feedback provided: • Students requested a play structure, garden, and to establish a student government. • Students requested to expand Art, Music, and coding enrichment and provide additional enrichments afterschool programming.
Parent Advisory Committee (PAC)	• **1/17/24**: Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, Dashboard data from 2022-2023.

	○ Feedback provided: There is a need to improve daily attendance/reduce chronic absenteeism rates. PAC celebrated the growth made in both ELA and Math for all student groups and English Learners but noted that scores are still low and there is room for growth. • **4/17/24:** Review Program budget wish list based on needs assessment and solicit input for the 2024-2025 LCAP. ○ Feedback provided: PAC identified chronic absenteeism as an area of need and requested the school provide transportation to support enrollment and chronic absenteeism. • **6/5/24:** PAC meeting to review and approve the 2024-25 LCAP for submission to the Governing Board. ○ Feedback provided: The PAC approved the 2024-25 LCAP for submission to the New LA Board of Directors for approval.
ELAC, DELAC & EL-PAC	**2/14/24:** ELAC Meeting to review and discuss CA school dashboard findings for English Learners, mid-year academic data update for English Learners, and provide an attendance update for EL students. • Feedback provided: ELAC members noted the need to close the achievement gap between ELs and EOs. They noted the positive ELPI indicator from last year and hope to continue the supports for EL student. They also noted the progress made by EL students in lowering chronic absenteeism but identified the need to continue to implement strategies to lower the chronic absenteeism. 5**/22/24**: ELAC meeting to review the 2024-25 LCAP Goals, Actions and Metrics. • Feedback provided: No additional feedback provided and approved submission of the 2024-25 LCAP to the New LA Board of Directors for approval. **Note:** New LA Charter Elementary School does not meet the criteria to form an English Learner PAC.
Parents including those representing Unduplicated Pupils	Parents were surveyed: **April 2024** Feedback provided: • The highest favorability from parents/caregivers was 90% favorability on barriers to engagement and 87% favorability on school safety. Within barriers to engagement parents gave 98% favorability to the school being welcoming to families. Family engagement was the lowest favorability (27%) but also showed the biggest increase (6% higher than spring 2022). Within Family engagement the lowest favorability was being involved in parent committees and helping at school (both at 14%). • Parents requested a play structure; would like to continue with after-school tutoring and allow for additional students to participate; and requested bus transportation.

	• Parents would like to continue with the Art, Music, Coding enrichment during the instructional day.
SELPA Administrator	Consultation with the LAUSD SELPA administration has been ongoing throughout the 2023-24 school year. New LA Charter Elementary School participated in the Community of Practice 3 (CoP3) team for assistance/training on behavior, legal and mental health support for SWD. On **10/10/23**, the CoP Behavior Team provide professional development for our staff on de-escalation techniques. On **5/3/24,** Goal 1, Action 6 (SPED Action) was sent to the SELPA Administrator as part of the LCAP consultation requirement. • Feedback provided: SELPA has shared resources to utilize to maintain compliant IEPs, support with compliance when it comes to behavior responses for SWD.

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

The development of the 2024-25 LCAP was influenced by feedback provided from our educational partners as follows:

- Goal 1, Action 2: Afterschool tutoring: ELOP
- Goal 1, Action 3: Assistant Principal & PBIS
- Goal 1, Action 4: Enrichment: Art, Music, Coding, and Health
- Goal 1, Action 5: Supporting English Learners (EL) with language acquisition.
- Goal 2, Action 2: Professional Development: EL, PBL, writing, and Math Instruction. Provide Instructional Coaching
- Goal 3. Action 1: Field Trips
- Goal 3, Action 3: SART Process

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 / -25.3 Hispanic / -30.2 EL / -48.3 SED / -33.7			**2023-24 ELA CAASPP** **Student Group** / **DFS** All Students / -22 Hispanic / -28 EL / -44 SED / -31	

