

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Village Girls Academy

CDS Code: 19647330111484

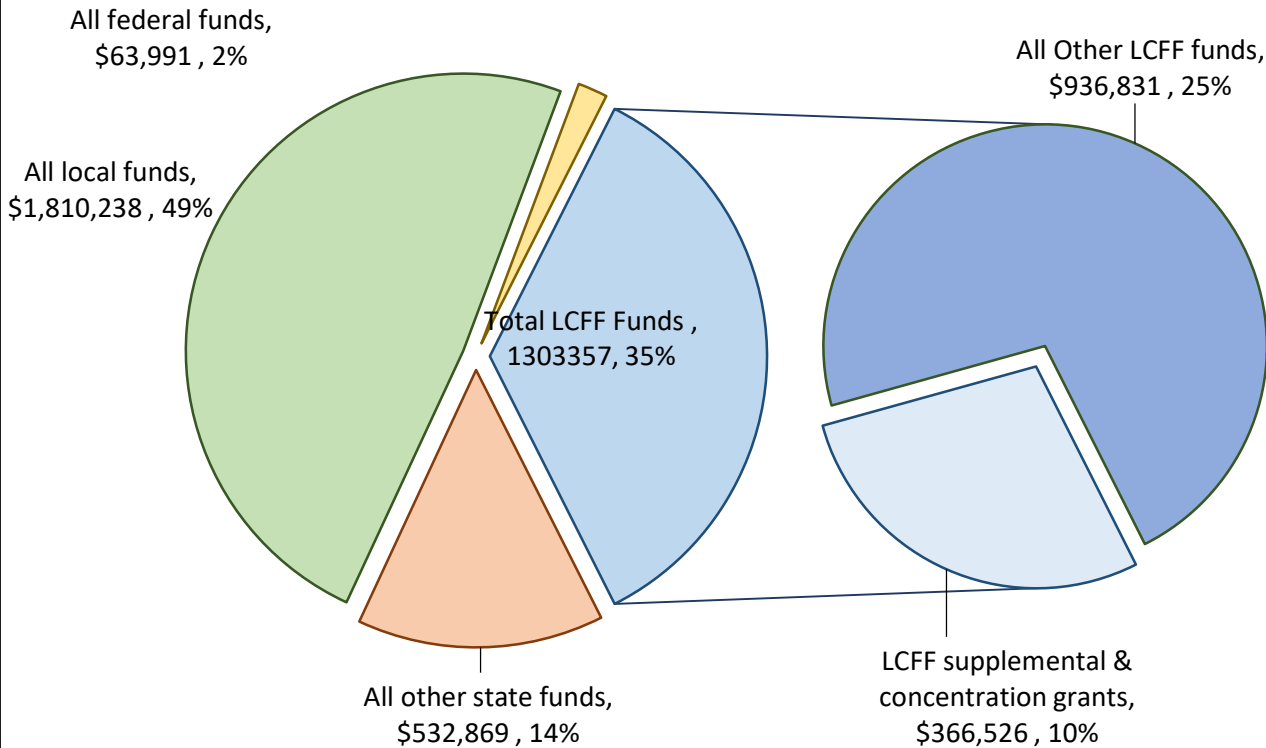
School Year: 2025-2026

LEA contact information: Jennifer Quinones, Principal, j.quinones@newvillagegirlsacademy.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

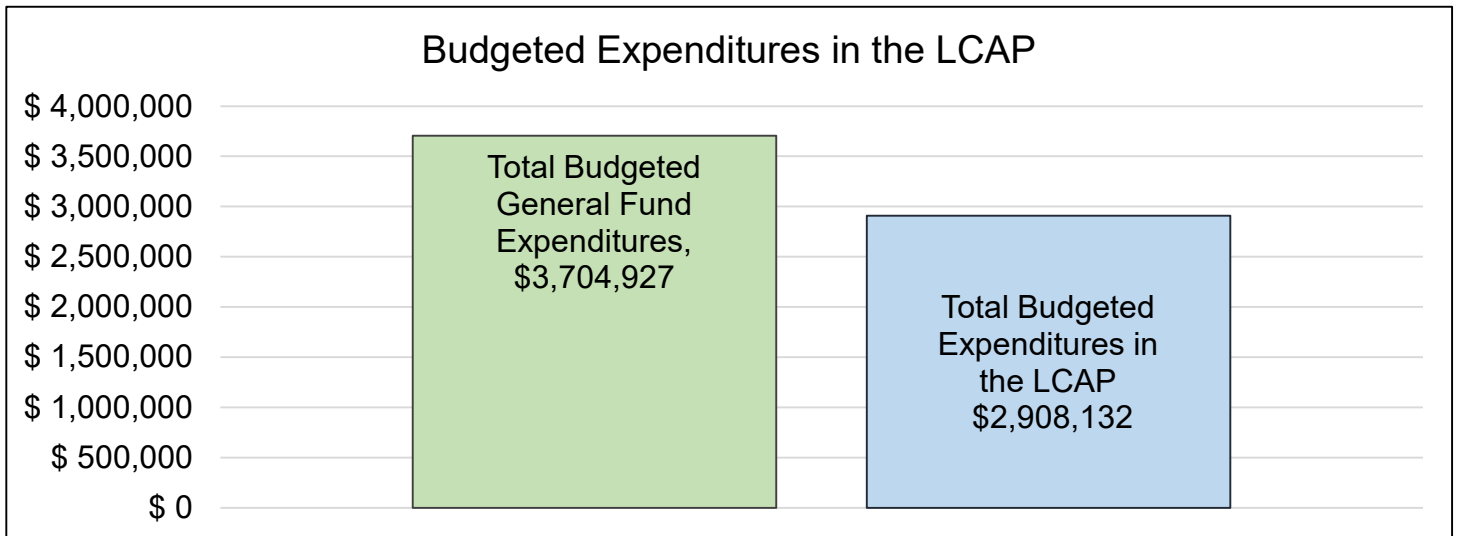


This chart shows the total general purpose revenue New Village Girls Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Village Girls Academy is \$3,710,454.63, of which \$1,303,357.00 is Local Control Funding Formula (LCFF), \$532,868.93 is other state funds, \$1,810,238.14 is local funds, and \$63,990.57 is federal funds. Of the \$1,303,357.00 in LCFF Funds, \$366,525.76 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 Village Girls Academy plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

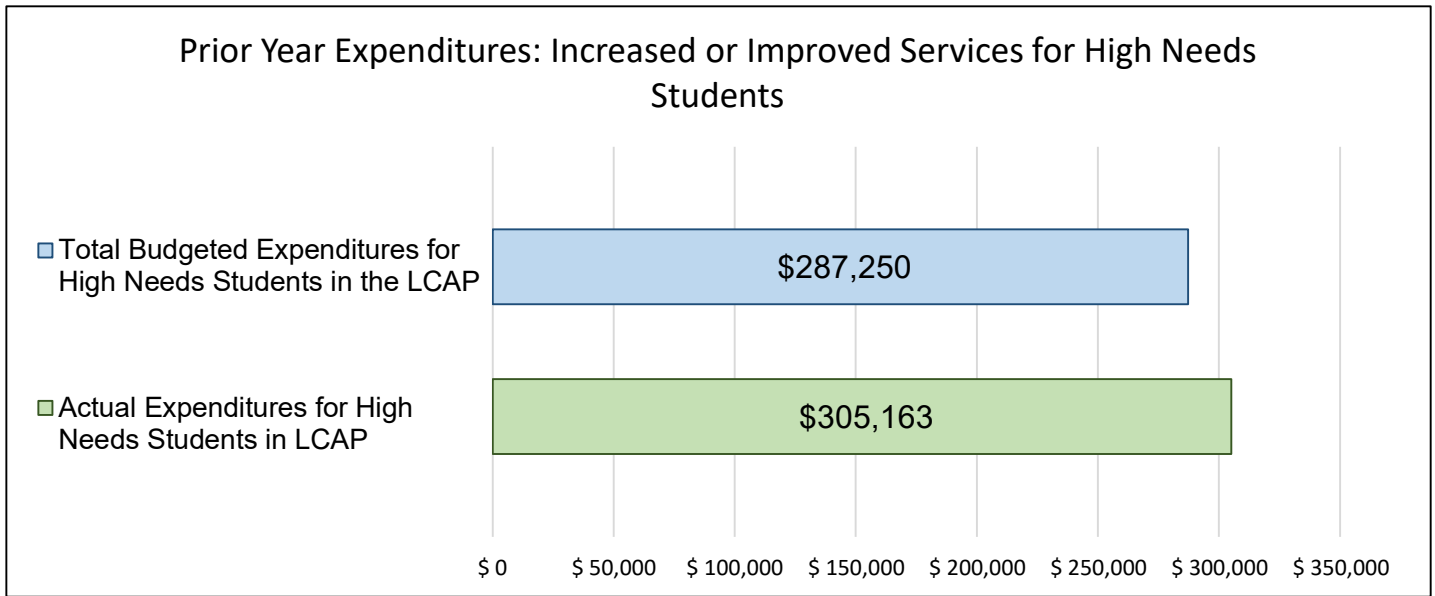
The text description of the above chart is as follows: New Village Girls Academy plans to spend \$3,704,927.01 for the 2025-2026 school year. Of that amount, \$2,908,132.00 is tied to actions/services in the LCAP and \$796,795.01 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, New Village Girls Academy is projecting it will receive \$366,525.76 based on the enrollment of foster youth, English learner, and low-income students. New Village Girls Academy must describe how it intends to increase or improve services for high needs students in the LCAP. New Village Girls Academy plans to spend \$366,526.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, New Village Girls Academy's LCAP budgeted \$287,250.00 for planned actions to increase or improve services for high needs students. New Village Girls Academy actually spent \$305,163.00 for actions to increase or improve services for high needs students in 2024-2025.

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 Village Girls Academy	Jennifer Quinones, Director	j.quinones@newvillagegirlscademy.org 213.385.4015

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

[New Village Girls Academy](#) (NVGA) serves approximately 99 students in grades 9-12 with the following demographics: 83% Hispanic, 10% African American, 2% Asian, 3% White, 24% Students with Disabilities, 20% English Learners, 15% Foster Youth, 30% Homeless Youth, and 99% Socioeconomically Disadvantaged. As a [Dashboard Alternative Status School](#) (DASS), at least 70% of our students meet one or more of California's high-risk categories for potential non-completion of high school.

Educational Approach

NVGA provides all students with rigorous A-G approved courses while implementing the Big Picture Learning framework, which emphasizes interest-based learning, community engagement, and personalized education plans. Our curriculum integrates California Common Core State standards with six key learning goals: Personal Qualities, Quantitative Reasoning, Empirical Reasoning, Communication, Social Reasoning, and Knowing How to Learn.

Each student develops an individualized learning plan designed to meet college acceptance requirements while exploring career interests through field trips, internships, and independent projects. Our program supports students in developing social and professional networking skills, preparing them as first-generation college students. NVGA's college acceptance rate consistently surpasses comparable DASS schools.

Student Wellness Initiatives

NVGA prioritizes student wellbeing through holistic and restorative practices. Daily programming includes 15-minute quiet time and self-care sessions, offering students opportunities to reset, get grounded, and prepare for meaningful learning engagement. Students participate in guided meditation, movement, art, and music activities that teach life-changing coping mechanisms for stress and anxiety, fostering resilience and emotional balance.

In 2025, NVGA expanded its wellness programming with the first Student Wellness Retreat at the Debs Park Audubon Center – a day designed to explore mindfulness, connection, and self-care at a deeper level. Students left feeling refreshed and equipped with tools to nurture their mental and physical health. The school continues to offer robust mental health support through a dedicated school psychologist, on-site counseling services, and group counseling sessions that create safe spaces for students to express themselves and build resilience.

Monthly Wellness Days feature activities and workshops promoting healthy habits and wellbeing, with a 2025 focus on nutrition education. Teachers and staff receive professional development and coaching to implement these practices effectively, reinforcing the school's commitment to holistic education and mental wellness.

Program Highlights

In 2024-25, fifty-one students (76%) completed at least one internship through our [Learning Through Internships](#) Program – a core component of the Big Picture Learning model providing authentic work experience, professional networking opportunities, and deeper learning in students' areas of interest. Work site partners included Pottery for the People, Green Arrow Co-Lab, Orthopedic Institute for Children, K-9 Connections, Reading Partners, California Science Center, and multiple community organizations.

Our College Readiness Internship supports seniors through the entire college application process. NVGA hosts annual Northern and Southern California college road trips and maintains a partnership with Los Angeles City College to provide additional support.

Strategic Initiatives

New Village Girls Academy has developed a comprehensive Needs Assessment as required for Title funding and [Learning Recovery Emergency Block Grant](#) funds for the 2025-26 school year. The school qualifies for [Equity Multiplier Funds](#) based on non-stability rates and percentage of socioeconomically disadvantaged students and has developed a focus goal (LCAP Goal 4) with specific actions for the 2025-26 school year.

NVGA is the recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant. The school's LCAP aligns with both the California Community School Framework and Multi-Tiered System of Support (MTSS) Framework, strengthening the integration of these approaches with the school's mission and vision.

Community Recognition and Partnerships

NVGA's Principal Jennifer Quinones received the Pioneer Women of the Year award from the Office of Civil and Human Rights & Equity Department in the City of Los Angeles for her role in advancing education for young women in Los Angeles.

Through involvement with the Liberty Hill Foundation's Liberation Fund project, NVGA has formed several new partnerships serving young women and gender-expansive youth exiting the Los Padrinos juvenile detention center. These partnerships with Beloved Village, Young Women's Freedom Center, Spirit Awakening, and A New Way of Life provide comprehensive support including education services, case management, housing assistance, mental health services, and trauma healing.

LCAP Development

- NVGA has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA), meeting stakeholder engagement requirements outlined in California Education Code 64001(j) and 52062(a), including consultation with SELPA, Parent Advisory Committee, Student Advisory Committee, and English Learner PAC; and provides written response to each of the committees regarding their comments.
- NVGA does not currently have a strategic plan.

Reflections: Annual Performance

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

The following table reflects New Village Girls Academy’s performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	N/A	Blue	Yellow	--	--	--
English Learners	--	N/A	Blue	--	--	--	--
Foster Youth	N/A	N/A	--	--	--	--	--
Homeless	N/A	N/A	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Blue	Yellow	--	--	--
Students with Disabilities	N/A	N/A	--	--	--	--	--
African American	N/A	N/A	--	N/A	--	--	N/A
Asian	N/A	N/A	--	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	Blue	Yellow	--	--	--
White	N/A	N/A	--	N/A	N/A	N/A	N/A

EXCERPT FROM 2024-25 LCAP ANALYSIS

English Language Arts: New Village Girls Academy (NVGA) does not receive performance levels (color) on the 2023 CA School Dashboard because less than 30 students were tested. For the 2022-23 school year, 50% of students tested met or exceeded standards in ELA. (Source: [CAASPP website](#))

This year, teachers connected real-world learning experiences during instruction through civic engagement projects, including a student-led abatement community project, which increases student engagement and participation. Students are assessed using STAR assessments and teachers use data to inform instruction.

High School Graduation Rate: New Village Girls Academy, is a Dashboard Alternative Status School (DASS) because at least 70% of our students meet at least one of the California Department of Education’s high-risk categories for not completing high school. NVGA’s students are young women of color; 99% are socioeconomically disadvantaged. The 2022-23 graduation rate increased to 74.2% from 52.8% in 2021-22 school year, but the schoolwide three-year average graduation is below the 68% threshold, resulting in eligibility for CSI – Graduation Rate.

(Source: [CA School Dashboard](#)) The root cause of low graduation rates identified by faculty and staff are a lack of consistency and family challenges, lack of self-confidence, and challenges with parenting and childcare.

Our philosophy recognizes that our students' critical, unmet needs must be addressed first, then developing their understanding that a commitment to education leads to a better future. In our safe learning environment, disadvantaged young women learn to develop new leadership and life skills, strive for physical and mental wellness, and prepare for post-secondary education and career training.

