LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

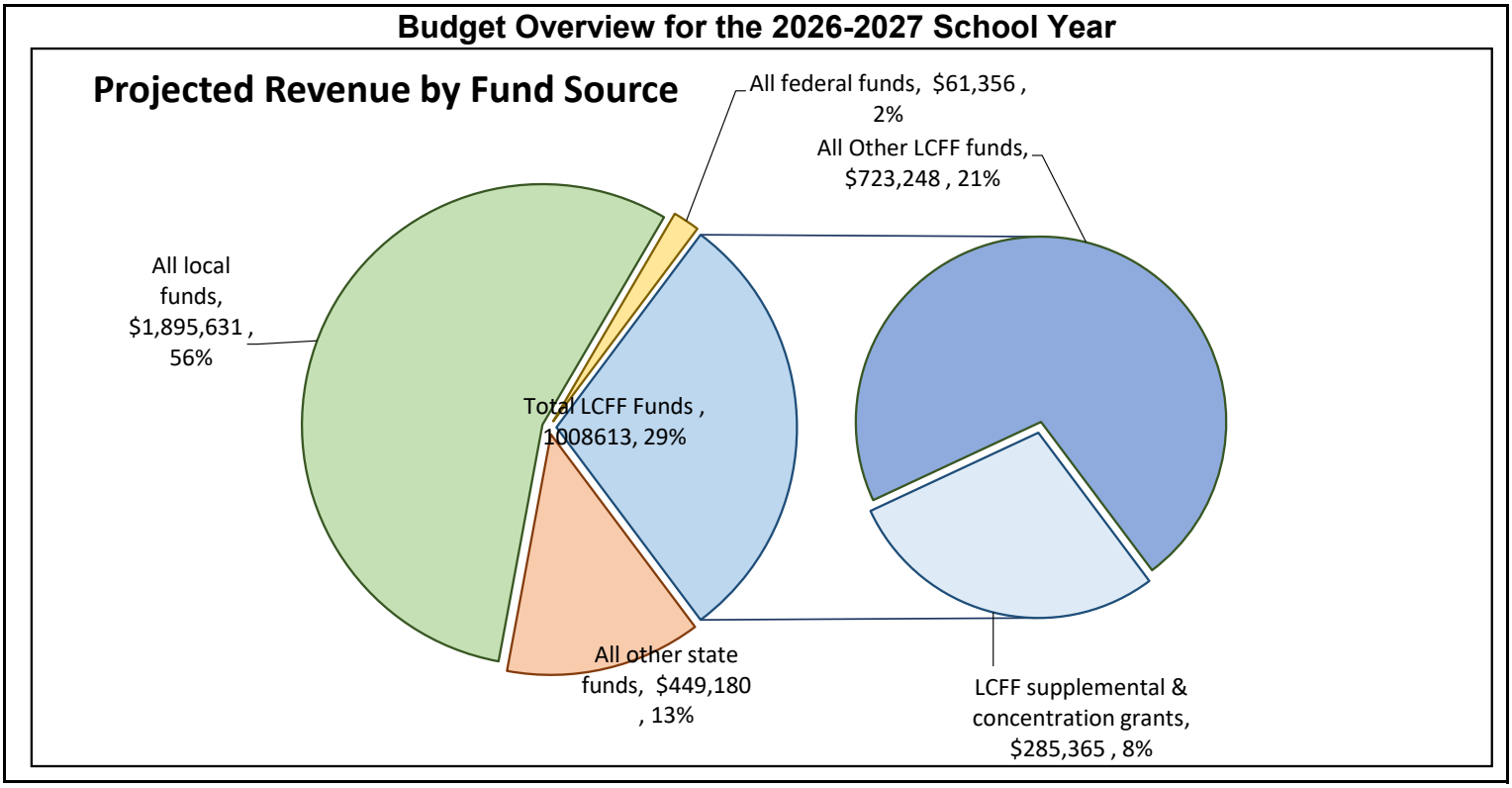
Local Educational Agency (LEA) Name: New Village Girls Academy

CDS Code: 19647330111484

School Year: 2026-2027

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).