<table>
<tr>
<td>2</td>
<td>CAASPP Math Assessment: Distance from Standard (DFS)
Source: CA School Dashboard</td>
<td>
<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>-48.4</td></tr>
<tr><td>Hispanic</td><td>-47.5</td></tr>
<tr><td>EL</td><td>-59.7</td></tr>
<tr><td>SED</td><td>-51.4</td></tr>
</table>
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">2023-24 Math CAASPP</th></tr>
<tr><th>Student Group</th><th>DFS</th></tr>
<tr><td>All Students</td><td>-45</td></tr>
<tr><td>African American</td><td>-44</td></tr>
<tr><td>Asian</td><td>-56</td></tr>
<tr><td>Hispanic</td><td>-48</td></tr>
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</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>% Proficient CAST
Source: CAASPP website</td>
<td>
<table>
<tr><th colspan="2">2022-23 CAST % Proficient</th></tr>
<tr><th>Student Group</th><th>%</th></tr>
<tr><td>All Students</td><td>20.00%</td></tr>
<tr><td>Hispanic</td><td>24.14%</td></tr>
<tr><td>EL</td><td>8.33%</td></tr>
<tr><td>SED</td><td>15.63%</td></tr>
<tr><td>SWD</td><td>9.09%</td></tr>
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<td>
<table>
<tr><th colspan="2">2023-24 CAST % Proficient</th></tr>
<tr><th>Student Group</th><th>%</th></tr>
<tr><td>All Students</td><td>25.0%</td></tr>
<tr><td>Hispanic</td><td>25.0%</td></tr>
<tr><td>EL</td><td>10.0%</td></tr>
<tr><td>SED</td><td>18.0%</td></tr>
<tr><td>SWD</td><td>12.0%</td></tr>
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<td></td>
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<tr>
<td>4</td>
<td>% EL who made progress towards English Language Proficiency
Source: ELPI – CA School Dashboard</td>
<td>54.3%
Source: 2023 Dashboard</td>
<td></td>
<td></td>
<td>2023-24: 56%
Source: 2024 Dashboard</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>% students English Language Proficiency for Summative ELPAC
Source: ELPAC website</td>
<td>2022-23: 16.67%</td>
<td></td>
<td></td>
<td>2023-24: 20%</td>
<td></td>
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<tr>
<td>6</td>
<td>Reclassification Rate
Source: Dataquest</td>
<td>2022-23: 9.8%</td>
<td></td>
<td></td>
<td>2023-24: 10%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Attendance Rate
Source: CALPADS</td>
<td>2022-23: 91%</td>
<td></td>
<td></td>
<td>2023-24: 92%</td>
<td></td>
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<table>
<tr>
<td>8</td>
<td>Chronic Absenteeism Rates
Source: Dataquest</td>
<td>
<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>77</td><td>37.2%</td></tr>
<tr><td>African American</td><td>26</td><td>45.6%</td></tr>
<tr><td>Hispanic</td><td>47</td><td>35.9%</td></tr>
<tr><td>EL</td><td>21</td><td>33.9%</td></tr>
<tr><td>SED</td><td>70</td><td>40.0%</td></tr>
<tr><td>SWD</td><td>13</td><td>29.5%</td></tr>
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<table>
<tr><th colspan="2">2023-24: Chronic Absenteeism</th></tr>
<tr><th>Student Group</th><th>Rate</th></tr>
<tr><td>All Students</td><td>40%</td></tr>
<tr><td>African American</td><td>34%</td></tr>
<tr><td>Hispanic</td><td>35%</td></tr>
<tr><td>EL</td><td>30%</td></tr>
<tr><td>SED</td><td>31%</td></tr>
<tr><td>SWD</td><td>31%</td></tr>
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<tr>
<td>9</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>2</td><td>0.9%</td></tr>
<tr><td>African American</td><td>2</td><td>3.3%</td></tr>
<tr><td>Hispanic</td><td>0</td><td>0.0%</td></tr>
<tr><td>EL</td><td>0</td><td>0.0%</td></tr>
<tr><td>SED</td><td>2</td><td>1.1%</td></tr>
<tr><td>SWD</td><td>0</td><td>0.0%</td></tr>
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<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>1%</td></tr>
<tr><td>African American</td><td>2%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>1%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
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<tr>
<td>10</td>
<td>Expulsion Rate
Source: Dataquest</td>
<td>2022-23: 0%</td>
<td></td>
<td></td>
<td>2023-24: 0%</td>
<td></td>
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<tr>
<td>11</td>
<td>% students participating in an enrichment 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>12</td>
<td>% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5
Source: SARC</td>
<td>2022-23: 97.5%</td>
<td></td>
<td></td>
<td>2023-24: 100%</td>
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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	Universal screeners such as diagnostic assessments and benchmark assessments will be administered to identify and address learning gaps and close achievement gaps among student groups and develop annual growth targets. They include: • iReady Reading & Math: 3 times/year • DIBELS: 3 times/year • Kickstart Number sense screener assessment • F-IABs and IABs ELA and Math (3rd-5th) • Simplify Writing Pre and Post Unit Assessments (K-5) Kickstart Number Sense is a math assessment program that uncovers students' mathematical reasoning and measures fundamental skills to build student success. Universal screening and progress monitoring provide a rich view of at-risk students and gauge the effectiveness of math instruction. Kickstart Number sense is administered as a diagnostic assessment for all students in grades K-2 and repeated twice more for those receiving intervention to measure progress. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs.	$12,208	N
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	New LA Charter Elementary School made significant academic gains as evidenced on the 2023 CA School Dashboard. To address achievement gaps, accelerate learning and address students that continue to struggle academically post-pandemic, classroom teachers will provide Tier 2	$479,026	N