NVGA provides all students with a rigorous A-G approved courses, in addition to courses to pursue vocational training and/or prepare for a meaningful career through our internship and mentoring programs. Our program supports students with their development of social and professional networking skills. The investment we make in providing an all-encompassing

education experience makes it possible for our students to materialize college going goals- as first-generation college students. Annually, our students are admitted to the UC/CSU public universities, attend community colleges or a vocational school. NVGA's college acceptance rate surpasses that of other comparable DASS schools.

GRADUATION RATE		
Student Group	2021-22	2022-23
All Students	52.8%	74.2%
Hispanic	46.9%	74.2%
SED	52.8%	74.2%

NEW VILLAGE GIRLS ACADEMY'S (NVGA) 2024- CA SCHOOL DASHBOARD

The following table reflects New Village Girls Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Blue	--	--	--	--
English Learners	--	N/A	--	--	--	--	--
Long-Term English Learners	--	N/A	--	--	--	--	--
Foster Youth	N/A	N/A	--	--	--	--	--
Homeless	N/A	N/A	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Blue	--	--	--	--
Students with Disabilities	N/A	N/A	--	--	--	--	--
African American	N/A	N/A	--	--	--	--	--
Asian	N/A	N/A	--	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	Blue	--	--	--	--
White	N/A	N/A	--	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	--	N/A	N/A	N/A	N/A

ENGLISH LANGUAGE ARTS (ELA) NEEDS ASSESSMENT

NVGA's Leadership conducted a comprehensive needs assessment analyzing state mandated assessments, CA School Dashboard, local data including student performance on Renaissance STAR Reading and STAR Math results:

STAR Reading Scores:

- All Students - 984
- Black or African American - 1146
- Hispanic/Latino - 945
- Foster Youth - 588
- Housing Insecure - 716
- Immigrant/Refugee Youth/ EL - 678
- SWD - 799

Intervention Systems and Areas of Success

Literacy Support Framework: NVGA has implemented multiple intervention systems to support student literacy, including STAR Reading assessments for comprehensive progress monitoring, a specialized Success Seminar course designed to strengthen core literacy skills, and educational technology platforms like NoRedInk and Lexia Learning that provide adaptive instruction and practice.

Demonstrated Academic Growth: Special Education students have shown impressive growth in reading proficiency, advancing 2.7 grade levels during the assessment period, which demonstrates the effectiveness of our targeted support strategies for this subgroup. Hispanic students, who comprise the majority of our student population, showed moderate improvement with a 0.6 grade level increase in reading performance.

Comprehensive Recovery and Advancement Opportunities; Our credit recovery program includes summer school offerings with multiple English courses, ensuring students have multiple pathways to academic success. This program is complemented by a strong college and career readiness initiative that meaningfully connects academic learning to real-world experiences through internships and mentorships aligned with the Big Picture Learning model's individualized approach.

Positive Learning Environment: NVGA maintains a zero-suspension rate, indicating a positive school climate conducive to learning and engagement. This supportive environment provides the foundation for our personalized learning approaches and helps students remain connected to their educational journey despite external challenges.

Areas of Greatest Need

- **Academic Achievement Concerns:** The most significant area of concern is the substantial achievement gap in English Language Arts, with a Distance from Standard (DFS) of -80.1 on the 2024 Dashboard, indicating students are performing well below grade-level expectations. CAASPP ELA performance shows a troubling decline, with previous data showing 50% of students meeting or exceeding standards (14.29% at Level 4 and 35.71% at Level 3) in 2022-23, dropping to 0% meeting standards in 2023-24.

- **Subgroup Performance Patterns:** STAR Reading data reveals concerning performance declines across multiple demographic groups. African American and White students both experienced a significant decline of 3.2 grade levels in reading proficiency. English Language Learners showed a decline of 0.9 grade levels in reading, exacerbating existing achievement gaps.
- **English Learner Development:** English Learner progress has deteriorated, with the percentage of students making progress toward English proficiency dropping from 46.7% to 41.7%. This decline is further reflected in the decreased reclassification rate, which fell from 10.5% to 7.4% over the same period.
- **Systemic Challenges:** Despite some overall attendance improvements, chronic absenteeism remains persistent and continues to impact student achievement. Additionally, NVGA lacks a cohesive and systematic reading intervention approach across content areas, limiting our ability to address literacy challenges in a coordinated, school-wide manner.

Resource Inequities:

- **Teaching Quality and Support Challenges:** Our analysis reveals critical gaps in professional development, particularly in evidence-based literacy strategies for multilingual learners and students with disabilities. Teachers have insufficient collaborative planning opportunities between general education and specialized staff, hampering coordinated literacy instruction and intervention efforts. Persistent staffing challenges, especially in recruiting and retaining qualified bilingual instructors, have created inconsistent support structures for English Learners and interrupted instructional continuity.
- **Program and Resource Allocation Issues:** NVGA faces significant resource limitations in addressing attendance barriers, which disproportionately impact socioeconomically disadvantaged students. Technology integration for assessment and progress monitoring varies considerably across student groups, creating uneven data collection and response capabilities. Additionally, targeted intervention resources remain insufficient for specific underperforming subgroups, limiting our ability to close persistent achievement gaps.
- **School Leadership Capacity Concerns:** Current organizational structures provide inadequate support for data-driven decision making specifically focused on literacy improvement goals. The leadership team needs more robust systems to effectively monitor intervention effectiveness and make timely instructional adjustments. These system-level weaknesses have hindered our ability to consistently implement, evaluate, and refine literacy initiatives across all student populations.

Root Cause Analysis:

- **Attendance and Engagement Issues:** Despite improvements, chronic absenteeism continues to significantly impact instructional continuity. Many students face barriers to attendance including transportation challenges, housing insecurity, health conditions, and family responsibilities.
- **Post-Pandemic Learning Loss:** Students have experienced significant learning disruption, with many disengaging completely from education during the pandemic, resulting in substantial learning gaps.
- **Traumatic Experiences and Social-Emotional Needs:** Many students have faced adverse childhood experiences affecting learning capacity and engagement. NVGA notes that "most if not all our students have faced adverse childhood experiences and trauma" that impact their ability to focus on academics.
- **Foundational Reading Skill Gaps:** STAR data indicates many students are reading significantly below grade level (average grade level of 7.2 for high school students), suggesting gaps in foundational reading skills that impede comprehension of high school-level texts.

- **Assessment Participation Issues:** Low participation rates in standardized assessments (below 95%) affect data quality and program evaluation, limiting the school's ability to make informed decisions about literacy instruction.
- **Student Transience:** The highly mobile student population affects consistent progress monitoring and intervention implementation. As noted in the report, "student transience remained a factor with students who enrolled for more than the 30 days."
- **Professional Development Gaps:** While professional development is mentioned as a strength, there appear to be gaps in specialized training for addressing the specific literacy needs of the school's diverse population.
- **Instructional Alignment:** There's a need for better coordination between various intervention programs and the core ELA curriculum to ensure consistency and effectiveness.

Strategic Literacy Improvement Plan

Goal: Improve ELA achievement by increasing the percentage of students meeting/exceeding standards and reducing the Distance from Standard (DFS) by at least 5 points.

- **Comprehensive Literacy Framework:** New Village will implement a schoolwide literacy framework integrating reading, writing, speaking, and listening skills across all content areas. This includes content-specific literacy standards for each department, professional development on disciplinary literacy practices, and literacy-rich classroom environments featuring diverse texts at various reading levels.
- **Enhanced Intervention System:** NVGA will restructure its ELA intervention system with clear entry/exit criteria based on STAR Reading data and implement daily dedicated intervention blocks utilizing Success Seminar more strategically. The approach includes expanded after-school tutoring with a targeted literacy focus and specific intervention protocols for underperforming subgroups, particularly English Learners. A dedicated literacy intervention team will coordinate these efforts.
- **Assessment and Progress Monitoring:** To ensure comprehensive data collection, New Village will implement strategies to increase STAR testing participation to 95%, including extended testing windows, prompt assessment of new students, and alternative testing options. Monthly data analysis protocols will monitor student progress, with teacher data teams reviewing results and adjusting instruction accordingly.
- **Professional Development Focus:** All teachers will receive targeted training on evidence-based literacy strategies, scaffolding techniques for complex texts, and effective feedback methods for student writing. Professional learning communities and instructional coaching cycles will specifically focus on literacy instruction across disciplines.
- **Attendance and Family Engagement:** NVGA will implement a comprehensive attendance intervention plan with enhanced family support, home visits, and transportation assistance for chronically absent students. Family literacy workshops and accessible resources will help parents support literacy development at home, complemented by regular communication about student progress.
- **Career and Technology Integration:** Literacy improvement efforts will connect directly to workplace success through the Learning Through Internships program, authentic writing tasks linked to career interests, and college-level reading experiences. NVGA will maximize the effectiveness of current technology platforms while ensuring teachers are fully trained to use these resources for personalized literacy instruction.

MATHEMATICS NEEDS ASSESSMENT

NVGA's Leadership conducted a comprehensive needs assessment analyzing state mandated assessments, CA School Dashboard, local data including student performance on Renaissance STAR Reading and STAR Math results:

STAR Math Scores

- All Students - 1029
- Black or African American - 1042
- Hispanic/Latino - 1023
- Foster Youth - 962
- Housing Insecure - 981
- Immigrant/Refugee Youth/ EL - 990
- SWD - 988

Areas of Strength: Mathematics Performance

New Village Girls Academy has demonstrated important areas of mathematical strength despite broader achievement challenges. NVGA has achieved overall improvement in STAR Math assessment results, advancing from 5.5 to 6.3 grade level equivalency, representing a growth of 0.8 grade levels schoolwide. This positive trajectory coincides with significant attendance improvements, with rates rising to 73.82% from 45% in the previous year, creating stronger conditions for consistent academic progress.

- **Subgroup Performance Success:** Several student subgroups show particularly promising mathematical growth. Black or African American students are performing at higher levels than the school average, demonstrating the effectiveness of our targeted support approaches for this demographic. Additionally, Hispanic students improved by 0.7 grade levels, while English Language Learners advanced by 0.8 grade levels. Most notably, Special Education students showed remarkable progress with a 1.1 grade level improvement, reflecting successful differentiation strategies for diverse learners.
- **Effective Support Systems:** NVGA has implemented a structured mathematics support framework including the iXL Math program for personalized learning pathways, systematic STAR Math assessments for consistent progress monitoring, and a Success Seminar course providing targeted academic reinforcement. These interventions operate within a positive school climate, as evidenced by our zero-suspension rate, creating a supportive environment conducive to mathematical risk-taking and growth.
- **Comprehensive Recovery and Application Opportunities:** Students benefit from extensive credit recovery options through summer school, with multiple mathematics courses offered including Algebra I, Algebra II, and Geometry. Our Learning Through Internships program effectively connects mathematical concepts to real-world applications, enhancing relevance and engagement by demonstrating practical applications of abstract concepts in workplace settings.

Critical Areas of Need: Mathematics Achievement

- **Performance Concerns:** New Village Girls Academy faces severe challenges in mathematics performance, with California School Dashboard data showing a Distance from Standard (DFS) of -194.6, indicating students are performing far below grade-level expectations. CAASPP Mathematics results reveal a troubling pattern with 0% of students meeting or exceeding standards in 2023-24, returning to historical underperformance patterns observed from 2014-2020. Despite some improvement, the average mathematics performance (6.3 grade level) remains significantly below expected high school levels.
- **Equity Gaps:** Pronounced achievement gaps exist among vulnerable student populations. Foster Youth, Housing Insecure students, English Learners, and Students with Disabilities consistently score significantly below school averages, highlighting critical equity concerns requiring targeted intervention. Additionally, African American and White student subgroups showed concerning declines of 0.2 grade levels in STAR Math assessments during the evaluation period.
- **Systemic Barriers:** Chronic absenteeism continues to undermine instructional continuity in mathematics, with many students missing critical skill-building opportunities. Inadequate STAR test participation rates (below the required 95%) limit NVGA's ability to fully assess student needs and monitor progress effectively. This data collection challenge hampers precise intervention planning.
- **Instructional Framework Gaps:** NVGA lacks a comprehensive mathematics intervention framework that effectively connects assessment data to targeted supports for struggling students. There is an urgent need for a more cohesive, systematic approach to mathematics instruction that coordinates efforts across content areas and addresses the specific needs of underperforming subgroups with evidence-based strategies.

Resource Inequities Affecting Academic Achievement

- **Teaching Quality and Support:** New Village Girls Academy faces critical gaps in specialized professional development, particularly in evidence-based instructional strategies for multilingual learners and students with disabilities across both mathematics and reading. Teachers have insufficient collaborative planning time between general education and specialized staff, hampering coordinated instruction and intervention efforts. These limitations, combined with potential staffing challenges, create inconsistent support structures affecting the school's most vulnerable populations.
- **Instructional Time and Attention:** Students with significant learning needs have insufficient access to small group instruction opportunities tailored to their specific requirements in both reading and mathematics. Chronic absenteeism severely impacts available instructional time, particularly affecting sequential mathematics learning and reading skill development. The current school schedule lacks adequate personalized intervention time to address substantial foundational skill gaps, especially for English Learners, Foster Youth, Unhoused Youth, and Students with Disabilities who consistently perform below grade level.
- **Program and Resource Allocation:** Limited resources prevent effectively addressing attendance barriers, which disproportionately impacts academic learning for vulnerable students. Technology integration for assessment and progress monitoring remains uneven across student groups, creating inconsistent data collection and response capabilities. Targeted intervention resources appear insufficient for specific underperforming subgroups, particularly African American students, limiting the school's ability to close persistent achievement gaps.
- **School Leadership Capacity:** NVGA lacks sufficient structures for data-based decision making specifically focused on reading comprehension and mathematics improvement. Leadership systems for monitoring intervention effectiveness and making timely instructional adjustments

need strengthening. Addressing these systemic weaknesses is essential for developing a comprehensive plan to improve academic outcomes for identified student groups performing significantly below grade level.

Root Causes of Academic Achievement Challenges

- **Attendance and Access Barriers:** Chronic absenteeism significantly undermines academic progress, particularly in sequential subjects like mathematics. Despite recent improvements (73.82% attendance), many students face substantial barriers to consistent attendance including transportation challenges, housing insecurity, health conditions, and family care responsibilities. These obstacles disproportionately affect socioeconomically disadvantaged students, creating inequitable access to instruction. Additionally, misconceptions that minimize the importance of daily attendance (believing only unexcused absences matter or that attendance is less important in certain grades) further contribute to attendance problems.
- **Foundational Academic Gaps:** STAR Math data revealing an average performance level of 6.3 (early 6th grade) indicates severe foundational skill deficiencies for high school students. These gaps create a compounding effect where students cannot access grade-level content due to missing prerequisite knowledge. The pandemic significantly exacerbated this problem, with many students completely disengaging from education during remote learning, resulting in substantial learning losses that remain unaddressed.
- **Social-Emotional and Psychological Factors:** Most students at NVGA have experienced adverse childhood experiences and trauma that directly impact their learning capacity, engagement, and focus, particularly with challenging academic content. Though not explicitly documented, these histories frequently contribute to negative academic mindsets and subject-specific anxieties, especially in mathematics, further impeding performance and engagement.
- **Systemic Instructional Challenges:** NVGA faces significant challenges in instructional alignment between core teaching, intervention programs, and assessment practices. Low participation in standardized assessments (below 95%) compromises data quality and program evaluation capabilities, limiting the school's ability to make informed instructional decisions and target interventions effectively.

Attendance Improvement Plan: New Village Girls Academy (2025-26)

Goal: Decrease chronic absenteeism by 5% and improve overall daily attendance by 5% within one academic year.

Comprehensive Tiered Approach

- **Prevention Strategies (All Students):** New Village will implement a proactive attendance tracking system that flags students with three or more absences and immediately shares this information with the Case Manager. NVGA will establish an engaging attendance incentive system celebrating both consistent attendance and meaningful improvements, creating a positive culture around regular school participation.
- **Early Intervention (At-Risk Students):** For students showing early warning signs with three or more absences, the Case Manager will conduct personalized check-ins and refer to the School Psychologist when additional support is needed. Advisors will implement regular attendance monitoring with targeted incentives for improvement. NVGA will conduct focused family outreach to address specific barriers, provide customized transportation solutions when identified as an obstacle, and strategically connect classroom learning to student interests and internships to increase engagement and motivation.
- **Intensive Support (Chronically Absent Students):** Students with established patterns of chronic absence will receive individualized attendance success plans with concrete goals and strategies. The Case Manager will provide comprehensive case management connecting

families to support services addressing underlying issues such as housing, healthcare, or family challenges. For persistent non-attendance, the team will conduct home visits to better understand barriers and develop personalized re-engagement strategies that may include afterschool components to accommodate student circumstances.