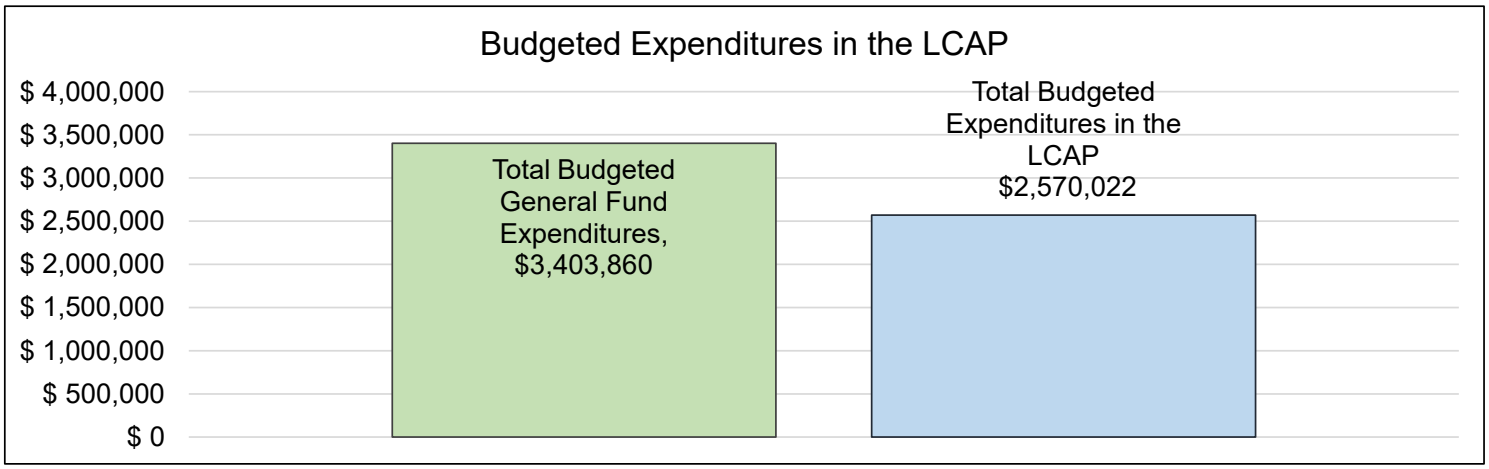


This chart shows the total general purpose revenue New Village Girls Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Village Girls Academy is $3,414,780.24, of which $1,008,613.00 is Local Control Funding Formula (LCFF), $449,180.29 is other state funds, $1,895,631.00 is local funds, and $61,355.95 is federal funds. Of the $1,008,613.00 in LCFF Funds, $285,364.73 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much New Village Girls Academy plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