		reading support. Students will be identified for reading and math support based on DIBELS, Kickstart Number Sense, and iReady performance. Teacher Associates will provide Tiered support during the instructional day. Struggling learners will also have access to supplemental intervention platforms (iReady, Kickstart) and after school tutoring, through our expanded learning opportunities program (ELOP) that takes place afterschool, fall, winter and spring intersession and summer programming.		
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	New LA Charter Elementary School will continue to strengthen its MTSS Framework to address chronic absenteeism rates, through a tiered approach to improve daily student attendance. Tier 1 supports include monthly attendance audits to identify at-risk students for chronic absenteeism, monthly perfect attendance awards, weekly class-wide most improved attendance incentives, free TAP cards for all students, discussion on the impact of attendance on student outcomes at each PAC, ELAC and Coffee with the Principal event, in addition to weekly Friday email communication to all families. Students with ongoing absences will be referred to the SART process and includes the Family Engagement manager that will connect families with resources to address barriers to attendance. This may include referrals for mental health, housing insecurity, and transportation issues based on family identified needs. New LA Charter Elementary School is committed to providing social-emotional and behavioral emotional supports to address the mental health need of students. The Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, including leading professional development on de-escalation techniques, addressing student behavioral issues, and alternatives to suspension. Our PBIS Team will continue to receive coaching from LACOE's PBIS Community of Practice (CoP) to strengthen PBIS, ensure fidelity, and in alignment with the Niroga Mindfulness Program, Restorative practices, and Olweus Bully Prevention Practices. Teachers will continue to implement Second Step SEL curriculum and practices. Students will have access to counseling services through our partnership with Her Healing. Panorama surveys, an SEL universal screener will be administered to students each trimester. Panorama surveys bring together social-emotional	$306,142	Y

		learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.		
4	BROAD COURSE OF STUDY	All students will be enrolled in a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, and Physical Education) that includes the following enrichments: Art, Health, Music, and Coding. According to a recent study by the Brookings Institute, researchers found strong evidence that art and music educational experiences has remarkable impact on students' academic, social, and emotional development. This includes an improvement in standardized writing scores, compassion for others, and students who received more arts education experienced more interest in how other people feel. Multiple research studies support the notion that students who engage in the study of the arts perform better in math, reading and writing. According to a metanalysis performed by the Arts Education Partnership, revealed that students who study music have increased achievement and proficiency in math. Reading and cognitive development were found to increase, as were verbal SAT scores.	$88,963	Y
5	SUPPORTING EL – LANGUAGE ACQUISITION	The percentage of English Learners meeting English Language Proficiency rose to 54.3% as measured by the ELPI on the 2023 CA School Dashboard. However, there are identified achievement gaps among ELs and EOs as measured by the ELA and Math Academic Indicator. We conducted a needs assessment and identified ELs lacked foundational skills, including writing skills. New LA Charter Elementary School will provide all teachers with extensive professional development on English Language Development (ELD), Kagan strategies and a focus on writing for ELs.	$4,810	Y