Monitoring and Continuous Improvement: The attendance team will track weekly attendance rates, implementation fidelity of interventions, and gather student and family feedback on the effectiveness of support strategies. Quarterly reviews will analyze progress toward attendance goals, identify successful and unsuccessful approaches, and adjust resource allocation based on emerging needs. This data-driven cycle ensures the program remains responsive to student needs.

Learning Recovery Emergency Block Grant (LREBG) Funded Programs and Services

Based on our comprehensive needs assessment conducted in accordance with EC Section 32526(d) and valuable feedback from educational partners, New Village Girls Academy (NVGA) will implement evidence-based programs and services funded through Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-26 school year. These strategic investments directly address critical learning gaps identified through multiple data sources including the 2024 CA School Dashboard, STAR Reading and Math assessments, attendance data, and graduation rate analysis, while implementing the purposes outlined in EC Section 32526(c)(2).

Needs Assessment Summary: Our comprehensive needs assessment revealed substantial academic challenges requiring targeted intervention. CAASPP data shows Distance from Standard (DFS) scores of -80.1 in ELA and -194.6 in Mathematics, with 0% of students meeting college readiness standards in ELA for 2023-24. STAR assessment data indicates significant achievement gaps across demographic groups, with Foster Youth (588), Housing Insecure students (716), and English Learners (678) performing well below the school average (984) in reading. Additionally, chronic absenteeism remains a persistent barrier, and graduation rates, while improving to 74.2%, require continued support to reach optimal levels for our high-risk student population.

LREBG-Funded Actions and Evidence Base:

1. Director of Teaching and Learning - \$39,798.56 (LCAP Goal 1, Action 2)

Purpose Alignment: This action implements EC Section 32526(c)(2)(A) - addressing learning loss and EC Section 32526(c)(2)(B) - preparing pupils for and providing access to career and technical education.

Rationale: Our needs assessment identified critical gaps in instructional alignment and teacher capacity to effectively implement evidence-based practices for our diverse learners. The assessment revealed that 20% of students are English Learners with declining reclassification rates (from 10.5% to 7.4%), and 24% are Students with Disabilities requiring specialized support.

Evidence Base (ESSA Tier 2 - Moderate Evidence): Research by Joyce and Showers (2002) demonstrates that instructional coaching produces significant improvements in teacher practice and student achievement through sustained, job-embedded professional development. Meta-

analyses by Kraft, Blazar, and Hogan (2018) show that teacher coaching programs have moderate to strong effects on instruction quality and student outcomes, particularly for high-need student populations.

Monitoring Metric:

- High school graduation rate (LCAP Metric #16), with target of 10% increase over three years as measured on the CA School Dashboard.

2. APEX Credit Recovery Online Program - \$6,000 (LCAP Goal 4, Action 3)

Purpose Alignment: This action implements EC Section 32526(c)(2)(A) - addressing learning loss and EC Section 32526(c)(2)(E) - providing mental health services and supports.

Rationale: Our needs assessment identified significant credit deficiencies among students who experienced complete educational disengagement during the pandemic. Data shows a drop in A-G completion rates from 45.8% to 0%, and many students require flexible credit recovery options to address post-pandemic learning loss while accommodating the complex life circumstances faced by our student population (99% socioeconomically disadvantaged, 30% homeless, 15% foster youth).

Evidence Base (ESSA Tier 3 - Promising Evidence): Research by Glass and Welner (2011) and studies by the Center for Digital Education demonstrate that online credit recovery programs, when properly implemented with teacher support, show promising results in helping at-risk students recover credits and graduate on time. The personalized, self-paced nature of digital platforms addresses diverse learning needs and accommodates attendance challenges common in high-risk populations.

Monitoring Metrics:

- High school graduation rate (LCAP Metric #16)
- High school dropout rates (LCAP Metric #15)

Expected Outcomes: These evidence-based interventions directly address the root causes identified in our needs assessment: inadequate instructional support systems and credit deficiencies due to pandemic-related disengagement. By combining enhanced instructional coaching with flexible credit recovery options, NVGA expects to see measurable improvements in graduation rates, reduced dropout rates, and increased student engagement, ultimately supporting our goal of increasing high school graduation rates by 10% within three years as outlined in our Equity Multiplier Fund goal (LCAP Goal 4).

Equity Multiplier Funds (EMF) Implementation Plan

Based on our comprehensive needs assessment and valuable feedback from educational partners, New Village Girls Academy (NVGA) will implement the following evidence-based support programs funded through Equity Multiplier Funds:

Teacher Induction Program - \$6,000

- NVGA will subsidize teacher induction expenses through a partnership with the Los Angeles County Office of Education (LACOE). This investment ensures all teachers participate in high-quality induction programs to clear their teaching credentials, directly supporting our

commitment to providing appropriately credentialed instructors for all students. (LCAP Goal 4, Action 1)

School Psychologist - \$111,796.20

- Our needs assessment revealed that most, if not all, NVGA students have experienced adverse childhood experiences and trauma that significantly impact brain development, learning capacity, and overall health. These challenges have intensified post-pandemic, contributing to declining student engagement, higher chronic absenteeism, and lower graduation rates. The School Psychologist will provide essential small group and one-on-one counseling services while training staff in trauma-informed teaching strategies that create a supportive learning environment where students feel safe, take appropriate academic risks, and effectively engage in learning. (LCAP Goal 4, Action 2)
-

Summer School Instruction - \$15,000

- NVGA will provide comprehensive summer programming led by credentialed teachers specifically designed for credit-deficient students. This structured program delivers tiered intervention and targeted academic support to ensure students remain on track for on-time graduation. This strategic investment directly supports increased annual high school graduation rates, a key metric on the California Schools Dashboard that also positively impacts College/Career Indicator performance. (LCAP Goal 4, Action 3)

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 Village Girls Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p style="text-align: center;">Administrators/Principal</p>	<p>Date: January 23, 2025</p> <p>Topics: Annual budget, including EM and LREBG spending plan</p> <p>Discussion took place on the 2023-24 LCAP Midyear update, LAUSD Metrics (Internships and Exhibitions 1st semester data), internal mental health referrals, credit recovery tracker, non-eligibility for CSI in the upcoming school year, local data, including classroom observation data. Discussions on the comprehensive needs assessment use of Title funds, Equity Multiplier Funds and LREBG Funds.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> ● Equity Multiplier <ul style="list-style-type: none"> ○ Leadership recommends to fund summer school, school psychologist, and teacher induction fees ● LREBG <ul style="list-style-type: none"> ○ Leadership recommends funding professional development in the areas of teaching and learning, specifically project-based learning and trauma informed classrooms
<p style="text-align: center;">Teachers</p>	<p>Date: May 15, 2025</p> <p>Topics: Reviewed and tracked LCAP goals and action items and answered the following:</p> <ul style="list-style-type: none"> ● Where do you see evidence of us successfully doing this? ● What are concrete opportunities for us to grow/improve in our data collection and analysis?

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> ● Discussions on the comprehensive needs assessment use of Title funds, Equity Multiplier Funds and LREBG Funds. <p>Feedback:</p> <ul style="list-style-type: none"> ● More professional development opportunities related to working with EL students and students receiving special education ● Increase our capacity around Leave to Learn and providing more hands-on opportunities for students to meet mentors and professionals ● Utilize assessment data (STAR math and reading) to help inform interventions and individualized learning plans for students
<p>Other School Personnel</p>	<p>Date: May 15, 2025</p> <p>Topics: Reviewed and tracked LCAP goals and action items and answered the following:</p> <ul style="list-style-type: none"> ● Where do you see evidence of us successfully doing this? ● What are concrete opportunities for us to grow/improve in our data collection and analysis? ● Discussions on the comprehensive needs assessment use of Title funds, Equity Multiplier Funds and LREBG Funds. <p>Feedback provided:</p> <ul style="list-style-type: none"> ● More professional development opportunities related to working with EL students and students receiving special education ● Increase our capacity around Leave to Learn and providing more hands-on opportunities for students to meet mentors and professionals ● Utilize assessment data (STAR math and reading) to help inform interventions and individualized learning plans for students
<p>Students</p>	<p>Students were surveyed in August 2024, January 2025, and May 2025</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> ● Students are interested in receiving mental health services, case management, and college & career support. ● Over 30% of students report needing support with housing, food, childcare, and other supportive services.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Students would like more enrichment activities, like STEAM, outdoor fieldtrips, and art. • Students are interested in more project-based learning opportunities through their Advisory. • Students are interested in interventions to address behavioral issues that are fair and equitable.
<p>Student Advisory Committee</p>	<p>Date: January 22, 2025 Topic: Parent Involvement Recommendations:</p> <ul style="list-style-type: none"> • More communication shared in different ways (phone calls, texts, mail) • Parents are not aware of all the big events, we need to share more information • There is an opportunity to create a parent center where parents know they can go to directly to get support and learn what is available at the school <p>Date: February 26, 2025 Topic: Credit Recovery and Mental Health Services Recommendations:</p> <ul style="list-style-type: none"> • Credit recovery is something NVGA needs to continue to provide because it helps students who are not on track to graduate • It is helpful to have this after school so more students can participate • APEX is a good resource in the summer <p>Date: March 26, 2025 Topic: After-School and Summer School Program. Discussions on the comprehensive needs assessment use of Title funds, Equity Multiplier Funds and LREBG Funds.</p> <ul style="list-style-type: none"> • The current offerings in the after-school program are good, especially the credit recovery on Fridays, it is a good option for students

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Summer school should also include enrichment so students can make up credits and classes but also stay active and have a good outlet and positive activity to participate in. <p>Date: April 23, 2025</p> <p>Topic: What tools and technology are needed at the school?</p> <p>Recommendations:</p> <p>The laptops for students need to be updated so they operate better</p> <p>Date: 5/21/25</p> <p>Topic: Review and approval of the 2025-26 LCAP; LREBG Funds, Equity Multiplier Goal, Actions, Funds; and Use of Title Funding.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • All ideas shared throughout the school year have been incorporated in the LCAP and reflected in the various meetings above. • Feedback stated above is increase communication to parents, include APEX credit recovery, and update student technology. <p>The Student Advisory Committee approved the Equity Multiplier Goal, Actions and use of Funds; LREBG needs assessment and use of Funds, Use of Title and LCFF Funds; and the 2025-26 LCAP for submission to NVGA’s Governing Board.</p>
<p>Parent Advisory Committee (PAC)</p>	<p>Date: 8/20/24</p> <p>Topic: LCAP Goal: Provide professional learning opportunities and coaching for educators and student support staff that supports the school’s Project-based Learning educational model – Big Picture Learning, that integrates methods and practices across content areas, providing all students with a comprehensive and coherent instructional program.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • All teachers should go through training all year to learn how to teach project-based learning

Educational Partner(s)	Process for Engagement
	<p>Date: 4/29/25</p> <p>Topic: LCAP Goal: Integrate data and assessment systems to facilitate the schoolwide comprehensive Multi-tiered System of Supports (MTSS) in alignment with the CA Community Schools Framework and 4 Pillars of Community Schools. Continue to strengthen systems and maximize services to effectively address the academic, social-emotional, behavioral, and mental health needs of our students in a timely manner. Discussions on the comprehensive needs assessment use of Title funds, Equity Multiplier Funds and LREBG Funds.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Connect with each family/parent and the student to understand the individual needs. Do not generalize but specialize for each student. That will allow you to better understand. • Email or letter sent to parents with a progress update. • Individualize the outreach to each family for them to attend and get involved <p>Date: 5/27/25</p> <p>Topic: Review and approval of the 2025-26 LCAP</p> <p>Feedback provided:</p> <p>The school has been co-creating and updating the LCAP goals throughout the year. The feedback was incorporated into the LCAP; therefore, no new feedback was received at this meeting. The PAC approved the Equity Multiplier Goal, Actions and use of Funds; LREBG needs assessment and use of Funds, Use of Title and LCFF Funds; and the 2025-26 LCAP for submission to NVGA’s Governing Board.</p>
<p>English Learner Parent Advisory Committee (EL-PAC)</p>	<p>This requirement does not apply to NVGA since the school has <60 English Learners and <15% of enrolled students are English Learners, which are EL-PAC requirements.</p>
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Parents were surveyed on the comprehensive needs assessment use of Title funds, Equity Multiplier Funds and LREBG Funds; and LCAP Goals/Actions.</p> <p>Parents were surveyed in August 2024, January 2025, and May 2025</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Offer more diverse curriculum and activities • Focus on adding more college level classes • Solicit the feedback from students to understand what the needs of the school are • Increase college preparedness for all students

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Provide more opportunities for students to receive 1:1 academic support
SELPA Administrator	On 4/26/25: NVGA consulted with its SELPA to identify and address the needs of Students with Disabilities as outlined in Goal 1, Action 3 as part of the consultation requirement. To date the SELPA has not responded.

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

Overview of Engagement Process

New Village Girls Academy (NVGA) engaged a broad range of educational partners in developing its 2025-26 Local Control and Accountability Plan (LCAP). The school consulted with administrators, teachers, classified staff, students, parents (including those representing Unduplicated Pupils and Students with Disabilities), the Parent Advisory Committee (PAC), English Learner Advisory Committees (ELAC), Student Advisory Committee, and the Special Education Local Plan Area (SELPA).

Feedback from Educational Partners

The feedback collected from each group is summarized below:

- **Principal & Leadership:** Requested ongoing coaching for instructional practices (Big Picture Learning), restorative practices, and hiring an Academic & Graduation Liaison to support tutoring and re-engagement of students at risk of not graduating.
- **Teachers:** Sought robust coaching in Big Picture Learning, restorative practices, meditation, and classroom management.
- **Other School Personnel:** Requested coaching to better address the needs of English Learners (EL) and Students with Disabilities (SWD), and participation in professional development.
- **Students:** Expressed interest in more sports and recreational activities, and stronger connections between classroom learning and real-world experiences.
- **Parents:** Asked for increased tutoring services and summer school (credit recovery) to support graduation. (Goal 2, Action 5)
- **Parent Advisory Committee (PAC):** Emphasized the need for continued technology access, tutoring, credit recovery, health and fitness programs, and school safety. (Goal 1, Action 4; Goal 2, Action 4)
- **ELAC/DELAC/EL-PAC:** Highlighted the importance of supporting EL students to graduate on time, including tutoring during and after school. (Goal 2, Action 5)
- **SELPA:** No additional feedback provided.

Influence of Feedback on LCAP Actions

The input from educational partners directly shaped several key aspects of the LCAP:

- **Professional Development:** Expanded coaching in Big Picture Learning and restorative practices for teachers and staff. (Goal 1, Action 2)
- **Academic & Graduation Support:** Creation of an Academic & Graduation Liaison position, increased tutoring, and summer school for credit recovery. (Goal 2, Action 4; and Goal 4, Action 3)
- **Student Engagement:** Addition of sports, outdoor education, and experiential STEM courses at the California Science Center (Goal 2, Action 4)
- **Technology Access:** Continued provision of Chromebooks for students (Goal 1, Action 4)
- **Support for English Learners:** Inclusion of a classroom aide, credentialed ELD teacher, bilingual instruction, and EL-specific internships and peer language exchanges. (Goal 2, Action 2)
- **School Climate:** Implementation of Positive Behavioral Interventions and Supports (PBIS) and coaching on Diversity, Equity, Inclusion, and Justice (DEI) practices. (Goal 2, Action 6)
- **Multi-Tiered System of Supports (MTSS):** Strengthening the MTSS framework to integrate academic, social-emotional, and behavioral supports aligned with the school's wellness, college readiness, and community school initiatives. (Goal 2, Actions 4,5 and 6)

The engagement of educational partners at NVGA was thorough and ongoing, directly informing the school's goals, actions, and resource allocation for 2023-24. Their feedback resulted in targeted supports for academic achievement, wellness, and equity, particularly for English Learners, Students with Disabilities, and socioeconomically disadvantaged students². The process exemplifies a collaborative approach to continuous school improvement and accountability.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide professional learning opportunities and coaching for educators and student support staff that supports the school’s Project-based Learning educational model – Big Picture Learning, that integrates methods and practices across content areas, providing all students with a comprehensive and coherent instructional program.	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.