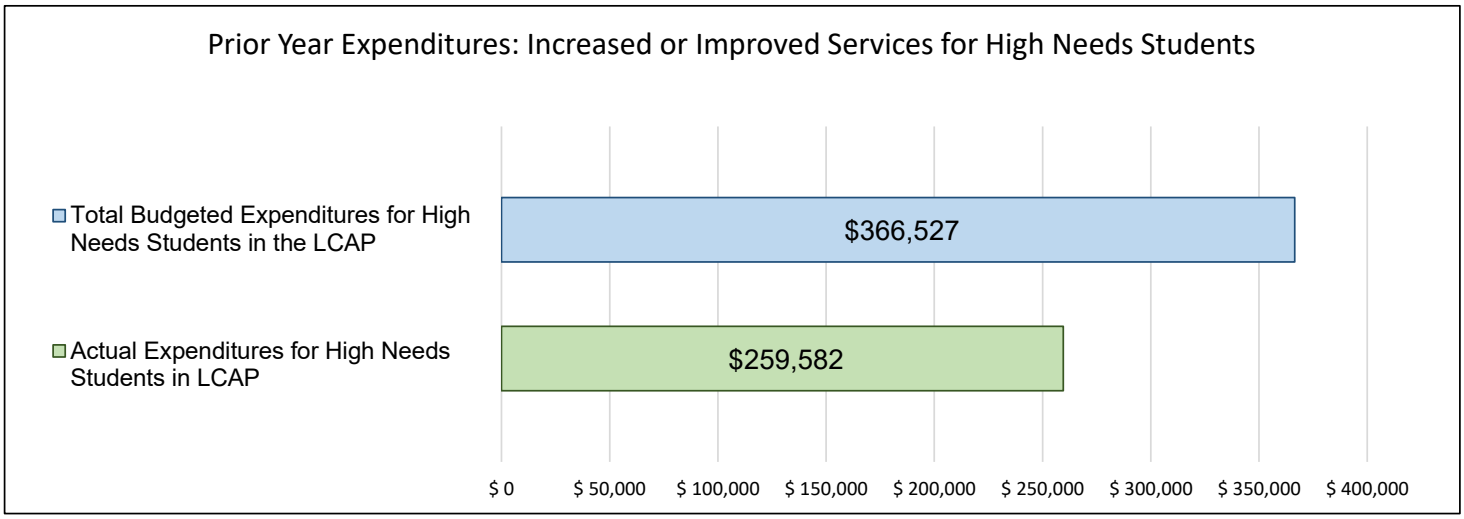
The text description of the above chart is as follows: New Village Girls Academy plans to spend $3,403,859.82 for the 2026-2027 school year. Of that amount, $2,570,022.48 is tied to actions/services in the LCAP and $833,837.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, New Village Girls Academy is projecting it will receive $285,364.73 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 $285,364.73 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 2025-2026



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 2025-2026, New Village Girls Academy's LCAP budgeted $366,526.95 for planned actions to increase or improve services for high needs students. New Village Girls Academy actually spent $259,582.32 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $106,944.63 had the following impact on New Village Girls Academy's ability to increase or improve services for high needs students:

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 2026-27

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 77 students in grades 9 through 12. The student population reflects the school's commitment to serving young women who have historically been underserved by traditional educational settings. The school's enrollment is 83% Hispanic, 10% African American, 3% White, 1% Asian, and 3% not reported. Among unduplicated and at-risk student groups, NVGA serves a population that is 23% English Learners, 24% Students with Disabilities, 12% Foster Youth, 36% Homeless Youth, and 95% Socioeconomically Disadvantaged.

NVGA is a Dashboard Alternative Status School (DASS), a status defined and approved by the California Department of Education (CDE). DASS are alternative schools of choice that serve high-risk students, with an Unduplicated Count of at least 70% within the school's cumulative enrollment. DASS school designation is reviewed and approved by the CDE, and the school must apply every three years.

Educational Approach

NVGA provides all students with rigorous, A-G approved coursework delivered through the Big Picture Learning framework, which emphasizes interest-based learning, community engagement, and personalized education plans. The curriculum integrates the 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 admission requirements while exploring career interests through field trips, internships, and independent projects. The program supports students in developing social and professional networking skills and prepares them to succeed as first-generation college students. NVGA's college acceptance rate consistently surpasses that of comparable DASS schools.

NVGA teachers use a competency-based grading approach that emphasizes narrative feedback. This feedback is delivered through Headrush Learning, the Learning Management System used at NVGA, on a monthly basis in all classes for all students. This practice ensures that every student receives individualized, high-quality feedback related to their mastery of key academic skills.

Restorative Justice Practices: A Schoolwide Accomplishment

One of NVGA's greatest accomplishments has been the more robust implementation of restorative justice practices across the campus. This work has fundamentally transformed how the school community responds to conflict, supports student well-being, and builds a more inclusive and accountable culture.