		All English Learners (EL) receive designated and integrated ELD. ELs struggling academically will receive additional tiered academic support from a credentialed teacher and Teacher Assistants, utilize BrainPop EL, and will be prioritized for afterschool tutoring to support with language acquisition and English proficiency. Local assessments will be disaggregated by student group to identify trends, needs, and provide targeted tiered intervention. The EL Master Plan will be reviewed and revised with the input of our educational partners including the ELAC.		
6	COMPREHENSIVE SPED PROGRAM	New LA Charter Elementary School participates in LAUSD's (Option 3) SELPA. New LA has identified academics (both ELA and Math), behavior, and chronic absenteeism as areas of need for students with disabilities. Although there are still needs, New LA was exited from ATSI due to the significant growth of SWD on the 2023 Dashboard in both ELA and Math and in chronic absenteeism. The SPED team will provide instructional, social emotional, and behavioral support as outlined by the student's IEP. In addition to supports outlined in the IEP, New LA provides Tier 1 and Tier 2 academic supports to students with disabilities and those not identified. The SPED Director will ensure IEP compliance and timelines, communicate with families, and oversee the vision of the SPED Program. Members of the SPED team will participate in LAUSD SELPA Option 3 committees and professional development. SPED Director will support SPED staff with IEP Compliance, co-teaching, developing lessons that focus on IEP goals, and support general education with implementing IEP accommodations into lessons and assessments and support with planning universally designed lessons to support SWD. The SPED Team, comprised of the SPED Director, Assistant SPED Director, RSTs, 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,	$229,179	Y

		and students also have full access to core and supplemental materials. Staff will be trained in all programs by internal and external experts on a bi-monthly basis. The SPED team will meet weekly to review compliance best practices and participate in professional development as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA and other opportunities such as conferences and participate in a department-wide professional read. These efforts aim to improve the delivery of instruction and student academic outcomes and accelerate student learning. All resource specialist teachers participate in weekly grade level meetings with the general education teachers of their students. These meetings help RSTs be aware of topics and curriculum in the gen ed classrooms and allow opportunities for co-planning and co-teaching. Additionally, general education teachers will participate in professional development provided by the SPED department throughout the year. They will address topics such as providing accommodations in accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners, and the role of gen ed teacher on the IEP team. New LA uses iReady to monitor academic progress and the SPED team will be looking at disaggregated data from the iReady platform as well as other formative data every month in partnership with our Director of Academic Data. This will support the team to set goals for the department and individually monitor progress toward those goals. Through parent-teacher conferences, committees, and the IEP process New LA ensures that student/parent voice is included in decision making and feedback. To address behavior the SPED team will implement BIPs with fidelity and will collaborate with the Assistant Principal and the PBIS committee to ensure that tier 1 supports for all students are in place to ensure a safe learning environment. If behavior becomes a challenge for students with disabilities, the team will assess the need and may make amendments to the BIP, behavior goals or behavior services on the IEP, develop a safety plan for the student, and engage in alternatives to suspension to respond to actions that may require a consequence. In some cases, student behavior may result in a recommendation for re-evaluation. New LA will continue to collaborate with and consult with the behavior team at our SELPA to both prevent behavior incidents and respond appropriately when a behavior incident occurs. COP3 Behaviors Specialists will also be		

		providing organization-wide professional development during our beginning-of-year summer session on responding to behaviors in and out of the classroom environment to meet the social-emotional needs of all students. To address chronic absenteeism, New LA will implement our attendance policy with fidelity which includes responding to absences quickly with supportive measures before attendance becomes an issue. All parents are informed of the importance of attendance and are contacted when absences occur. For students with IEPs who have high absentee rates, the topic is always discussed at IEP meetings. The Director of Special Ed is a part of the SART team, which focuses on identifying the root causes of chronic absenteeism and collaborating with the student and the family to find solutions. The SPED Department will also hold quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement, and the importance of school attendance to access curriculum and continuity of special education services as outlined in their student's IEP.		