This goal was developed to address the critical post-pandemic learning challenges faced by their unique student population. The comprehensive needs assessment revealed significant academic gaps, with students performing well below grade level expectations in both ELA (DFS -80.1) and Math (DFS -194.6). The school's educators, paraprofessionals, support staff, and administrators identified professional learning as essential to effectively implement the Big Picture Learning model, which emphasizes project-based, personalized education. This goal focuses on building staff capacity to integrate teaching methods across content areas while addressing both academic and social-emotional needs, which is crucial for re-engaging their high-risk student population and improving graduation rates for their predominantly socioeconomically disadvantaged students (99%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO/Dashboard	2021-22: 81.7%	2022-23: 76.7%		2023-24: 77%	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
2	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
3	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 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)	<u>2023-24</u> ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: 4	<u>2024-25</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 3 PE: 4 VAPA: 4 World Language: 4		<u>2025-26:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language:4	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science: 0 CTE: N/A Health: -1 PE: 0 VAPA: 0 World Language: 0

Goal Analysis for 2024-25

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

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

Action 1: This action was partially implemented. All teaching positions were filled with appropriately credentialed teacher including 2 interns working towards clearing their credentials. All teaching positions were staffed with fully credentialed educators, including two teaching interns

who are in the process of completing their credential requirements. The only staffing gap remains in our Physical Education department, where we continue to search for a qualified bilingual PE instructor - a particularly challenging position to fill due to the limited candidate pool.

Despite the temporary school closures caused by the Los Angeles fires in January 2025, NVGA will provide 176 instructional days this academic year, meeting California state requirements. Furthermore, our total instructional minutes will exceed state mandated minimums.

Action 2: This action was partially implemented. Our professional development program incorporates robust, evidence-based practices beginning with five days of intensive summer training, continuing through weekly whole-staff sessions, and including an additional non-instructional training day during the academic year, a reduction from two days as originally planned. The comprehensive curriculum covers data analysis, tiered supports, and instructional practices, with specific focus on strategies supporting English Learners and students with disabilities. Our weekly professional development sessions address CSI Plan implementation, restorative justice practices, wellness and well-being, meditation and quiet time, mental health support, special education, and Big Picture Learning Practices.

The instructional coaching program, led by the Principal and Director of Teaching & Learning, provides ongoing support for all teachers. Each teacher has completed two formal observation cycles, each comprising a pre-observation meeting, a 75-minute classroom observation, and a post-observation discussion. Before the academic year concludes, all teachers will participate in two additional observation cycles.

Action 3: This action was fully implemented. NVGA ensures that all students have access to standards-aligned curriculum and instructional materials. NVGA has successfully acquired and implemented all planned curricular and instructional materials for the academic year.

Action 4: This action was fully implemented. NVGA maintains a one-to-one device program for students, with ongoing monitoring and support to ensure all technology remains fully operational and ready for student use.

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

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures:

Estimated actual expenditures for Goal 1, Action 1 were less than the budgeted amount due to the Physical Education teacher position remaining vacant throughout the 2024-25 school year. Despite extensive recruitment efforts and posting the position on multiple job sites, NVGA was unable to fill this specialized position requiring a credentialed, bilingual PE teacher suitable for an all-girls school environment. The salary and benefits allocated for this position resulted in the material difference between budgeted and actual expenditures.

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

Action 1: The implementation of this action has shown significant effectiveness despite facing some implementation challenges. While the action was only partially implemented due to circumstances such as the LA fires in January 2025 (which reduced instructional days from 180 to 176) and difficulties in filling the PE teacher position, the core components of this action have positively impacted student outcomes.

Providing additional instructional days beyond California's requirement has proven to be particularly effective for New Village Girls Academy's unique student population. This extended learning time has created increased opportunities to engage students with attendance challenges, allowing for more targeted interventions and personalized support. The extra classroom time has made a measurable difference in reducing attendance-related learning gaps, which directly supports the school's overall academic achievement and graduation rates.

The comprehensive staffing approach, including appropriately credentialed teachers, resource specialists, and behavioral interventionists, has created a supportive educational environment aligned with the Big Picture Learning model. This staffing structure enables the individualized attention necessary for addressing diverse learning needs within the project-based learning framework.

Evidence of effectiveness is reflected in improved engagement metrics, with attendance increasing to 73.82% from previous rates as low as 45%. The school's ability to maintain instructional continuity despite external challenges (such as the LA fires) demonstrates the resilience built into this action's implementation. The extra instructional time has proven particularly valuable in creating a more inclusive and comprehensive learning experience where students can progress at their own pace while building essential foundational skills. This individualized approach directly supports Goal 1's focus on providing a comprehensive and coherent instructional program across content areas.

Action 2: The implementation of this action has demonstrated considerable effectiveness, despite being only partially implemented due to external constraints. The evidence-based professional development program has successfully created stronger alignment across the school's instructional approaches while building staff capacity to implement the Big Picture Learning educational model.

Concrete evidence of effectiveness is visible in several key areas. First, there has been a measurable increase in alignment across Advisories and more frequent instances of relationship-building, relevance, and rigor in content classes—three essential components of the school's instructional framework. This improved instructional coherence directly supports Goal 1's focus on providing a comprehensive educational program that integrates methods across content areas. Second, school-wide student support systems have notably improved, with enhanced communication and collaboration between out-of-classroom and in-classroom staff. This integration has strengthened the multi-tiered support system that undergirds the school's project-based approach to education. Additionally, the professional learning program has demonstrated responsiveness to staff needs, as exemplified by the incorporation of actionable meditation strategies for students' "Quiet Time" based on staff feedback from the Spring 2023-2024 Personnel School Climate Survey. This responsive approach indicates an effective professional development system that adapts to identified instructional challenges.

While the staff faces challenges balancing the rigorous professional learning schedule with wellness concerns, and despite the reduction from two planned non-instructional days to one due to school closures from LA fires, the substantive improvements in instructional alignment and student support systems demonstrate that this action is effectively advancing Goal 1's objectives. Continued attention to ensuring educators have adequate time, knowledge, and resources to implement the school's multifaceted instructional model will be essential for sustained effectiveness.

Action 3: The implementation of this action has demonstrated strong effectiveness in supporting New Village Girls Academy's project-based learning educational model. This action has been fully implemented, with NVGA successfully adopting and deploying a comprehensive set of standards-aligned curricular resources across all disciplines.

The effectiveness of this action is evidenced by the strategic selection and implementation of complementary digital platforms that directly address identified student needs. The suite of implemented resources—Renaissance Learning (STAR Testing), IXL (Math Program), NoRedInk (English Program), LEXIA (English Language Acquisition Program), and APEX (Credit Recovery Program)—provides a cohesive framework that supports both assessment and targeted instruction across core content areas.

Particularly notable is the responsive adaptation demonstrated when the English department advocated for replacing NewsELA with NoRedInk, which more precisely addressed observed student skill gaps. This collaborative decision-making process illustrates one of the action's key strengths: empowering teachers to identify and implement instructional materials that directly respond to student needs, which aligns with the school's project-based learning approach. The effectiveness of this action is further enhanced by the collaborative implementation process involving discipline-alike teachers. This collaboration has ensured all students have access to aligned educational experiences while building teacher capacity to effectively utilize these resources. This approach supports the broader goal of providing a comprehensive and coherent instructional program across content areas.

While the implementation has been successful, NVGA appropriately recognizes the ongoing challenge of continuously evaluating curricular materials to ensure they directly address instructional needs. This reflective stance indicates a commitment to continuous improvement in curricular decision-making, which strengthens the action's long-term effectiveness in supporting Goal 1's objectives.

Action 4: The implementation of this action has shown measurable effectiveness in supporting New Village Girls Academy's educational program, while also revealing areas for continued development. This action has been fully implemented with the successful deployment of three key technology components: Deltechis for IT support, Zoom for virtual meetings, and Chromebooks providing 1:1 device access for all students while on campus.

The primary strength and effectiveness of this action lies in its successful elimination of the digital divide within NVGA environment. All students now have equitable access to technology devices and digital instructional materials while at school, regardless of their socioeconomic background. This universal access has effectively democratized learning opportunities and ensured that all students can build critical digital literacy skills essential for academic success in the 21st century. The implementation of reliable IT support through Deltechis has enhanced the effectiveness of this action by ensuring that technology remains functional and accessible to both students and staff. Similarly, the integration of Zoom has maintained the school's ability to conduct virtual meetings when necessary, supporting administrative functions and maintaining communication channels with stakeholders.

However, a significant limitation affecting the action's full effectiveness is the persistent gap in at-home technology access. While NVGA has successfully provided 1:1 device access on campus, the midyear update identifies that not all students have equivalent access at home, creating barriers to completing academic work or practicing digital skills outside school hours. This home-school digital divide presents an ongoing challenge to the full realization of the action's objectives. Despite this challenge, the action has effectively supported Goal 1's focus on providing a comprehensive and coherent instructional program by ensuring that technology integration is possible across all content areas during school hours. The priority remains to continue developing strategies that might extend this digital access beyond the school day to further enhance the effectiveness of this action in supporting student learning.

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.

No changes will be made to Goal 1's planned goal, metrics, target outcomes, or actions for the coming year. The current professional learning framework effectively supports the school's Project-based Learning educational model and continues to meet the needs of educators and students.

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	Admin & Educators that Support the Ed Program	<p>New Village Girls Academy (NVGA) will employ a principal and appropriately credentialed teachers who will provide instruction in all core subject areas: English Language Arts, Mathematics, Science, History, Foreign Language (French), and Physical Education as part of the school's comprehensive educational program. NVGA will employ a Resource Specialist and Behavior Interventionist to support students with disabilities. Additionally, NVGA will maintain a substitute teacher position to ensure continuity of instruction during staff absences.</p> <p>NVGA will provide all students with 180 instructional days, exceeding the California state requirement of 175 instructional days. NVGA will also exceed the California state requirement for total instructional minutes across all grade levels.</p> <p>All teachers will participate in 5 days of intensive Summer Professional Development to prepare for the 2025-26 academic school year, with an additional 2 non-instructional days during the academic year dedicated to data analysis, tiered supports, instructional practice, and strategies to support English Learners. Our teachers will also participate in weekly Professional Development and/or staff development sessions focusing on:</p> <ul style="list-style-type: none"> • Restorative justice practices • Wellness and well-being strategies • Meditation and quiet-time implementation 	\$1,229,477	Y

		<ul style="list-style-type: none"> • Mental health support frameworks • Special education accommodations and modifications • Big Picture Learning Practices 		
2	Professional Learning & Capacity Building	<p>New Village Girls Academy (NVGA) will provide all educators (General Education & Special Education teachers, as well as the Behavioral Interventionist) with robust evidence-based professional development including 5 days of intensive summer training to prepare for the 2025-26 academic school year and 2 additional non-instructional days during the academic year. These sessions will focus on data analysis, tiered supports, instructional practices, and strategies to support English Learners (ELs) and students with disabilities (SWDs). Weekly professional development sessions will address critical areas of practice throughout the year.</p> <p>Instructional Coaching: The Principal and teachers will participate in comprehensive, ongoing instructional coaching focused on project-based learning methodologies, including Big Picture Learning (Funded with Title II: \$13,535 through interests and internships, advisory structure implementation, public displays of learning, and strategies for personalization.</p> <p>Key Focus Areas: Professional learning will emphasize Restorative Justice principles, Health & Wellness Practices, Cultural Competency development, Positive Behavioral Interventions and Supports (PBIS) training through LACOE, Meditation and Restorative Practices, and effective modifications and accommodations for Students with Disabilities.</p> <p>Leadership Development: The Principal and the Director of Teaching & Learning (Funded with: LCFF S&C: \$79,301.66; & LREBG \$39,798.56) will provide instructional coaching, shadowing, and demonstration teaching while leading professional development sessions for all teachers. They will enhance the Advisory curriculum and integrate social-emotional learning and project-based learning into curricular and instructional practices. The Administrative/Leadership Team will participate in additional professional</p>	\$185,091	Y

		learning through workshops, conferences, and symposiums throughout the school year to further build capacity among our teachers and leadership.		
3	Core Curricular Program Needs	New Village Girls Academy (NVGA) has adopted comprehensive standards-aligned curriculum across all disciplines including English Language Arts, Mathematics, Science, Social Studies/History, Foreign Language, and Physical Education. NVGA will ensure all students have equitable access to high-quality curricular and instructional materials that support diverse learning needs and promote academic achievement. Purchases for the 2025-26 academic year will include core textbooks, digital learning platforms, instructional guides, student workbooks, consumables for hands-on learning activities, and supplemental materials to enrich the educational experience. These resources will be selected to align with California state standards, support project-based learning approaches, and provide appropriate scaffolding for English Learners and students with disabilities while challenging advanced learners.	\$1,500	N
4	Closing the Digital Divide	New Village Girls Academy (NVGA) will implement a comprehensive technology access plan to ensure all students have equitable access to educational resources regardless of socioeconomic background. NVGA will provide each student with an appropriate technology device (laptops/Chromebooks) to access both core instructional materials and supplemental digital learning resources. NVGA will maintain a professional IT support contract to ensure timely technical assistance, device maintenance, and network reliability throughout the campus. NVGA will continue to utilize Zoom and other digital collaboration platforms to facilitate virtual parent meetings, student internship connections, professional development sessions, and remote learning opportunities when necessary. NVGA will also assess internet accessibility needs among its student population and provide internet connectivity solutions for students who lack reliable access at home. Additionally, NVGA will integrate digital literacy skills development across the curriculum to ensure students can effectively utilize technology tools for academic success and future career readiness.	\$43,600	N

Goal

Goal #	Description	Type of Goal
2	Integrate data and assessment systems to facilitate the schoolwide comprehensive Multi-tiered System of Supports (MTSS) in alignment with the CA Community Schools Framework and 4 Pillars of Community Schools. Continue to strengthen systems and maximize services to effectively address the academic, social-emotional, behavioral, and mental health needs of our students in a timely manner.	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.