Professional Development for Restorative Practice

Central to this progress has been a strong commitment to targeted professional development for all staff. Over the past year, teachers, the school counselor, and support staff have participated in specialized training on restorative approaches, trauma-informed communication, conflict resolution, and culturally responsive practices. These sessions, led by expert consultants, have equipped staff with a deeper awareness of cultural competency, implicit bias, and the tools needed to sustain equitable and authentic relationships with NVGA's diverse student population.

Leadership Coaching and System Refinement

In addition to schoolwide professional development, NVGA's administrative team has engaged in ongoing restorative justice coaching to strengthen leadership capacity in implementing these practices with fidelity. The Principal meets regularly with trained coaches to reflect on restorative approaches to student behavior and refine systems that support proactive rather than punitive responses. This coaching has been critical in shaping a coherent, schoolwide model that emphasizes accountability, empathy, and opportunities for growth rather than exclusion. The process is one of continuous reflection and refinement and includes a renewed focus on community repair following incidents.

Impact on Students with the Greatest Needs

These strengthened restorative systems have been especially impactful in NVGA's work with students who have histories of involvement in the juvenile justice system, chronic absenteeism, and mental health challenges. Through restorative circles, individualized student support plans, and collaborative problem-solving processes, NVGA has built stronger relationships with these students and continues to address underlying needs that previously went unmet. The school's goal is for students who once felt disconnected from school to now have structured avenues to express their experiences, repair harm, and build trust with peers and adults. NVGA's intent is that this approach will support earlier intervention, prevent re-engagement with the justice system, and better support school attendance and academic progress.

Schoolwide Impact

Overall, the implementation of restorative justice practices has strengthened the school community, advanced equity, and positioned NVGA as a model for holistic, student-centered support. This ongoing work remains a cornerstone of NVGA's commitment to providing a safe, inclusive, and empowering environment for all students.

Student Wellness Initiatives

NVGA prioritizes student well-being through holistic and restorative practices. Daily programming includes a 15-minute quiet time session and a self-care session, providing students with structured opportunities to reset, get grounded, and prepare for meaningful learning engagement. Students participate in guided meditation, mindful movement, expressive arts, and music activities that build coping skills for stress and anxiety while fostering resilience and emotional balance.

In 2025, NVGA expanded its wellness programming with its 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 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 that promote healthy habits and well-being, 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

Exhibitions

Exhibitions are research-based cumulative projects that showcase each student's learning and development over the course of a semester. The project is connected to students' Advisory coursework and serves as a culminating moment of celebration and self-reflection. In December 2025, 75% of eligible students (55 students) completed a presentation at Exhibition. Of those who presented, 95% (52 students) met the school-wide expectations for successful completion per NVGA's Exhibition rubric.

Learning Through Internships

Nine-week internships were offered during the Fall 2025 semester through NVGA's Learning Through Internships (LTI) program, a core component of the Big Picture Learning model that provides students with authentic work experience, professional networking opportunities, and deeper learning in their areas of interest. Of the students eligible to participate, 86% (50 students) successfully completed the internship component and passed the Learning Through Interests course. Worksite partners included Pottery for the People, Green Arrow Co-Lab, Orthopedic Institute for Children, K-9 Connections, Reading Partners, the California Science Center, and additional community-based organizations.

In Spring 2026, internships were offered over a 16-week period. Of the 64 students eligible to participate, 91% (58 students) successfully completed the internship, and 55 students passed the Learning Through Interests course.

All students enrolled in Advisory (100%) received career readiness instruction and training from Advisors and the Learning Through Interests Coordinator (LTIC).

Graduation Outcomes

For the Class of 2025, 21 of 22 seniors graduated, resulting in a 95% one-year graduation rate. For the 2025-26 school year, NVGA anticipates a 77% graduation rate.

College Readiness

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

Community Recognition and Partnerships

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

Through its 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.

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Equity Multiplier Eligibility

New Village Girls Academy qualifies for Equity Multiplier Funds based on its non-stability rate and percentage of socioeconomically disadvantaged students and has developed a focus goal (LCAP Goal 4) with specific actions to be implemented during the 2026-27 school year.