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 Elementary 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
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 100%			2022-23: 100%	
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
15	Implementation of the State Academic content & performance standards for	2023-24 ELA: 5			2024-25: ELA: 5	

	all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA Health:5 PE: 5 VAPA:5 World Language: NA			ELD: 5 Math: 5 Social Science: 4 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 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 Elementary 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.	$865,214	N
2	PROFESSIONAL LEARNING OPPORTUNITIES	New LA Charter Elementary School will provide all teachers with robust, evidence-based professional learning opportunities to improve the delivery of instruction, build teacher capacity and expertise, teacher retention that will impact student outcomes. 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: • Cognitive Guided Instruction (CGI) Math • Structured Writing • Tier 2 Intervention structures and best practices • Project Based Learning • Diversity, Equity, Inclusion & Justice (DEIJ) • PBIS: Responding to student behavior, trauma-informed classrooms, CHAMPS • Olweus anti-bullying/Restorative Practices/Justice	$93,704	Y

		• Accommodations and Modifications for SWD • Structured Talk Routines The Chief of Schools will mentor and coach the principal and Director of Special Education; and build leadership capacity and expertise. The principal will mentor and coach the Assistant Principal; and collaborate with organizational leadership to collect and analyze multiple forms of data to measure program effectiveness and create systems for progress monitoring throughout the school year. In addition will collaborate with organizational leadership to implement the New LA Strategic Plan for Equity and analyze the school's progress toward achieving the goals outlined in the strategic plan. The Leadership will receive leadership coaching; evaluate teachers and staff; analyze data and goal setting; and collaborate between General Education teachers and Special Education Department.		
3	CORE CURRICULAR NEEDS	New LA Charter Elementary 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.	$30,293	N
4	CLOSING THE DIGITAL DIVIDE	New LA Charter Elementary 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.	$1,000	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
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	2023-24: 9. 4 10.3 11.4 12.4			2024-25: 9. 4 10.4 11.4 12.4	

	5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
18	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. 5 4. 4			2024-25: 1. 4 2. 5 3. 5 4. 4	
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 61% Sense of Safety 59% School connectedness			2024-25: 65% Sense of Safety 65% School connectedness	
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 87% Sense of Safety 90% School connectedness			2024-25: 90% Sense of Safety 90% School connectedness	
21	Other Local Measure - Staff Survey: Sense of	2023-24:			2024-25: 78% Sense of Safety	

	safety & school connectedness Source: Panorama	74% Sense of Safety 86% School connectedness			90% 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 LA Charter Elementary 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. We strive to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs. Field Trips and Outdoor Education will provide our students with extended learning opportunities allow for students to learn standards through real world experiences. Campus Aides will provide supervision to ensure a safe learning environment and implement schoolwide restorative practices; and training from Olweus Bullying prevention. Annually, the school safety plan will be reviewed and revised with the input of our educational partners. To support student engagement and school spirit, New LA Charter Elementary School will host schoolwide events, and assemblies to celebrate cultural heritage, holidays, mindfulness, positive behavior, and perfect attendance. Our school will provide uniforms as needed, and bus passes for homeless youth. Annually, Panorama SEL surveys will be administered to students, staff, and families to measure school safety, connectedness, and school climate. Results will be reviewed, analyzed, and reported on the LCAP, Local Indicators report and presented to educational partners.	$67,992	N
2	PARENT INPUT IN DECISION-MAKING	New LA Charter Elementary School, will solicit parent input in decision-making through opportunities to participate in the following committees: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Schools Steering Committee	$0	N