This goal was developed to address the significant post-pandemic learning challenges and trauma experienced by students. Despite ongoing efforts, improving daily attendance and reducing chronic absenteeism rates remain multi-year challenges requiring additional supports. The needs assessment revealed substantial academic gaps, with Distance from Standard metrics showing significant underperformance in both ELA (-80.1) and Mathematics (-194.6). There is a critical need to strengthen the school's Multi-tiered System of Supports (MTSS) using academic and social-emotional learning universal screeners to identify specific learning gaps and provide targeted interventions. This data-driven approach aligns with the California Community Schools Framework to comprehensively address both academic and mental health needs, ultimately supporting improved high school graduation rates for NVGA's predominantly at-risk student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
4	CAASPP ELA Assessment: Distance from Standard (DFS)	2022-23: -50.7 DFS All Students (n=16)	2023-24: -80.1 DFS All students (n=15)		2024-25: -75 DFS	-29.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23: -180.6 DFS All Students (n=16)	2023-24: -194.6 DFS All students (n=15)		2024-25: -190 DFS	-14 DFS
6	% students college ready measured by Math EAP. Source: CAASPP website	<u>2022-23:</u> Level 3: 7.69% Level 4: 0%	<u>2023-24:</u> Level 3: 10% Level 4: 0%		<u>2024-25:</u> Level 3: 11% Level 4: 1%	Level 3: +2.31% Level 4: 0%
7	% students college ready as measured by ELA EAP. Source: CAASPP website	<u>2022-23:</u> Level 3: 35.71% Level 4: 14.29%	<u>2023-24:</u> Level 3: 0% Level 4: 0%		<u>2024-25:</u> Level 3: 5% Level 4: 0%	Level 3: -35.71% Level 4: -14.29%
8	% Proficient CAST Source: CAASPP website	2022-23: 21.4%	2023-24: N/A <11 students tested. CDE has suppressed data		2024-25: 25%	Data Unavailable
9	% students: A-G completion rate (5-year cohort outcome) Source: Dataquest	2022-23: 45.8%	2023-24: 0%		2024-25: 50%	-45.8%
10	% EL who made progress towards English Language Proficiency	46.7% Source: 2023 Dashboard	2023-24: 41.7% Source: 2024 Dashboard		2024-25: 42.7%	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: ELPI – CA School Dashboard					
11	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 15%	2023-24: 11.76%		2024-25: 12%	3.24%
12	Reclassification Rate Source: Dataquest	2022-23: 10.5%	2023-24: 7.4%		2024-25: 7%	-3.1%
13	Attendance Rate Source: CALPADS	2022-23: 45%	2023-24: 67.55%		2024-25: 68%	+22.55%
14	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 86.4% Hispanic 85.1% EL 80.6% SED 86.1%	2023-24: Chronic Absenteeism Rate All Students 87.0% Hispanic 86.6% SED 87.0%		2024-25 Chronic Absenteeism Rate All Students 86.0% Hispanic 86.0% SED 86.0%	All Students: +0.6% Hispanic: +6% SED: +0.9%
15	High School Dropout Rates (5-year cohort outcome) Source: Dataquest	2022-23 HS Dropouts Rate All Students 35.1% Hispanic 39.4% EL 52.9% SED 35.1%	2023-24 HS Dropouts Rate All Students 22.2% Hispanic 22.2% SED 22.2%		2024-25 HS Dropouts Rate All Students 21.2% Hispanic 21.0% SED 21.0%	All Students: -12.9% Hispanic: -17.2% EL: N/A SED: -12.9%
16	High School Grad. Rate Source: CA School Dashboard	2022-23 Graduation Rate All Students 74.2% Hispanic 74.2% SED 74.2%	2023-24 Graduation Rate All Students 77.8% Hispanic 77.8% SED 77.8%		2024-25 Graduation Rate All Students 78.8% Hispanic 78.8% SED 78.8%	All Students: +3.6% Hispanic: +3.6% SED: +3.6%
17	Suspension Rate	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Dataquest					
18	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
19	% students participating in an elective course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
20	% of graduate earning a Golden State Seal Merit Diploma Source: Dataquest	2022-23: 12.5%	2023-24: 9.5%		2024-25: 10%	-3%

NOTE: New Village Girls Academy is a DASS school that currently serves grades 9-12; and its educational program does not offer CTE Pathways and AP courses, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
- Priority 5:
 - Middle School dropout rate

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. STAR Reading and Math assessments have been administered to all students as our primary tool for measuring academic progress and identifying learning gaps. These assessments provide both formative and summative data that helps establish annual growth targets and guides instructional planning.

Assessment results are analyzed and shared across multiple levels of our school community. Teachers receive detailed data during morning circles, weekly professional development sessions, instructional coaching meetings, and cross-collaboration discussions. This regular review allows them to adjust instruction and implement targeted interventions based on student needs. The data is disaggregated by student group and grade level to ensure we're meeting the needs of all learners.

The governing board reviews STAR Math and English results during their bi-monthly meetings, and results are also shared with parents to maintain transparent communication about student progress. This comprehensive approach to data sharing ensures all stakeholders are informed and aligned in supporting student achievement.

Action 2: This action was fully implemented. To strengthen our support for English Learners (ELs), we have implemented a multi-faceted approach combining professional development, additional staffing, and technology resources. Teachers have participated in specialized training focused on effective strategies for serving English Learner students. To provide more individualized attention, we hired a part-time Teaching Assistant who delivers supplemental support through small-group instruction during the school day. Additionally, all English Learners have access to Lexia Language, a digital platform designed to enhance English Language proficiency through targeted practice and instruction.

Action 3: This action was fully implemented. Our Special Education team, led by the Resource Specialist, maintains rigorous oversight of our special education program to ensure comprehensive support for students with disabilities (SWDs). The team consistently meets all IEP timelines; conducts required meetings and maintains clear communication with parents regarding related services. All IEP services are fully implemented, with regular updates and documentation of student progress toward IEP goals. To strengthen our school-wide approach to supporting SWDs, the Special Education team not only participates in ongoing professional development but also leads training sessions for all staff members on evidence-based practices for serving students with disabilities.

Action 4: This action was fully implemented. New Village Girls Academy prepares students for post-secondary success through a comprehensive college and career readiness program. Our project-based learning model provides all students with access to rigorous college preparatory curriculum, while individualized learning plans ensure personalized support for each student's academic journey. The Academic Counselor works directly with students to develop their college A-G plans, ensuring they remain on track for college eligibility.

To foster college awareness and accessibility, we offer multiple college engagement opportunities including campus visits, multi-day college trips, parent workshops, and informational sessions about financial aid and dual enrollment. This exposure helps students envision their academic future and understand the practical steps toward higher education.

Career preparation is equally emphasized through our enriching internship program, which connects students with mentors and professionals in their fields of interest. Students gain valuable real-world experience while building professional networks. Supplemental events such as Speed Networking and Career Day provide additional opportunities for students to develop professional skills and explore diverse career paths.

Action 5: This action was partially implemented. We have implemented comprehensive strategies to improve student attendance through multi-tiered interventions. These include conducting home visits for chronically absent students and providing supportive services for both students and their families. Our personalized approach, featuring direct communication with parents and students through phone calls and texts, along with transportation assistance when needed, has proven particularly effective in boosting attendance rates.

The Academic Counselor has developed and implemented robust tracking systems to monitor credit recovery progress. These inform individualized Graduation Plans, which are reviewed with students twice per year and provide clear pathways toward graduation requirements.

Our academic intervention program continues to evolve to better serve student needs. While most interventions outlined in the Action Description remain in place, we have replaced NewsELA with the NoRedInk program. For the 2024-2025 academic year, we introduced a "Success Seminar" course that functions as a study hall to support students' individual academic needs.

Action 6: This action was fully implemented. New Village Girls Academy serves an at-risk student population many of whom have faced Adverse Childhood Experiences (ACES). The social isolation our students have faced combined with anxiety, trauma and stress have resulted in an increased demand for social emotional and mental health services. NVGA's Psychologist provides crisis intervention and counseling services for students who seek those services. A Student Study Team (SST) was created and will continue to be a key feature in the 2025-26 school year. The purpose of the team and meetings is to plan interventions for students who are not making satisfactory progress, academically, socio-emotionally, and both. Students are selected and any staff who is of support is invited to the discussion on interventions, support, resources, and linkages to help increase attendance, participation, behavior, and academic performance. New Village Girls Academy offers a comprehensive Wellness Program designed to focus on students and staff social, emotional, physical, interpersonal wellness. It also integrates SEL through Art, guest speakers, activities, and schoolwide outings. NVGA offers monthly wellness days each with a specific targeted focus, that includes push-in Advisory time, and internship opportunities associated with wellness.

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.

Goal 2, Action 4 - Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures:

Estimated actual expenditures for Goal 2, Action 4 were less than the budgeted amount because NVGA eliminated some online intervention tools and instead provided onsite tutoring to support students academically. This programmatic adjustment resulted in lower actual costs than originally planned and projected.

Goal 2, Action 6 - Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures:

Estimated actual expenditures for Goal 2, Action 6 were less than the budgeted amount because the outdoor education program and coordinator position did not take place during the 2024-25 school year, resulting in a decrease in actual expenditures compared to the original budget allocation.

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

Action 1: The implementation of this action has demonstrated significant effectiveness in creating a data-informed approach to instruction despite facing notable implementation challenges. NVGA has fully implemented the STAR assessment system for Reading and Math, with results being regularly shared with teachers to inform instructional decisions and with the governing board during bi-monthly meetings to maintain accountability.

The most compelling evidence of this action's effectiveness is the successful integration of both quantitative and qualitative assessment approaches. While STAR assessments provide standardized metrics to identify learning gaps, the implementation of Altitude learning benchmarks has created a systematic approach to narrative feedback, with teachers providing at least one piece of detailed feedback per month per course. This dual assessment approach has proven particularly effective for New Village's unique student population, as it allows educators to contextualize performance data within each student's individual circumstances, especially in relation to attendance challenges or other barriers to learning. The comprehensive assessment system directly supports the school's Multi-Tiered System of Supports (MTSS) by enabling more precise identification of student needs and informing targeted interventions that address both academic and social-emotional learning needs. This alignment between assessment data and intervention strategies has strengthened the school's ability to provide timely, appropriate support to students.

However, the effectiveness of this action has been somewhat constrained by persistent attendance challenges that impact test completion rates. Despite the testing coordinator's efforts to engage students and reschedule testing as needed, NVGA has not yet achieved the targeted 95% participation rate in assessments. This limitation affects the comprehensiveness of the data available for decision-making. Nevertheless, the overall effectiveness of this action in supporting Goal 2's focus on integrating data systems to facilitate comprehensive student support is evident in the school's improved ability to identify specific learning needs and implement appropriate interventions, ultimately supporting better student outcomes and graduation rates.

Action 2: The implementation of this action has shown mixed effectiveness in addressing the achievement gap between English Learners (EL) and English Only (EO) students. While the action has been fully implemented with all planned components in place, outcomes data suggests areas for continued refinement.

NVGA has successfully provided targeted professional development to teachers focused on supporting English Learners with language acquisition, including training on scaffolding/differentiation, peer-to-peer interactions, and culturally responsive teaching strategies. Additionally, NVGA hired a part-time Teacher's Assistant to provide supplemental support through small-group instruction during the instructional day and implemented Lexia Language to support English language proficiency development. Evidence of effectiveness can be seen in mathematics performance, where STAR assessment data indicates English Language Learners improved by 0.8 grade levels, demonstrating that the targeted

interventions are producing positive outcomes in at least one academic area. This progress suggests that the professional development and support strategies are having a meaningful impact on EL students' mathematical understanding and skills.

However, challenges remain in reading achievement, with STAR data showing that English Language Learners declined by 0.9 grade levels in reading proficiency. Additionally, NVGA has experienced a decline in the percentage of EL students making progress toward English proficiency (from 46.7% to 41.7%) and a decreased reclassification rate (from 10.5% to 7.4%). These metrics indicate that while the action has been fully implemented, its effectiveness in improving EL literacy and language acquisition outcomes requires further enhancement.

The effectiveness of this action has been limited by several identified challenges, including the unique academic and language acquisition needs of EL students, lingering impacts of pandemic-related learning disruptions, and the complexity of serving students who enroll throughout the school year with varying levels of English proficiency. Despite these challenges, the implementation of specialized supports is contributing to EL students' ability to access content across subject areas and meet graduation requirements, supporting Goal 2's focus on addressing the academic needs of all students.

Action 3: The implementation of this action has demonstrated strong effectiveness in supporting students with disabilities and improving their academic outcomes. The action has been fully implemented, with the Special Education team successfully ensuring that IEP timelines are met, IEP meetings are conducted, and related services are properly communicated to parents. The most compelling evidence of this action's effectiveness is seen in the remarkable academic growth among students with disabilities. STAR assessment data shows that Special Education students were the only subgroup to demonstrate improvement in both reading and math, with an impressive gain of 2.7 grade levels in reading and 1.1 grade levels in math. This exceptional growth stands out significantly when compared to other student subgroups and provides clear validation that the support services and instructional approaches implemented through this action are producing meaningful academic progress.

The effectiveness of this action stems largely from its collaborative implementation approach. The SPED team has successfully worked with general education staff and out-of-classroom support personnel to ensure consistent implementation of IEPs and appropriate modifications across all learning environments. This streamlined communication and coordinated service delivery model has created a more cohesive educational experience for students with disabilities, ensuring they receive appropriate support regardless of setting.

Additionally, the SPED team has strengthened school-wide capacity by both participating in professional development and leading training sessions for all staff on best practices for serving students with disabilities. This dual approach to professional learning has expanded the number of adults on campus equipped to effectively support students with IEPs.

While NVGA has faced challenges in scheduling IEP meetings due to conflicts and emergency situations, the SPED team has demonstrated flexibility and responsiveness in their communication and rescheduling efforts to ensure compliance requirements are met. This adaptability has been crucial to maintaining the effectiveness of this action despite logistical hurdles. The overall effectiveness of this action in supporting Goal 2's focus on integrating systems to address academic needs is evident in the significant academic growth demonstrated by students with disabilities, validating the school's approach to special education services.

Action 4: The implementation of this action has demonstrated significant effectiveness in developing a college-going culture at New Village Girls Academy. This action has been fully implemented with all components successfully executed, including providing students with rigorous college

prep curriculum through project-based learning, individualized learning plans, college visits, academic counseling, and participation in the Learning Through Internships (LTI) program. The primary strength of this action lies in its comprehensive, multi-faceted approach to college and career readiness. By providing personalized planning through individualized A-G plans, students receive targeted guidance that addresses their specific needs and goals. This personalization is particularly impactful for NVGA's student population, many of whom will be first-generation college students. NVGA reports that students now feel well-informed about their graduation plans and post-secondary options, creating greater confidence and clarity about their future pathways.

The effectiveness of this action is further enhanced by the successful integration of real-world experiences through the internship program. Participation in Learning Through Internships provides students with valuable workplace exposure and professional connections, while events like Speed Networking and Career Day offer opportunities to practice professional skills and secure internship placements. These experiential components bridge the gap between academic learning and career application, making college and career goals more tangible for students.

The action's dual focus on both academic preparation (through A-G requirements and rigorous curriculum) and experiential learning (through internships and college visits) creates a powerful framework that addresses multiple dimensions of college and career readiness. This comprehensive approach supports Goal 2's objective of integrating systems to effectively address student needs. While attendance challenges persist and staff continue working to implement strategies to support student participation, the individualized and practical approach to college and career planning has effectively created pathways to success for students. The personal approach to both short-term and long-term planning enables students and families to develop confidence in their post-secondary options and the skills needed to achieve their goals.

Action 5: The implementation of this action has demonstrated significant effectiveness in addressing post-pandemic learning loss and re-engaging students with their education. This action has been fully implemented with all planned components successfully executed, including a comprehensive suite of academic interventions and a multi-tiered approach to improving attendance.

The most compelling evidence of this action's effectiveness is the remarkable improvement in attendance rates. NVGA has increased average daily attendance from 45% in previous years to 73.82% as of December 2024. This substantial 28.82 percentage point improvement represents a transformative change in student engagement and creates the foundational conditions necessary for academic interventions to be successful. Given that consistent attendance is a prerequisite for learning, this improvement directly supports the action's goal of accelerating learning and addressing educational gaps. The effectiveness of this action is further demonstrated by the successful implementation of comprehensive tracking systems for credit recovery. The Academic Counselor has established robust monitoring protocols that inform individualized Graduation Plans, which are created and reviewed with students twice annually. This systematic approach to tracking and planning creates clear pathways for students to recover from learning loss and make progress toward graduation.

NVGA has shown flexibility and responsiveness in implementation by replacing NewsELA with NoRedInk to better address observed student needs, and by adding a "Success Seminar" course that functions as a structured study hall to support individualized academic needs. This adaptability suggests an effective implementation approach that responds to emerging student requirements rather than rigidly adhering to predetermined programs. While attendance remains an ongoing challenge despite significant improvements, the comprehensive multi-tiered efforts to engage students appear to be producing meaningful results. The action's effectiveness in addressing post-pandemic learning loss is evident in the improved attendance metrics, which create the necessary conditions for academic interventions to succeed.

Given the substantial learning gaps that existed post-pandemic, combined with previously high chronic absenteeism rates (86.4%) and low attendance (45%), the progress made through this action represents a significant step toward accelerating learning and supporting student success, directly advancing Goal 2's focus on effectively addressing academic needs.

Action 6: The implementation of this action has demonstrated strong effectiveness in addressing the social-emotional and behavioral needs of students. This action has been fully implemented with all components successfully executed, including comprehensive IEP implementation, collaborative support structures, and systematic compliance monitoring. The most notable evidence of this action's effectiveness is the school's maintenance of a zero-suspension rate, as noted in the LCAP metrics. This achievement is particularly significant given the high prevalence of adverse childhood experiences and trauma within the student population. The successful implementation of proactive behavioral support systems has created a positive learning environment where student needs are addressed through constructive interventions rather than punitive measures. The comprehensive approach to social-emotional and behavioral support has created a foundation upon which academic progress can be built, recognizing that addressing these fundamental needs is often a prerequisite for learning. This action effectively advances Goal 2's objectives by creating the conditions necessary for students to engage fully in their education.