NVGA continues its collaborative work as a model Community School through the support of the California Department of Education's California Community Schools Partnership Program (CCSPP) Implementation Grant. The school's LCAP aligns with both the California Community School Framework and the Multi-Tiered System of Support (MTSS) Framework, strengthening the integration of these approaches with the school's mission and vision.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, New Village Girls Academy has $6,235 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be used, including a comprehensive needs assessment, is provided in the Reflections: Annual Performance section of this LCAP.

LCAP Development and Compliance

New Village Girls Academy has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA). The plan meets the educational partner engagement requirements outlined in California Education Code 64001(j) and fulfills the requirements of EC 52062(a), including:

- Consultation with the Special Education Local Plan Area (SELPA) per EC 52062(a)(5)
- Consultation with the Student Advisory Committee pursuant to California Education Code 52062(a),
- Consultation with the Parent Advisory Committee (PAC) per EC 52062(a)(1)
- Consultation with the English Learner Parent Advisory Committee per EC 52062(a)(2)
- Written responses to comments received from each committee

Reflections: Annual Performance

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

The following table presents New Village Girls Academy's performance on the ***2025 California School Dashboard***, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

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

2025 California School Dashboard Results

To receive a performance level (color) on the California School Dashboard, a school must meet the minimum N size of 30 students for a given indicator for two consecutive years. Because New Village Girls Academy's (NVGA) enrollment did not meet this threshold for most indicators, the school received a Status value without a performance color for the English Learner Progress Indicator, Graduation Rate, English Language Arts, Mathematics, Science, and the College/Career Indicator. The chronic absenteeism indicator only applies to schools serving grades K-8.

The Suspension Rate Indicator was the only indicator on the 2025 Dashboard for which NVGA received a performance level. The school continues to earn a Blue performance level for All Students, Socioeconomically Disadvantaged students, and Hispanic students, reflecting a 0% suspension rate during the 2024-25 school year.

Contributing Practices to the Suspension Rate Outcome: This outcome reflects NVGA's sustained investment in social-emotional learning, restorative practices, and integrated mental health supports delivered through the school's California Community Schools model.

Mindfulness and Daily Centering Practice: NVGA partners with a meditation coach who supports Advisors in leading a daily mindfulness practice. Students engage in this practice each day to center themselves and build readiness for learning.

Counseling and Crisis Intervention: Counseling and crisis intervention services are delivered consistently throughout the year by the School Psychologist, who fulfills this role in the absence of a licensed social worker. To expand mental health capacity, NVGA has onboarded three social work interns who provide individual counseling, group interventions, and crisis response. The interns also contribute to universal mental health strategies, including mental health boards, in-class workshops, and targeted group sessions. Strong rapport with students has supported the effectiveness of counseling sessions, facilitated connections to long-term care through community mental health partners, and helped reduce the stigma around seeking support.

Trauma-Informed Practice: Staff receive ongoing training in trauma-informed teaching strategies through a partnership with an outside facilitator, an essential component given the populations NVGA serves.

Restorative Practices: The implementation of restorative practices has been one of NVGA's most significant accomplishments during the 2024-25 school year, fundamentally shifting how the school community responds to conflict, supports student well-being, and cultivates an inclusive and accountable culture. Through restorative circles, individualized student support plans, and collaborative problem-solving processes, NVGA has built stronger relationships with students who have histories of juvenile justice involvement, chronic absenteeism, and mental health challenges. These students now have structured avenues to express their experiences, repair harm, and build trust with peers and adults. This approach has positioned NVGA to intervene earlier, reducing the likelihood of re-engagement with the justice system and better supporting attendance and academic engagement.

Together, these practices have strengthened the school community, advanced equity, and contributed to the conditions reflected in the school's Blue performance level on the Suspension Rate Indicator.