		New Los Angeles will ensure parents representing Unduplicated Pupils (English Learners, Low-income, and foster youth) and those representing Students with Disabilities (SWD) are represented to ensure diverse voices in schoolwide decision-making. The (bilingual) Family Engagement Manager will establish partnerships throughout the community with organizations and/or agencies that support our schoolwide, student and/or family needs.		
3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	New LA Charter Elementary School will provide parents, including those of unduplicated pupils (UP) and Students with Disabilities (SWD), with numerous opportunities to engage in their child's education through schoolwide events (Back-to-School; Passion for Learning), Coffee with the Principal and FACTOR Parent educational workshops. Leadership will host additional parent workshop on topics requested by families and areas of need that include but are not limited to: • The Impact of Attendance on learning and socialization • Understanding iReady assessment results • Counseling • State mandated assessments • Sex Education. Members of our bilingual support staff are the initial line of communication with families on a regular basis and are instrumental in connecting with families and will continue our schoolwide focus on implementing the attendance policy, and the SART process. In addition, New LA Charter School utilizes Deans List and ParentSquare to communicate with families via text messaging, and Mail Chimp for newsletters via email. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by the home language survey. Interpreters are available for all workshops and upon request.	$88,424	N

4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	New LA Charter Elementary 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.	$385,846	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
$655,454	$82,231

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
36.54%	0%	$0	36.54%

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 3	Despite a decline in Chronic absenteeism from 2021-22 (41.5%) to 2022-23 (37.2%) 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.	New LA Charter Elementary School will continue to strengthen its MTSS Framework to address chronic absenteeism rates, through a tiered approach to improve daily student attendance. Tier 1 supports include monthly attendance audits to identify at-risk students for chronic absenteeism, monthly perfect attendance awards, weekly class-wide most improved attendance incentives, free TAP cards for all students, discussion on the impact of attendance on student outcomes at each PAC, ELAC and Coffee with the	The metric that will be used to monitor effectiveness: • #7: Attendance Rates • #8: Chronic Absenteeism Rates

2022-23: Chronic Absenteeism		
Student Group	**Total**	**Rate**
All Students	77	37.2%
African American	26	45.6%
Hispanic	47	35.9%
EL	21	33.9%
SED	70	40.0%
SWD	13	29.5%

Principal event, in addition to weekly Friday email communication to all families. Students with ongoing absences will be referred to the SART process and includes the Family Engagement manager that will connect families with resources to address barriers to attendance. This may include referrals for mental health, housing insecurity, and transportation issues based on family identified needs.

New LA Charter Elementary School is committed to providing social-emotional and behavioral emotional supports to address the mental health need of students. The Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, including leading professional development on de-escalation techniques, addressing student behavioral issues, and alternatives to suspension. Our PBIS Team will continue to receive coaching from LACOE's PBIS Community of Practice (CoP) to strengthen PBIS, ensure fidelity, and in alignment with the Niroga Mindfulness Program, Restorative practices, and Olweus Bully Prevention Practices.

Teachers will continue to implement Second Step SEL curriculum and practices. Students will have access to counseling services through our partnership with Her Healing.

Panorama surveys, an SEL universal screener will be administered to students each trimester. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional

		learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity. 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. 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 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 4	Feedback from our educational partners requested that Art, Music, and coding enrichment offering to continue. Providing Arts and Music enrichment supports student learning across all disciplines.	All students will have access to Art, Music, and Coding enrichment during the instructional day. According to a recent study by the Brookings Institute, researchers found strong evidence that art and music educational experiences has remarkable impact on students' academic, social, and emotional development. This includes an improvement in standardized writing scores, compassion for others, and students who received more arts education experienced more interest in how other people feel.	The metric that will be used to monitor effectiveness: • #11: % students participating in an enrichment course.