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.

For Goal 2, there are several adjustments to metrics based on testing participation rates and changes in numerically significant student groups:

- The CA Science Test (CAST) metric results were not reported by the California Department of Education for the 2023-24 school year since fewer than 11 students were tested. This limited sample size prevents statistically valid conclusions and maintains student privacy in accordance with state reporting requirements.
- The numerically significant student groups changed in the 2023-24 school year for both the chronic absenteeism rate indicator and high school dropout rate. This shift in demographic reporting categories affects year-to-year comparisons and will be considered when analyzing progress on these metrics.
- For the CAASPP ELA and Mathematics metrics, results from the California School Dashboard were reported despite fewer than 30 students being tested. The number of students included in the Distance from Standard (DFS) calculations is documented with "n=" for each reporting year to provide transparency about sample sizes when interpreting these results.
- Beyond these metric adjustments, there are no other changes planned for Goal 2's actions or overall target outcomes. New Village Girls Academy will continue its focus on integrating data and assessment systems to facilitate the schoolwide comprehensive Multi-tiered System of Supports (MTSS) in alignment with the California Community Schools Framework.

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	Measuring Student Progress: Assessments	<p>New Village Girls Academy (NVGA) will implement a comprehensive assessment system to measure student academic growth and programmatic effectiveness. NVGA will administer STAR assessments to all students, providing standardized formative and summative evaluation tools in Reading and Mathematics. These assessments will be strategically utilized to identify learning gaps, establish annual growth targets, monitor ongoing student progress, and inform instructional practices.</p> <p>Assessment results will be systematically disaggregated by student group and grade level, then presented to staff during morning circles, weekly professional development sessions, instructional coaching meetings, and cross-collaboration team discussions. This data-driven approach ensures that instructional decisions are informed by current student performance metrics. Results will also be shared transparently with the governing board and parents to maintain accountability and collaborative support for student achievement.</p> <p>In addition, based on LAUSD Annual Oversight Metrics requirements, NVGA will measure Exhibition Satisfactory Completion rate and Internship Participation Completion rate. These two critical data points will evaluate student progress in key programming elements of our unique school model, reflecting our commitment to project-based learning and real-world skill development through internship experiences. These metrics provide valuable insight into student engagement with our distinctive educational approach beyond traditional academic measures.</p>	\$110,022	N
2	Strengthening EL Program & Services	<p>An area of priority concern at New Village Girls Academy is the achievement gap between English Learners (EL) and English Only (EO) students. We recognize the complexity involved in providing effective services and resources to newcomers, particularly in supporting their linguistic development. Many of our EL students face additional challenges adapting to a new culture, especially those from migrant families with limited formal education in their native countries. These students have often experienced significant trauma during their migration</p>	\$55,715	N

Action #	Title	Description	Total Funds	Contributing
		<p>journey. Due to our school's location and the student population we serve, addressing these needs represents a critical priority.</p> <p>Professional Development Focus</p> <p>Teachers will receive comprehensive professional development specifically designed to support English Learners with language acquisition. This professional development will emphasize:</p> <ul style="list-style-type: none"> • Effective scaffolding and differentiation techniques • Strategies for facilitating meaningful peer-to-peer interactions • Integrated and designated English language development • Appropriate formative assessment practices • Culturally responsive teaching methodologies <p>Intervention and Support Systems</p> <p>The Interventionist will provide supplemental support for ELs during the instructional day through targeted small-group instruction. EL students will have access to rigorous and relevant original curriculum focused on skill development, supplemented by individualized feedback. Students will also utilize Lexia Language to support English Language proficiency development and will have access to specialized afterschool tutoring programs.</p> <p>Program Evaluation and Refinement</p> <p>The EL Master Plan will be thoroughly reviewed and revised to reflect enhancements to our EL Program. The updated plan will be presented to the English Learner Advisory Committee (ELAC) for input and feedback to ensure it comprehensively addresses student needs and incorporates stakeholder perspectives.</p>		
3	Services to Support Students with Disabilities (SWD)	New Village Girls Academy (NVGA) operates under LAUSD as its SELPA provider (Option 2). The school's Special Education Team will provide comprehensive instructional and social-emotional support as outlined in each student's Individualized Education Program (IEP).	\$146,512	N

Action #	Title	Description	Total Funds	Contributing
		<p>Special Education Team Composition and Responsibilities</p> <p>The NVGA Special Education Team consists of the School Administrator, Resource Specialist Program (RSP) Teacher who serves as SPED Coordinator, School Psychologist, General Education Teachers, and Contracted Non-Public Agency service providers. This team implements IEPs and provides specialized support services to ensure that students with disabilities (SWDs) receive appropriate academic, social-emotional, and behavioral interventions in accordance with their individualized plans.</p> <p>IEP Management and Compliance</p> <p>The RSP/SPED Coordinator will ensure all IEP timelines are met, IEP meetings are scheduled, and related services are properly addressed and communicated to parents. The SPED team will maintain accurate documentation of IEP goals and Present Levels of Performance that clearly address each student's disability impact and their ability to access the general education curriculum.</p> <p>Compliance monitoring includes weekly service tracking through Welligent, utilization of the Welligent Master Calendar, regular review of 300 (service minutes) reports, and planning for compensatory services when needed due to issues such as chronic student absences.</p> <p>Collaboration Between Special Education and General Education</p> <p>The RSP will collaborate with General Education teachers during weekly scheduled meetings during prep periods or after school to modify lessons for appropriate access, implement accommodations in classroom settings, provide direct support in inclusive environments, co-teach when appropriate, and analyze student performance data.</p> <p>This collaborative analysis includes STAR assessment data, student work samples, content standards mastery, and data from our mastery-based competencies through an online learning platform. This information guides curriculum planning and ensures appropriate implementation of accommodations for SWDs.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Communication Systems</p> <p>IEP accommodations and modifications are communicated systematically through periodic IEP meetings with all relevant staff, weekly and biweekly team meetings, regular email communication among teachers and the SPED team, and secure access to IEP documents for all General Education teachers.</p> <p>Professional Development</p> <p>SPED team members will participate in specialized professional learning provided by the SELPA, school-based professional development, and external resources focused on improving outcomes for SWDs. Professional development will specifically address Exit IEP procedures for graduating students, creating accessible learning environments for students with physical challenges, effective implementation of accommodations and modifications, and integration of IEP goals into academic planning.</p>		
4	Promoting a “College-Going” Culture	<p>New Village Girls Academy (NVGA) provides a rigorous standards-aligned college preparatory curriculum through a project-based learning environment to increase graduation rates and prepare students for post-secondary educational options. Each student develops an individualized learning plan designed to meet UC A-G eligibility requirements while exploring career interests through field trips, internships, and independent projects. These experiences allow our students to discover career opportunities while connecting and applying classroom learning to real-world contexts.</p> <p>Academic Counseling and Support</p> <p>All students meet regularly with the Academic Counselor (Funded with Title I \$31,300; & LCFF S&C: \$57,669.32) to develop their college A-G plan, select appropriate courses, participate in dual enrollment opportunities, engage in comprehensive college planning (including financial aid applications), and assess/monitor progress toward graduation requirements. The counselor also assists with transcript review, academic</p>	\$365,397	Y

Action #	Title	Description	Total Funds	Contributing
		<p>advising, and coordinates college tours to help students visualize their future educational pathways.</p> <p>STEM Education Enhancement</p> <p>To engage our students in STEM coursework through a rigorous experiential, hands-on learning approach, NVGA students will take specialized STEM courses at the California Science Center led by scientists in specialized fields. We anticipate this partnership will result in higher attendance rates, improved academic performance, enhanced CAST assessment results, and increased student interest in pursuing STEM-related careers.</p> <p>College Exposure and Mentorship</p> <p>NVGA students will visit colleges and universities throughout the academic year and meet with college representatives on campus. Our students are paired with mentors who share their own experiences of the challenges and rewards of attending college, providing realistic guidance and encouragement from those who have navigated similar paths.</p> <p>Learning Through Internships Program</p> <p>Students participate in Learning Through Internships (LTI), which provides real-world learning opportunities in professional settings that deliver academic enrichment and valuable work experience. Over the past few years, NVGA has expanded and strengthened the LTI program to focus on the individual career interests of each student. The LTI coordinator conducts targeted outreach to local community-based organizations and businesses to find suitable matches for each student participant.</p> <p>Technological Support for Internship Management</p> <p>NVGA utilizes Imblaze BPL Internship Management, a powerful platform that enables NVGA to curate internship opportunities for students to</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>pursue. This system allows staff to monitor the search process, track internship attendance, ensure compliance, and support student success. Students can efficiently search for internships that align with their specific interests and career goals.</p> <p>Higher Education Partnerships</p> <p>NVGA has established partnerships with Los Angeles City College (LACC) and Los Angeles Trade-Technical College (LATTTC) to provide students with access to concurrent enrollment opportunities at no cost. These partnerships allow students to earn college credits while still in high school, accelerating their post-secondary education.</p> <p>Career Exploration Events</p> <p>NVGA offers specialized career exploration events including Speed Networking, Trades Day, and Career Day to accelerate students' internship learning opportunities. These events allow students to engage in real-world discussions with mentors, explore their interests in various fields, and secure internship opportunities through a professional interview process.</p>		
5	Addressing Academic Needs to Accelerate Learning	<p>New Village Girls Academy faces significant challenges related to post-pandemic learning loss and persistent attendance issues. With an alarming chronic absenteeism rate of 86.4% and average daily attendance at only 45%, there is an urgent need to re-engage students with their educational journey. Many students have become credit deficient after completely disengaging from education during the pandemic, further contributing to substantial learning gaps.</p> <p>Assessment and Identification</p> <p>NVGA has implemented comprehensive assessment protocols to gain precise insights into the levels of learning loss across the student</p>	\$99,478	N

Action #	Title	Description	Total Funds	Contributing
		<p>population. These assessments guide our approach to accelerating learning while providing appropriate tiered interventions tailored to individual student needs.</p> <p>Academic Intervention Strategies</p> <p>New Village Girls Academy will provide multiple academic interventions to support improved student learning outcomes:</p> <p>Summer School credit recovery programs will provide intensive opportunities for students to address specific course deficiencies in a concentrated timeframe. The APEX Credit Recovery Online Program offers flexible, self-paced learning options that allow students to recapture credits while accommodating their individual circumstances.</p> <p>NVGA will implement a structured "Success Seminar" course specifically designed to center credit recovery while simultaneously developing essential metacognitive and self-regulation skills that support long-term academic success. Students will also participate in individualized conferencing sessions with their Advisors to regularly review and refine personal graduation plans, ensuring progress toward completion requirements.</p> <p>Attendance Improvement Initiative</p> <p>To address the critical attendance challenges, NVGA will implement a multi-faceted approach including targeted home visits for chronically absent students coupled with an array of supportive services for both students and their families. The program includes youth-centered incentives and recognition systems for attendance improvements, acknowledging incremental progress.</p> <p>Mandatory parent meetings will be conducted to discuss chronic absenteeism with the explicit goal of co-creating realistic attendance improvement plans. These plans will consider the challenging circumstances many of our students face while establishing attainable expectations and incremental goals.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Expected Outcomes</p> <p>By successfully increasing attendance rates through these comprehensive strategies, student learning will naturally accelerate. Academic interventions will be more effectively utilized when students are consistently present, thereby better preparing youth for graduation and ultimately increasing overall graduation rates.</p>		
6	Addressing Social-emotional & Behavioral Student Needs	<p>New Village Girls Academy serves an at-risk student population, many of whom have faced Adverse Childhood Experiences (ACEs). The compound effects of social isolation, trauma, anxiety, and stress have resulted in increased demand for comprehensive social-emotional and mental health services. In response, NVGA has developed an integrated wellness framework that addresses the whole student through multiple coordinated approaches.</p> <p>Daily Wellness Practices: Central to our approach is a consistent daily wellness routine that includes a 15-minute quiet time session, and a self-care session incorporated into each school day. These structured opportunities allow students to reset, ground themselves, and prepare for meaningful engagement in their learning. Activities include guided meditation, mindful movement, expressive arts, and music—practices that build essential coping mechanisms for stress and anxiety while fostering resilience and emotional balance.</p> <p>Professional Mental Health Support: NVGA's School Psychologist, who is also a licensed Social Worker, provides crisis intervention and comprehensive counseling services for students. The Psychologist delivers both individual and small group therapy sessions targeted to specific needs while also training staff in trauma-informed teaching strategies. This dual approach ensures that the school environment consistently supports students' mental health needs across all settings.</p> <p>Structured Intervention System: The Student Study Team (SST) will continue as a key intervention structure for the 2025-26 school year. This collaborative team develops coordinated intervention plans for students not making satisfactory progress academically, socio-emotionally, or both. The team includes all relevant support staff and focuses on creating actionable interventions, identifying appropriate resources, and</p>	\$52,819	N

Action #	Title	Description	Total Funds	Contributing
		<p>establishing effective community linkages to improve attendance, participation, behavior, and academic performance.</p> <p>Expanded Wellness Programming: Building on successful initiatives, NVGA will continue offering monthly Wellness Days, each with a specific targeted focus that includes specialized Advisory activities and wellness-related internship opportunities. NVGA will expand these efforts with additional Student Wellness Retreats, building on the success of the Audubon Center retreat that provided students with deeper exploration of mindfulness, connection, and self-care practices.</p> <p>Community Schools Integration: As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, NVGA will further strengthen its wellness program by integrating social-emotional support within the Community Schools and Multi-Tiered System of Support (MTSS) frameworks. This approach ensures that wellness initiatives align with the school's broader mission and connect seamlessly with community resources and partnerships.</p> <p>Professional Development: All staff will receive ongoing professional development in wellness practices, trauma-informed teaching, and strategies to support students' social-emotional growth. This training ensures that every adult on campus can recognize signs of distress, respond effectively to student needs, and contribute to a consistently supportive school environment.</p>		

Goal

Goal #	Description	Type of Goal
3	Engage parents, families, and community members as partners through education, communication, and collaboration to provide all students with a safe, welcoming, and inclusive, and positive learning environment.	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.

This goal was developed to address the need for stronger family-school partnerships, which are essential for supporting student success. The needs assessment revealed challenges in parent participation, with consistently low attendance at decision-making meetings despite multiple outreach efforts. For NVGA's vulnerable student population (99% socioeconomically disadvantaged, 30% homeless, 15% foster youth), effective parent engagement is critical for addressing attendance issues, supporting academic progress, and providing comprehensive support. By creating multiple pathways for meaningful family involvement beyond traditional academic engagement, NVGA aims to build trusting relationships with families who may face significant barriers to participation. This goal recognizes that improved student outcomes require collaborative partnerships between the school, families, and community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
21	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
22	Parent input in decision-making for UP & SWD.	<u>2023-24:</u> 9. 3 10.3	<u>2024-25:</u> 9. 4 10. 3		<u>2025-26:</u> 9. 4 10.4	9. +1 10.0 11.+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	(Questions 9-12) <u>Rating Scale:</u> 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 .	11.3 12.3	11.4 12.4		11.4 12.4	12.+1
23	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 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	<u>2023-24:</u> 1. 4 2. 5 3. 4 4. 4	<u>2024-25:</u> 1. 4 2. 5 3. 4 4. 5		<u>2025-26:</u> 1. 4 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. +1
24	Other Local Measure - Student Survey: Sense of	<u>2023-24:</u> 72% Sense of Safety	<u>2024-25:</u> 83% Sense of Safety		<u>2025-26:</u> 85% Sense of Safety	+11% Sense of Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	safety & school connectedness Source: Local	85% School connectedness	69% School Connectedness		75% School Connectedness	-16% School Connectedness
25	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 50% Sense of Safety 50% School connectedness	<u>2024-25:</u> 100% Sense of Safety 77% School Connectedness		<u>2025-26:</u> >90% Sense of Safety 80% School Connectedness	+50% Sense of Safety +27% School Connectedness
26	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 73% Sense of Safety 82% School connectedness	<u>2024-25:</u> 75% Sense of Safety 42% School Connectedness		<u>2025-26:</u> 77% Sense of Safety 50% School Connectedness	+2% Sense of Safety -40% School Connectedness

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. We foster active parent involvement through multiple channels, including English Language Advisory Committee (ELAC) and Parent Advisory Committee (PAC) meetings. To ensure we remain responsive to our school community's needs, we administer School Climate Surveys three times throughout the academic year. Leadership and staff carefully review these survey results to address feedback from students, parents, and staff members.