Instructional Practice and Teacher Development

Teacher Coaching and Observation Cycles: In August 2025, a new instructional rubric was co-constructed with NVGA teachers to articulate strong instructional practices aligned to the Big Picture Learning pillars of relationships, rigor, and relevance. This rubric was collaboratively revised twice during the 2025-26 academic year and serves as an evaluation tool for both informal and formal classroom observations. The rubric establishes a shared understanding of and common language for strong instructional practice across the school.

English Learner Program Reflections

Designated and Integrated ELD Structure: Designated ELD classes are embedded in NVGA's master schedule and are offered during 4th and 6th periods within a modified block schedule. Designated ELD is provided for 370 total instructional minutes each week. All English Learners (ELs) are enrolled in at least one of the two available classes and receive at least 185 total instructional minutes of designated ELD instruction per week, delivered by a credentialed English teacher.

In addition, all teachers provide daily integrated ELD instruction through language clarification and language acquisition support across regular content classes, advisory periods, and internship experiences. The goal of integrated ELD at NVGA is to facilitate English language development guided directly by the content standards and competencies of lessons being taught in English Language Arts, Mathematics, Science, and Social Studies.

Instructional Approach and EL Access: All teachers leverage NVGA's school-wide competencies and a competency-based assessment system to design and deliver rigorous, relevant curriculum. Across courses, teachers are expected to implement project-based instruction that provides students with voice and choice. In all cases, instructional resources are modified through scaffolding and/or direct translation to support EL student comprehension.

EL-Specific Supports and Monitoring: All teachers are provided with student Lexile levels to support targeted EL instruction and inform accommodations during lesson planning. Lexile assessments will be administered three times during the school year to monitor student growth and guide any intervention goals established throughout the academic year. NVGA also employs a part-time Teacher's Assistant whose role is specifically dedicated to supporting EL students. Designated professional development time is allocated to support teacher collaboration for EL-related instructional planning.

Attendance Improvement Efforts: To improve student attendance, NVGA has developed comprehensive, tiered school-wide strategies to increase average daily attendance (ADA) for all students. As of November 2025, the school has articulated specific responsibilities for each staff member tied to this attendance improvement goal, ensuring shared accountability across roles for student re-engagement and consistent attendance.

Learning Recovery Emergency Block Grant (LREBG) Needs Assessment & 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: New Village Girls Academy (NVGA) will expend a portion of its 2026-27 LREBG allocation in the amount of **$6,235** to support the addition of a Teacher's Assistant in Goal 4, Action 3.

Needs Assessment: NVGA's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified persistent academic gaps tied to post-pandemic learning loss, credit deficiency, and chronic absenteeism as the school's most significant learning recovery priorities. Many NVGA students enroll credit-deficient after experiencing disengagement during the pandemic, contributing to substantial learning gaps that delay or prevent on-time high school graduation. The 2024-25 school year showed a chronic absenteeism rate of 84.9% and an average daily attendance rate of 62.5%, conditions that significantly reduce students' practical access to instruction even when courses are formally available. Performance data also reflects significant academic recovery needs: while NVGA reached a 78.6% A-G completion rate in 2024-25, math and English Language Arts CAASPP performance, measured through Distance from Standard, remained well

below state targets, and the 2025 Dashboard Graduation Rate declined to 69.2% from the prior year's 72.7%. The needs assessment identified credit recovery capacity and individualized academic support as the most pressing instructional priorities for accelerating learning recovery and increasing on-time graduation among NVGA's predominantly socioeconomically disadvantaged student population.