<table>
<tr>
<td></td>
<td></td>
<td>Multiple research studies support the notion that students who engage in the study of the arts perform better in math, reading and writing. According to a metanalysis performed by the Arts Education Partnership, revealed that students who study music have increased achievement and proficiency in math. Reading and cognitive development were found to increase.
These actions will be provided on a schoolwide basis because enrichment in the Arts and Music will benefit all students academically and increase student engagement.</td>
<td></td>
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<tr>
<td>Goal 1, Action 6</td>
<td>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, 81% 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>-25.3</td></tr>
<tr><td>Hispanic</td><td>-30.2</td></tr>
<tr><td>EL</td><td>-48.3</td></tr>
<tr><td>SED</td><td>-33.7</td></tr>
<tr><td>SWD</td><td>-89.2</td></tr>
</table>
</td>
<td>New LA has identified academics (both ELA and Math), behavior, and chronic absenteeism as areas of need for students with disabilities. Although there are still needs, New LA was exited from ATSI due to the significant growth of SWD on the 2023 Dashboard in both ELA and Math and in chronic absenteeism. SPED support staff will provide tiered academic support and intervention through push-in and small group instruction. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning.

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

	2022-23 Math CAASPP **Student Group** / **DFS** All Students -48.4 Hispanic -47.5 EL -59.7 SED -51.4 SWD -109.3		
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; and build leadership capacity and expertise. The principal will mentor and coach the Assistant Principal; and collaborate with organizational leadership to collect and analyze multiple forms of data to measure program effectiveness and create systems for progress monitoring throughout the school 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: • Cognitive Guided Instruction (CGI) Math • Structured Writing • Tier 2 Intervention structures and best practices • Project Based Learning • Diversity, Equity, Inclusion & Justice (DEIJ) • PBIS: Responding to student behavior, trauma-informed classrooms, CHAMPS	The metric that will be used to monitor effectiveness: • #15: 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)

		• Olweus anti-bullying/Restorative Practices/Justice • Accommodations and Modifications for SWD • Structured Talk Routines 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	Feedback from our educational partners requested that additional support and intervention to be provided to English Learners, including professional development to improve ELs with language acquisition. (See Engaging Educational Partners section). There are significant learning gaps among ELs as evidenced in the 2023 Dashboard: ELA and Math Academic Indicators.	The percentage of English Learners meeting English Language Proficiency rose to 54.3% as measured by the ELPI on the 2023 CA School Dashboard. However, there are identified achievement gaps among ELs and EOs as measured by the ELA and Math Academic Indicator. We conducted a needs assessment and identified ELs lacked foundational skills, including writing skills. New LA Charter Elementary School will provide all teachers with extensive professional development on English Language Development (ELD), Kagan strategies and a focus on writing for ELs.	The metric that will be used to monitor effectiveness: • #4: % EL who made progress towards English Language • #5: % students English Language Proficiency for Summative ELPAC

	2022-23 ELA CAASPP **Student Group** / **DFS** All Students -25.3 Hispanic -30.2 EL -48.3 SED -33.7 **2022-23 Math CAASPP** **Student Group** / **DFS** All Students -48.4 Hispanic -47.5 EL -59.7 SED -51.4	All English Learners (EL) receive designated and integrated ELD. ELs struggling academically will receive additional tiered academic support from a credentialed teacher and Teacher Assistants, utilize BrainPop EL, and will be prioritized for afterschool tutoring to support with language acquisition and English proficiency. Local assessments will be disaggregated by student group to identify trends, needs, and provide targeted tiered intervention.	

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 additional Paraprofessionals to provide direct services to students. (Goal 1, Action 6)

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:	$ 3,767,535.22	$ 3,687,209.53

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	$ 1,015,741	$ 841,076
1	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 21,700	$ 224,093
1	2	ASSESSMENT OF LEARNING	No	$ 17,476	$ 11,876
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 520,166	$ 510,660
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 349,946	$ 166,549
1	4	BROAD COURSE OF STUDY	No	$ 87,672	$ 85,983
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 617,264	$ 542,611
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	$ 83,080	$ 87,000
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 136,755	$ 97,065
1	7	COMPREHENSIVE SPED PROGRAM	No	$ 467,448	$ 667,256
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	No	$ 31,800	$ 27,746
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 100,548	$ 106,112
2	2	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 5,796	$ 5,796
2	3	CORE CURRICULAR NEEDS	No	$ 76,754	$ 72,696
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 6,640	$ 6,675
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	$ 122,267	$ 111,952
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 33,484	$ 48,121
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 800	$ 800
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 17,664	$ 19,502
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	$ 6,217	$ 6,669
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 48,318	$ 46,973