Our commitment to inclusive communication means all materials are provided in both English and Spanish. This includes school calendars, event announcements, community resources, school policies, and information about accessing student academic progress. This comprehensive bilingual approach helps maintain strong connections between all families and our school community.

Action 2: This action was fully implemented. New Village Girls Academy strengthens our school community through targeted outreach and support events that connect families with essential resources, including food and clothing donations. Our Community & Parent Liaison plays a

vital role in student retention and reengagement through personalized home visits and wellness checks. This direct outreach has proven effective in helping families access critical support services, including housing assistance, medical care, and food banks. The success of these comprehensive support efforts is reflected in our improved student retention and reengagement rates.

Action 3: This action was fully implemented. New Village Girls Academy maintains a safe, clean facility that promotes a positive learning environment for all students and staff. Our commitment to facility excellence is demonstrated through annual Facility Inspection Tool (FIT) assessments, which help identify and address any maintenance needs promptly. These inspection results are transparently shared with our community through multiple channels, including the School Accountability Report Card (SARC), Local Indicators Report, and Local Control Accountability Plan (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.

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

Action 1: The implementation of this action demonstrates mixed effectiveness in engaging parents as decision-makers. While fully implemented with established parent committees (ELAC and PAC), regular climate surveys, and comprehensive bilingual communication, the action has faced significant challenges with parent participation levels. The most notable limitation is persistently low attendance at decision-making meetings, with several ELAC meetings canceled due to zero parent attendance despite multiple outreach efforts including flyers, One Call messages, direct text messages, Zoom accessibility, and evening scheduling. This suggests a fundamental disconnect between the established structures and actual parent engagement.

A promising development has emerged with increased parent participation during student exhibitions, attributed to personalized invitations, flexible scheduling, and consistent communication. This success indicates that more individualized engagement approaches might be more effective than current broader outreach methods.

The action has effectively kept parents informed about school events and resources while systematically collecting feedback to improve the learning environment. Despite participation challenges, these information-sharing components contribute meaningfully to Goal 3's objective of engaging parents as partners through communication and collaboration.

Action 2: The implementation of this action shows mixed effectiveness in creating opportunities for parent engagement. While the action has been fully implemented with all planned components in place, there remains a significant gap between implementation and desired outcomes regarding parent participation. The Community & Parent Liaison has successfully conducted home visits and wellness checks to re-engage students while providing crucial resources connecting families to housing assistance, medical services, food banks, and other essential supports.

These targeted interventions have demonstrably improved student retention and family reengagement, showing effectiveness in addressing immediate family needs. A key strength has been NVGA's development of a robust network of community partnerships providing mental health services, supportive services, youth enrichment, and gang prevention programming. This comprehensive support system offers meaningful and impactful opportunities for parent engagement beyond traditional academic involvement, addressing the complex needs of the student population. However, despite these successes, attendance at school and community events remains significantly below target levels, with only 10-15 families (approximately 12-18% of the student population) consistently participating against an aspirational goal of 80% parent/family attendance. This participation gap highlights the persistent challenge of translating service provision into active family engagement in school events and activities.

The overall effectiveness of this action is demonstrated in its holistic approach to family support that extends beyond classroom boundaries to address fundamental needs and barriers. While event attendance remains below desired levels, the school's comprehensive internal resources combined with external partnerships have created meaningful pathways for family engagement that support student learning and development.

Action 3: The implementation of this action demonstrates strong effectiveness in creating an environment conducive to parent and family engagement. This action has been fully implemented with no reported implementation challenges, resulting in a facility that has achieved an "Exemplary" rating on the Facility Inspection Tool (FIT) Report. The well-maintained campus directly supports Goal 3's focus on providing a safe, welcoming, and inclusive learning environment by creating physical spaces where families feel valued and comfortable. The clean and organized facility fosters a sense of security and institutional pride that positively influences family perceptions of the school.

The effectiveness of this action is particularly notable in relationship to other parent engagement initiatives at NVGA. While NVGA faces challenges with attendance at parent meetings and events, the welcoming physical environment establishes foundational conditions that make participation more likely when families do visit campus. By maintaining exemplary facilities, NVGA communicates respect for students and their families, which strengthens the home-school connection and supports positive student outcomes. This action represents one of the more successful components of Goal 3's implementation, providing reliable infrastructure support for the school's broader engagement efforts.

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.

There are no changes planned for Goal 3, which focuses on engaging parents, families, and community members as partners through education, communication, and collaboration to provide all students with a safe, welcoming, inclusive, and positive learning environment. NVGA will continue implementing the established actions, working toward the metrics and target outcomes as currently defined in the LCAP. New Village Girls Academy will maintain its commitment to strengthening parent involvement through decision-making opportunities, engagement events, and maintaining safe facilities while seeking to improve participation rates through ongoing refinement of outreach strategies.

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	Parent as Decision-Makers	<p>New Village Girls Academy will ensure meaningful parent participation in school governance and decision-making processes through established committees that include representation from parents of Unduplicated Pupils (UP) and Students with Disabilities (SWD). These formal committees include the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) as required per California Education Code 52062(a)(2) when applicable based on student demographics. Additionally, NVGA will maintain an active Parent Advisory Committee (PAC) in accordance with California Education Code 52062(a)(1) to provide input on school-wide initiatives, budgeting priorities, and program development.</p> <p>Facilitation and Support: The Development & Compliance Manager will serve as the primary liaison between the school and families, coordinating comprehensive engagement efforts to involve parents in their students' education. This role encompasses hosting and facilitating committee meetings, scheduling parent workshops, administering annual school climate surveys, coordinating interpreter services for meetings, and overseeing the translation of critical materials. The manager will ensure that parent input is systematically collected, documented, and incorporated into school planning and improvement processes.</p> <p>Language Accessibility Commitment: All correspondence sent to families and guardians will be provided in English and translated to Spanish, as identified by our primary language survey and in accordance with the "15% and above translation needs" criteria established in California education regulations. Professional interpreter services will be arranged for all schoolwide events, parent committee meetings, and individual parent conferences upon request. This commitment to language accessibility ensures that all families, regardless of their primary language, can fully participate in their child's education and school governance activities.</p>	\$142,811	N

		<p>Capacity Building: New Village Girls Academy recognizes that meaningful decision-making requires informed participation. Therefore, NVGA will provide ongoing opportunities for parent education regarding school systems, educational programs, and effective advocacy. These capacity-building sessions will help parents understand school data, budget allocations, and programmatic decisions, empowering them to contribute substantively to the school's continuous improvement process.</p>		
2	Opportunities for Parent Engagement & Participation	<p>The Learning through Internship Coordinator and Academic Counselor will design and host strategic community building events that support the school's mission, our students, and their families. These structured engagement opportunities include Back to School Nights, Open Houses, Parent/Teacher Conferences, College FAFSA Nights, and other community-centered events designed to strengthen the school-family partnership and support student success.</p> <p>Family Support and Capacity Building: The Case Manager and Community School Coordinator (formerly Family Support Coordinator) will focus on building family members' capacity to foster social and emotional learning support in the home while actively connecting families with essential community services. This role is central to creating strong home-school partnerships through the following responsibilities:</p> <p>Family Relationship Development: The Coordinator will initiate and maintain close relationships with parents and family members to foster meaningful home-school connections. This includes conducting home visits and wellness checks to assess home-based needs and determine what supports are necessary to promote each student's educational progress and positive youth development.</p> <p>Advocacy and Communication: The Coordinator will ensure parents are fully informed of all school policies and will advocate for parent voice in school governance committees. This includes facilitating parent</p>	\$103,769	N

		<p>participation in decision-making processes and ensuring family perspectives are represented in school planning.</p> <p>Crisis Support and Resource Connection: The Coordinator will provide both direct assistance and referral services to family members during crises related to critical issues such as housing instability, food insecurity, accidents, illnesses, mental health challenges, and substance abuse. This comprehensive support approach recognizes that student success is interconnected with family stability.</p> <p>Meaningful School Involvement: The Coordinator will proactively encourage parents and family members to become meaningfully involved with NVGA through participation in school-based activities, complementing the community events organized by the Learning through Internship Coordinator and Academic Counselor.</p> <p>Parent Education Leadership: The Coordinator will lead targeted parent and family education sessions on essential topics including strategies for fostering positive socio-emotional environments in the home, building emotional resilience, and effectively partnering in a young woman's education and healthy development.</p>		
3	Maintaining Safe & Clean Facilities	<p>New Village Girls Academy will provide all students and staff with a safe, clean learning environment through systematic facility management. NVGA will conduct annual Facility Inspection Tool (FIT) assessments as required by California Education Code to evaluate structural integrity, interior/exterior conditions, and safety systems.</p> <p>All identified issues will be addressed according to a prioritized timeline, with safety concerns receiving immediate attention. Daily cleaning protocols will maintain health standards throughout all campus areas, with particular attention to high-traffic spaces.</p> <p>NVGA will regularly test and maintain all safety equipment including fire systems, emergency lighting, and communication tools. Results from FIT assessments will be transparently reported in the School Accountability</p>	\$230,055	N

		<p>Report Card (SARC), Local Indicators Report, and Local Control and Accountability Plan (LCAP).</p> <p>A streamlined process will allow staff and students to report facility concerns, promoting collective responsibility for maintaining optimal learning conditions.</p>		
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Goal

Goal #	Description	Type of Goal
4	Implement resources to increase high school graduation rate by 10% within three years as measured on the CA School Dashboard (3-year average).	Equity Multiplier

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

NVGA developed this focused Equity Multiplier goal to strategically increase the high school graduation rate by 10% within three years. As a Dashboard Alternative Status School (DASS) serving a highly vulnerable population, NVGA qualifies for Equity Multiplier funds based on non-stability rates and their high percentage (99%) of socioeconomically disadvantaged students. The needs assessment identified three critical areas impacting graduation rates: teacher quality and retention, student mental health needs, and credit deficiencies. Graduation data shows room for improvement (74.2% in 2022-23), particularly for specific student groups. This goal targets resources specifically to address these barriers through evidence-based interventions: supporting teacher induction, providing comprehensive mental health services, and implementing structured credit recovery programs—all directly linked to improving graduation outcomes for NVGA's high-need student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	High School Dropout Rates (5-year cohort outcome) Source: Dataquest	2022-23 HS Dropouts Rate All Students 35.1% Hispanic 39.4% EL 52.9% SED 35.1%	2023-24 HS Dropouts Rate All Students 22.2% Hispanic 22.2% SED 22.2%		2024-25 HS Dropouts Rate All Students 21.2% Hispanic 21.0% SED 21.0%	All Students: -12.9% Hispanic: -17.2% EL: N/A SED: -12.9%
1	% teachers – fully credentialed & appropriately assigned.	2021-22: 81.7%	2022-23: 76.7%		2023-24: 77%	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: CDE TAMO/Dashboard					

Goal Analysis for 2024-25

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

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

Action 1: This action was partially implemented. New Village demonstrates its commitment to teacher professional growth by partnering with the Los Angeles County Office of Education (LACOE) and subsidizing induction costs for all teachers participating in credentialing programs. While we maintain strong staffing across most positions, we continue to face a specific challenge in filling our Physical Education teacher position due to the limited pool of qualified bilingual PE instructors.

Action 2: This action was fully implemented. Our comprehensive counseling program addresses both individual and collective student needs through multiple approaches. Through individual counseling sessions, students receive personalized support to address personal challenges in a confidential, safe environment. Group sessions enhance students' academic and social-emotional development by focusing on critical areas such as study skills and healthy relationship building, while fostering valuable peer connections. To ensure a school-wide supportive environment, our staff and teachers receive ongoing training in trauma-informed strategies, creating classroom spaces where students feel secure taking both academic and emotional risks.

Action 3: This action was fully implemented. In Summer 2024, New Village Girls Academy offered a targeted credit recovery program led by credentialed teachers. This summer school initiative was specifically designed to support students needing additional credits for graduation. The program included the following courses: Algebra I, II, Geometry, English 9-12, U.S. History, World History, Economics, Art History, Government, Drama, Biology, Chemistry, Physical Education, Spanish I & 2 (APEX), and French I.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the 2024-25 fiscal year. All funds were expended as originally planned and approved in the Local Control Accountability Plan (LCAP).

Action 1: The implementation of action has demonstrated moderate effectiveness in supporting increased graduation rates despite facing specific implementation challenges. While only partially implemented due to difficulties in filling the PE teacher position, the teacher induction subsidy program has shown promising results in teacher retention and professional development. The subsidized induction program has successfully supported teachers in clearing their credentials through LACOE, creating a more stable and qualified teaching staff. This stability directly supports graduation rates by ensuring students receive consistent, high-quality instruction from well-prepared educators who better understand how to engage students, provide effective instruction, and create positive learning environments.

The primary implementation challenge has been the difficulty in recruiting a credentialed, bilingual PE teacher suited to an all-girls school environment. Despite extensive outreach efforts and posting the position on multiple job sites, the limited hiring pool has left this position unfilled, creating a gap in the comprehensive staffing plan. It's evident that the induction support has positively impacted teacher retention and satisfaction, with staff reporting feeling more supported and committed to remaining at the school long-term. This continuity in staffing directly contributes to building consistent relationships with at-risk students, a crucial factor in improving graduation outcomes for the school's highly transient, socioeconomically disadvantaged population.

Action 2: The implementation of Mental Health Services under this action has demonstrated significant effectiveness in addressing barriers to graduation for NVGA's vulnerable student population. This action has been fully implemented, with the school Psychologist successfully providing both individual and group counseling services while also training staff in trauma-informed teaching strategies.

The program's effectiveness is evidenced by measurable improvements in student willingness to seek mental health support, as documented in the Winter Student School Climate Survey. More students now report feeling comfortable reaching out to school staff when experiencing anxiety, depression, or other mental health concerns—a critical shift for a population where most students have faced adverse childhood experiences and trauma that directly impact their academic engagement. NVGA has effectively implemented a comprehensive approach that includes individual counseling for personal challenges, group sessions focused on study skills and healthy relationships, and staff training to create a supportive learning environment where students feel safe to take academic and emotional risks. This multi-faceted strategy directly addresses the root causes of low graduation rates identified in the needs assessment, including lack of consistency, self-confidence issues, and the effects of trauma.

While the program has faced challenges in overcoming cultural stigma around mental health and privacy concerns among students and families, the increased engagement with services signals a positive shift in school culture. By effectively addressing the mental health needs that previously created barriers to consistent attendance and academic focus, this action is making meaningful progress toward the goal of increasing graduation rates by 10% within three years.

Action 3: The implementation of Credit Recovery programming in this action has demonstrated strong effectiveness in supporting NVGA's objective to increase graduation rates. This action has been fully implemented, with NVGA successfully providing summer programming led by credentialed teachers specifically designed for credit-deficient students.

The program's effectiveness is clearly evidenced by tangible outcomes: during Summer School 2024, a total of 71 courses were successfully "recovered" by 46 participating students. This represents a significant advancement toward graduation requirements for nearly half of the

school's student population, directly supporting the goal of increasing graduation rates. A key strength of the implementation was the strategic scheduling approach that encouraged students to focus on one course at a time. Each subject was offered during a dedicated three-week window (with exceptions for ongoing subjects like PE, Science, and World Languages), allowing students to receive individualized, content-specific instruction rather than dividing their attention across multiple subjects simultaneously. This focused approach appears to have contributed significantly to the program's success rate. The comprehensive course offerings—spanning 19 different subjects across core academic requirements and electives—ensured that students could address specific credit deficiencies in almost any area needed for graduation. This breadth of offerings demonstrates the program's responsiveness to diverse student needs.

While the midyear update notes that additional staffing, including teacher's aides, would further enhance individualized support, the existing implementation has already produced meaningful results in advancing students toward graduation. The action's importance is explicitly recognized in the evaluation statement: "This program is essential for our student population and remains an important action item related to this goal."