Expenditure: Teacher's Assistant for High-Dosage Tutoring

Position (LCAP Goal and Action): Teacher's Assistant (Goal 4, Action 3: Credit Recovery)

Amount of LREBG Funds: $6,235

Rationale: The Teacher's Assistant provides high-dosage tutoring throughout the school day and during after-school hours to support credit-deficient students working through summer school and the APEX Credit Recovery Online Program. The Teacher's Assistant works in coordination with credentialed teachers to deliver structured, frequent, small-group and one-on-one tutoring aligned to each student's identified academic needs and individualized credit recovery plan. Students at NVGA include a high concentration of credit-deficient youth who have experienced significant disruption to their educational trajectories due to pandemic-related learning loss, mobility, chronic absenteeism, mental health needs, and justice system involvement. Many require individualized, intensive academic support to re-engage with grade-level content, recover credits, and progress toward on-time graduation. The Teacher's Assistant extends the school's capacity to deliver this support beyond the regular instructional period and within the school day, ensuring that credit-deficient students receive sustained adult-guided academic support without being removed from grade-level content. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches, and for providing summer school or intersessional instructional programs.

Evidence Tier: Tier 2 (Moderate Evidence). High-dosage tutoring, typically defined as three or more structured sessions per week of small-group or one-on-one instruction delivered by the same tutor over a sustained period, is among the most rigorously studied and effective academic intervention models for accelerating learning recovery. Research meeting ESSA Tier 2 evidence standards consistently demonstrates that high-dosage tutoring produces measurable gains for students performing below grade level, particularly for low-income students, English Learners, and students who have experienced educational disruption. When delivered by trained paraprofessionals under the supervision of credentialed educators, high-dosage tutoring extends instructional capacity while preserving instructional quality.

Metric(s): Credit recovery course completion rates for students participating in tutoring; APEX Credit Recovery completion data; one-year cohort high school graduation rate as reported on the California School Dashboard; and high school dropout rate.

LCAP Alignment: This expenditure is included in the 2026-27 LCAP in compliance with EC Section 52064.4. The Teacher's Assistant supporting high-dosage tutoring is included under Goal 4, Action 3 (Credit Recovery), which is the school's Equity Multiplier focus action addressing the goal of increasing the high school graduation rate by 10% within three years as measured by the California School Dashboard three-year average. The LREBG-funded portion ($6,235) represents one component of the total Credit Recovery action, with remaining costs funded through LCFF base, Supplemental and Concentration, Equity Multiplier, and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The Administrator and Principal recommended that LREBG funds support professional development in teaching and learning, specifically project-based learning and trauma-informed classrooms and identified credit recovery as a sustained school priority. Teachers and classified staff recommended expanded student intervention and support systems, professional learning, and project-based instructional practices that address the needs of diverse learners. Parents and the Parent Advisory Committee (PAC) recommended expanded

summer school and credit recovery opportunities to help students accelerate learning, recover credits, and improve graduation outcomes. Students and the Student Advisory Committee (SAC) recommended strengthening systems that provide timely academic interventions and expanding credit recovery opportunities. The convergence of these recommendations across all partner groups supports the targeted use of LREBG funds to fund the high-dosage tutoring Teacher's Assistant within the Credit Recovery action. The needs assessment and expenditure plan were reviewed through the PAC and SAC advisory processes.

Reflections: Technical Assistance

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

New Village Girls Academy is not eligible for Technical Assistance.

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 Comprehensive Support and Improvement.

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
Administrator/Principal	**Date(s):** March 4, 2026; March 11, 2026; May 7, 2026 **Topics Discussed:** The Administrator and Principal engagement sessions addressed the annual budget, including the Equity Multiplier (EM) and Learning Recovery Emergency Block Grant (LREBG) spending plans as connected to the school's staffing and professional development plans. Discussions also addressed the 2026-27 LCAP midyear update, LAUSD oversight metrics (including internships and exhibitions), internal mental health referrals and support (including the Master of Social Work intern plan), credit recovery, local disaggregated data on student groups, classroom observations, and student feedback. The sessions further included review of the comprehensive needs assessment and the planned use of Title funds, Equity Multiplier funds, and LREBG funds. **Recommendations:** • *Equity Multiplier Funds*. Leadership recommends funding summer school (at a reduced amount due to budget constraints), the School Psychologist position, and teacher induction fees. • *LREBG Funds*. Leadership recommends funding professional development in the areas of teaching and learning, specifically project-based learning and trauma-informed classrooms.
Teachers	**Date(s):** October 2, 2025 **Topics Discussed:** The teacher and classified staff engagement session focused on prioritizing student safety and sense of belonging, with a review of the Fall 2025-26 Student School Climate Survey results. **Recommendations:** Based on reflections from the Fall 2025-26 Student School Climate Survey, several key recommendations emerged that align directly with the goals of the Local Control and Accountability Plan (LCAP), particularly in advancing student wellness, academic engagement, school connectedness, and equitable access to rigorous learning