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)
$ 632,081	$ 714,210	$ 714,210	$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	$ 21,700	$ 224,092.58	0.00%	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 349,946	$ 166,549.25	0.00%	0.00%
1	6	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 136,755	$ 97,064.88	0.00%	0.00%
2	1	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 100,548	$ 106,112.00	0.00%	0.00%
2	2	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 5,796	$ 5,796.00	0.00%	0.00%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 33,484	$ 48,120.60	0.00%	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 17,664	$ 19,502.00	0.00%	0.00%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 48,318	$ 46,972.69	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	$ 1,821,296	$ 665,454	36.537%	0.000%	36.537%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,875,542	$ 853,171	$ 15,000	$ 130,416	$ 2,874,129.11	$ 1,608,453	$ 1,265,676

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	$ -	$ 12,208	$ -	$ 650	$ -	$ 11,558	$ 12,208	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2024-25	$ 113,140	$ 365,886	$ -	$ 400,009	$ -	$ 79,017	$ 479,026	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	NLA-ES	2024-25	$ 154,442	$ 132,200	$ 286,642	$ -	$ -	$ -	$ 286,642	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No				2024-25	$ 15,000	$ 4,500	$ -	$ 4,500	$ 15,000	$ -	$ 19,500	0.000%
1	4	BROAD COURSE OF STUDY	All	Yes	Schoolwide	All	NLA-ES	2024-25	$ 43.207	$ 42.756	$ 85.963	$ -	$ -	$ -	$ 85.963	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2024-25	$ -	$ 3,000	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	English Learners	Yes	Limited	English Learners	NLA-ES	2024-25	$ -	$ 4,810	$ 4,810	$ -	$ -	$ -	$ 4,810	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	SWD	Yes	Schoolwide	All	NLA-ES	2024-25	$ 25,624	$ 203,555	$ 229,179	$ -	$ -	$ -	$ 229,179	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	SWD	No				2024-25	$ 160,162	$ 61,165	$ 10,354	$ 171,132	$ -	$ 39,841	$ 221,327	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No				2024-25	$ 865,214	$ 0	$ 856,568	$ 8,646	$ -	$ -	$ 865,214	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	Yes	Schoolwide	All	NLA-ES	2024-25	$ 42,084	$ 5,800	$ 47,884	$ -	$ -	$ -	$ 47,884	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No				2024-25	$ 13.400	$ 32,420	$ 36.070	$ 9.750	$ -	$ -	$ 45.820	0.000%
2	3	CORE CURRICULAR NEEDS	All	No				2024-25		$ 30.293	$ 30.293	$ -	$ -	$ -	$ 30.293	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2024-25	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No				2024-25	$ 28,520	$ 39,472	$ 51,492	$ 16,500	$ -	$ -	$ 67,992	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2024-25	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	No				2024-25	$ 73,813	$ 14,611	$ 88,424	$ -	$ -	$ -	$ 88,424	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No				2024-25	$ 73,846	$ 312,000	$ 146,863	$ 238,983	$ -	$ -	$ 385,846	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
$ 1,821,296	$ 665,454	36.537%	0.000%	36.537%	$ 654,478	0.000%	35.935%	**Total:**	$ 654,478
								LEA-wide Total:	$ -
								Limited Total:	$ 4,810
								Schoolwide Total:	$ 649,668

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	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLA-ES	$ 286,642	0.000%
1	4	BROAD COURSE OF STUDY	Yes	Schoolwide	All	NLA-ES	$ 85,963	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLA-ES	$ 4,810	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	Yes	Schoolwide	All	NLA-ES	$ 229,179	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	Schoolwide	All	NLA-ES	$ 47,884	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).