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.

There are no changes planned for the actions under Goal 4 (Equity Multiplier Fund goal) for the coming year. New Village Girls Academy develops a one-year Local Control and Accountability Plan (LCAP) rather than a three-year plan, meaning that target outcomes are developed and evaluated annually instead of projecting three-year outcomes. This annual planning approach allows NVGA to remain responsive to current student needs and emerging data while maintaining focus on the core objective of increasing the high school graduation rate by 10% within three years as measured on the California School Dashboard.

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	Appropriately Credentialed Teachers	Research consistently demonstrates that teacher quality is one of the most significant factors influencing student success, with properly credentialed teachers producing higher student achievement outcomes. Students of color in low-income schools frequently have less access to fully qualified teachers compared to students in predominantly white schools, creating an educational equity gap with measurable consequences for student learning.	\$6,000	N

Action #	Title	Description	Total Funds	Contributing
		<p>NVGA's Credential Requirements: New Village Girls Academy (NVGA) is committed to addressing this disparity by ensuring all instructional staff hold appropriate credentials for their teaching assignments. NVGA will implement rigorous hiring practices that prioritize candidates with full credentials and relevant experience serving our student population.</p> <p>Supporting Credential Completion: NVGA will provide comprehensive support for teachers working toward clearing their credentials by subsidizing induction program expenses. NVGA has established a formal partnership with the Los Angeles County Office of Education (LACOE) to facilitate teacher participation in structured induction programs that meet California Commission on Teacher Credentialing requirements.</p> <p>Monitoring and Compliance: NVGA administration will conduct regular credential audits to ensure all teachers maintain active and appropriate credentials for their assignments. Any credential issues will be promptly addressed through individualized support plans to minimize disruption to student learning while ensuring compliance with state requirements.</p> <p>Professional Growth: Beyond basic credentialing, NVGA will support teachers in pursuing additional authorizations and certifications that enhance their ability to serve our diverse student population, particularly in areas related to English Learners, Students with Disabilities, and advanced coursework.</p>		
2	Mental Health Services	A comprehensive needs assessment has revealed that most, if not all, New Village Girls Academy students have experienced adverse childhood experiences and trauma. These negative early experiences significantly impact brain development, physical health outcomes, and can contribute to chronic health conditions and substance use disorders. The post-pandemic environment has exacerbated these conditions, resulting in a	\$111,796	N

Action #	Title	Description	Total Funds	Contributing
		<p>measurable decline in student engagement, higher chronic absenteeism rates, and subsequently lower graduation rates.</p> <p>Comprehensive Mental Health Support</p> <p>The school Psychologist will implement a multi-tiered mental health support system that includes both small group counseling and individualized one-on-one therapy services tailored to student needs. These sessions will address trauma effects, develop coping strategies, build resilience, and support emotional regulation to improve student functioning in academic settings.</p> <p>Trauma-Informed School Environment</p> <p>The Psychologist will provide all staff and teachers with specialized training on evidence-based, trauma-informed teaching strategies. This professional development will focus on building a supportive and emotionally sensitive classroom environment where students feel psychologically safe, are willing to take academic risks, and can fully engage in learning despite past traumas.</p> <p>Integration with Academic Support</p> <p>Mental health services will be strategically coordinated with academic interventions to address the interconnected nature of emotional wellbeing and educational achievement. This integrated approach recognizes that addressing trauma is a prerequisite for effective learning and academic progress for many of our students.</p>		
3	Credit Recovery	<p>New Village Girls Academy (NVGA) will implement a comprehensive credit recovery program to address the needs of students who have fallen behind in their graduation requirements. The centerpiece of this initiative includes both an intensive summer program led by fully credentialed teachers who specialize in accelerated learning strategies and the APEX Credit Recovery Online Program (LREBG Funded \$6,000), which provides year-round digital learning opportunities. This multi-faceted approach is</p>	\$24,090	N

Action #	Title	Description	Total Funds	Contributing
		<p>specifically designed for credit-deficient students who require additional academic support to return to their grade-level graduation pathway.</p> <p>APEX Credit Recovery Online Program: The APEX Credit Recovery Online Program will serve as a cornerstone of NVGA's credit recovery strategy, offering personalized, self-paced digital courses aligned with California state standards and A-G requirements. This platform provides students with 24/7 access to coursework, allowing flexibility for those with challenging schedules or attendance barriers. The program features comprehensive content across core academic subjects, built-in assessments, and progress tracking tools that help students monitor their advancement toward credit completion. Teachers will serve as facilitators and coaches, supporting students through the online curriculum while providing additional instruction when needed.</p> <p>Tiered Intervention Approach: The credit recovery program will utilize a tiered intervention model that identifies and addresses each student's specific academic needs. Initial academic assessments will determine appropriate placement within the tiered support structure. Students with significant credit deficiencies will receive more intensive instructional time and individualized support through a combination of summer instruction and APEX online coursework, while those needing fewer credits will participate in a modified program structure. This differentiated approach ensures efficient use of instructional time while maximizing credit acquisition opportunities.</p> <p>Implementation and Monitoring: Each participating student will develop an individualized credit recovery plan in collaboration with academic counselors, outlining specific courses needed through APEX and/or summer school, and establishing clear completion timelines. Regular progress monitoring will occur throughout both the summer program and online coursework, with data-driven adjustments to support strategies as needed. Credentialed teachers will provide direct instruction, facilitate</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>APEX online coursework completion, and offer targeted tutoring to ensure content mastery and credit attainment.</p> <p>Expected Outcomes: This strategic credit recovery initiative will directly contribute to increased annual high school graduation rates, a key metric on the California Schools Dashboard which also impacts the College/Career Indicator (CCI). By providing timely intervention for credit-deficient students through both summer instruction and the APEX online platform, NVGA will support more students in achieving on-time graduation, improving overall school performance metrics while fulfilling our commitment to student success.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$366,526	\$43,506

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
39.12%	0%	\$0	39.12%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	NVGA's unduplicated pupils (99% socioeconomically disadvantaged, 20% ELs, 15% Foster Youth) demonstrate significant academic gaps. STAR Reading data shows Foster Youth (588), Housing Insecure (716), and EL students (678) performing well below school average (984). Root causes include severe post-pandemic disengagement, foundational skill gaps of 4-6 grade levels, high mobility, chronic absenteeism (historical rates as low as 45%), and widespread trauma experiences requiring specialized support.	<p>This action provides:</p> <ul style="list-style-type: none"> Extended instructional time (180 days, exceeding state requirements) to address learning gaps and attendance challenges Appropriately credentialed teachers trained in Big Picture Learning model for personalized education plans Resource Specialist and Behavior Interventionist to support students with disabilities (24% of population) 	<p>The metric that will be used to monitor effectiveness is:</p> <ul style="list-style-type: none"> #13 Attendance Rate #14 Chronic Absenteeism Rates #16 High school graduation rate.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> Professional development in restorative justice, trauma-informed practices, and EL support 	
Goal 1, Action 2	<p>NVGA's unduplicated pupils face significant academic and social-emotional challenges requiring specialized instructional approaches. English Learners show a 0.9 grade level decline in reading proficiency and decreased reclassification rates (from 10.5% to 7.4%). Foster Youth and Housing Insecure students demonstrate substantially lower STAR scores (588 and 716 respectively) compared to the school average (984). The needs assessment indicates unduplicated students require trauma-informed teaching approaches and culturally responsive pedagogy due to adverse childhood experiences and disrupted educational backgrounds.</p>	<p>The action is implemented schoolwide because:</p> <ol style="list-style-type: none"> The professional learning focuses on schoolwide systems (Restorative Justice, PBIS, Big Picture Learning) that require consistent implementation across all settings to be effective A coordinated approach to professional development ensures unduplicated pupils experience consistent instructional strategies and supports across all classes Building capacity of all staff creates a comprehensive support network rather than isolated pockets of expertise The specialized knowledge gained through this professional development directly benefits unduplicated pupils and all students. 	<p>The metric that will be used to monitor effectiveness is:</p> <ul style="list-style-type: none"> #16 High school graduation rate. #6: College Readiness (EAP) Math #7: College Readiness (EAP) ELA #15: High School Dropout rates
Goal 2, Action 4	<p>NVGA's unduplicated pupils (99% socioeconomically disadvantaged) face significant post-secondary barriers as first-generation college students. Data shows 0% A-G completion rate (dropped from 45.8%) and 0% meeting ELA college readiness standards in 2023-24. Foster youth and English Learners specifically need additional support to envision college pathways and connect academics to careers.</p>	<p>This action provides:</p> <ul style="list-style-type: none"> Individualized learning plans meeting A-G requirements while exploring career interests Academic Counselor support for college planning 	<p>The metric that will be used to monitor effectiveness is:</p> <ul style="list-style-type: none"> #16 High school graduation rate. #6: College Readiness (EAP) Math #7: College Readiness (EAP) ELA

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> • STEM partnerships with California Science Center • College visits and dual enrollment opportunities • Learning Through Internships program for real-world experience • Career exploration events (Speed Networking, Trades Day) <p>Implemented schoolwide because this is essential not just for unduplicated pupils, but all students would benefit from this action. Requiring coordinated programming across all aspects of the educational experience to create a consistent college-going culture. The individualized approach within this framework ensures specific needs are addressed while maintaining program coherence.</p>	<ul style="list-style-type: none"> - #15: High School Dropout rates

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
N/A	Not applicable	Not applicable	Not applicable

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 provide substitute teachers (Goal 1, Action 1) that will be used to increase the number of staff providing direct services to students, specifically Unduplicated Pupils (English learners, low-income and foster youth).

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

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,846,097.35	\$ 2,493,554.11

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	Admin & Educators that Support the Ed Program	No	\$ 1,063,229	\$ 1,004,451
1	1	Admin & Educators that Support the Ed Program	Yes	\$ 53,437	\$ 50,074
1	2	Professional Learning & Capacity Building	No	\$ 168,603	\$ 150,468
1	3	Core Curricular Program Needs	No	\$ 5,000	\$ 5,000
1	4	Closing the Digital Divide	No	\$ 65,142	\$ 47,383
2	1	Measuring Student Progress: Assessments	No	\$ 98,422	\$ 82,846
2	2	Strengthening EL Program & Services	Yes	\$ 39,777	\$ 26,198
2	3	Services to Support Students with Disabilities (SWD)	No	\$ 156,981	\$ 142,554
2	4	Promoting a "College-Going" Culture	No	\$ 28,172	\$ 8,930
2	4	Promoting a "College-Going" Culture	Yes	\$ 317,364	\$ 314,480
2	5	Addressing Academic Needs to Accelerate Learning	No	\$ 116,494	\$ 101,571
2	6	Addressing Social-emotional & Behavioral Student Needs	No	\$ 75,972	\$ 36,623
3	1	Parents as Decision-Makers	No	\$ 138,651	\$ 129,471
3	2	Opportunities for Parent Engagement & Participation	No	\$ 95,415	\$ 81,283
3	3	Maintaining Safe & Clean Facilities	No	\$ 215,479	\$ 198,339
4	1	Appropriately Credentialed Teachers	No	\$ 20,000	\$ 3,000
4	2	Mental Health Services	No	\$ 159,958	\$ 99,495
4	3	Credit Recovery	No	\$ 28,002	\$ 11,386
				\$ -	\$ -

2024-2025 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)
\$ 305,163	\$ 287,250	\$ 305,163	\$ (17,913)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Admin & Educators that Support the Ed Program	Yes	\$ 53,437	\$ 50,074.00	0.000%	0.000%
2	2	Strengthening EL Program & Services	Yes	\$ 39,777	\$ 26,198.43	0.000%	0.000%
2	4	Promoting a "College-Going" Culture	Yes	\$ 194,036	\$ 228,890.64	0.000%	0.000%

2024-2025 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 778,875	\$ 305,163	0.000%	39.180%	\$ 305,163	0.000%	39.180%	\$0.00 - No Carryover	0.00% - No Carryover

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	\$ 936,831	\$ 366,526	39.124%	0.000%	39.124%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,294,176	\$ 500,148	\$ 1,049,817	\$ 63,991	\$ 2,908,132.27	\$ 2,412,679	\$ 495,454

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	Admin & Educators that Support the Ed Program		No					\$ 1,011,218	\$ (0)	\$ 641,480	\$ 780	\$ 368,959	\$ -	\$ 1,011,218	0.000%
1	1	Admin & Educators that Support the Ed Program	All	Yes	LEA-wide	All	NVGA	2025-2026	\$ 208,259	\$ 10,000	\$ 53,767	\$ -	\$ 164,491	\$ -	\$ 218,259	0.000%
1	2	Professional Learning & Capacity Building	All	Yes	LEA-wide	All	NVGA	2025-2026	\$ 158,055	\$ 27,036	\$ 79,302	\$ 53,300	\$ 38,955	\$ 13,535	\$ 185,091	0.000%
1	3	Core Curricular Program Needs		No					\$ -	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500	0.000%
1	4	Closing the Digital Divide		No					\$ -	\$ 43,600	\$ 43,600	\$ -	\$ -	\$ -	\$ 43,600	0.000%
2	1	Measuring Student Progress: Assessments		No					\$ 91,936	\$ 18,086	\$ 103,395	\$ 6,627	\$ -	\$ -	\$ 110,022	0.000%
2	2	Strengthening EL Program & Services		No					\$ 55,715	\$ -	\$ 10,318	\$ 45,397	\$ -	\$ -	\$ 55,715	0.000%
2	3	Services to Support Students with Disabilities (SWD)		No					\$ 134,512	\$ 12,000	\$ 127,357	\$ -	\$ -	\$ 19,156	\$ 146,512	0.000%
2	4	Promoting a "College-Going" Culture	All	Yes	LEA-wide	All	NVGA	2025-2026	\$ 214,714	\$ 150,683	\$ 233,458	\$ 38,953	\$ 61,687	\$ 31,300	\$ 365,397	0.000%
2	5	Addressing Academic Needs to Accelerate Learning		No					\$ 98,478	\$ 1,000	\$ 0	\$ 1,000	\$ 98,477	\$ -	\$ 99,478	0.000%
2	6	Addressing Social-emotional & Behavioral Student Needs		No					\$ 10,854	\$ 41,965	\$ -	\$ 36,000	\$ 16,819	\$ -	\$ 52,819	0.000%
3	1	Parents as Decision Makers		No					\$ 142,811	\$ -	\$ (0)	\$ -	\$ 142,811	\$ -	\$ 142,811	0.000%
3	2	Opportunities For Parent Engagement & Participation		No					\$ 92,669	\$ 11,100	\$ 0	\$ 83,214	\$ 20,555	\$ -	\$ 103,769	0.000%
3	3	Maintaining Safe & Clean Facilities		No					\$ 63,572	\$ 166,483	\$ (0)	\$ 96,082	\$ 133,973	\$ -	\$ 230,055	0.000%
4	1	Appropriately Credentialed Teachers		No					\$ -	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	\$ 6,000	0.000%
4	2	Mental Health Services		No					\$ 111,796	\$ -	\$ -	\$ 111,796	\$ -	\$ -	\$ 111,796	0.000%
4	3	Credit Recovery		No					\$ 18,090	\$ 6,000	\$ -	\$ 21,000	\$ 3,090	\$ -	\$ 24,090	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

2025-2026 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
\$ 936,831	\$ 366,526	39.124%	0.000%	39.124%	\$ 366,527	0.000%	39.124%	Total:	\$ 366,527
								LEA-wide Total:	\$ 366,527
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Admin & Educators that Support the Ed Program	Yes	LEA-wide	All	NVGA	\$ 53,767	0.000%
1	2	Professional Learning & Capacity Building	Yes	LEA-wide	All	NVGA	\$ 79,302	0.000%
2	4	Promoting a "College-Going" Culture	Yes	LEA-wide	All	NVGA	\$ 233,458	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC Section 52062(a)*.
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #
<ul style="list-style-type: none"> • Enter the action number.
Title
<ul style="list-style-type: none"> • Provide a short title for the action. This title will also appear in the action tables.
Description
<ul style="list-style-type: none"> • Provide a brief description of the action. <ul style="list-style-type: none"> ○ For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. ○ As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures. ○ These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
Total Funds
<ul style="list-style-type: none"> • Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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