Educational Partner(s)	Process for Engagement
	opportunities at New Village Girls Academy (NVGA). Staff consistently identified the need for increased mental health support, stronger school culture systems, expanded academic rigor, and professional learning to better support students with diverse academic and social-emotional needs. *Equity Multiplier Funds*. Staff recommended expanded student intervention and support systems, including summer school programming, expanded mental health offerings (such as specialized support groups), and incentives to retain students. The goal of these supports is to strengthen trusted adult relationships, emotional safety, individualized support, and consistent behavioral intervention systems. *LREBG Funds*. Staff shared the need for deeper student engagement, increased academic challenge, and stronger instructional practices that foster relevance, rigor, and belonging. They expressed interest in more hands-on learning, college and career pathways, extracurricular opportunities, and supportive, inclusive classroom environments. Specific recommendations included: • **Professional development in teaching and learning** focused on strengthening instructional practices, formative assessment systems, student feedback structures, and differentiated instruction to better meet the needs of diverse learners. • **Project-Based Learning training and implementation** to increase academic engagement, real-world learning opportunities, student voice, and rigorous college and career-connected instruction that reflects students' interests and lived experiences. • **Trauma-informed and restorative classroom practices** to build staff capacity in creating emotionally safe, inclusive, and relationship-centered classrooms that support student regulation, belonging, conflict resolution, and resilience.
Classified/Other Staff	**Date(s):** October 2, 2025 **Topics Discussed:** Due to our small school size, NVGA combines Certificated and classified staff meetings) The teacher and classified staff engagement session focused on prioritizing student safety and sense of belonging, with a review of the Fall 2025-26 Student School Climate Survey results. **Recommendations:** Based on reflections from the Fall 2025-26 Student School Climate Survey, several key recommendations emerged that align directly with the goals of the Local Control and Accountability Plan (LCAP), particularly in advancing student wellness, academic engagement, school connectedness, and equitable access to rigorous learning opportunities at New Village Girls Academy (NVGA). Staff consistently identified the need for increased mental health support, stronger school culture systems, expanded academic rigor, and professional learning to better support students with diverse academic and social-emotional needs. *Equity Multiplier Funds*. Staff recommended expanded student intervention and support systems, including summer school programming, expanded mental health offerings (such as specialized support groups), and incentives to retain

Educational Partner(s)	Process for Engagement
	students. The goal of these supports is to strengthen trusted adult relationships, emotional safety, individualized support, and consistent behavioral intervention systems. *LREBG Funds*. Staff shared the need for deeper student engagement, increased academic challenge, and stronger instructional practices that foster relevance, rigor, and belonging. They expressed interest in more hands-on learning, college and career pathways, extracurricular opportunities, and supportive, inclusive classroom environments. Specific recommendations included: • **Professional development in teaching and learning** focused on strengthening instructional practices, formative assessment systems, student feedback structures, and differentiated instruction to better meet the needs of diverse learners. • **Project-Based Learning training and implementation** to increase academic engagement, real-world learning opportunities, student voice, and rigorous college and career-connected instruction that reflects students' interests and lived experiences. • **Trauma-informed and restorative classroom practices** to build staff capacity in creating emotionally safe, inclusive, and relationship-centered classrooms that support student regulation, belonging, conflict resolution, and resilience.
Students	**Date(s):** May 21, 2026 **Topics Discussed:** The student engagement session focused on the LCAP State Priorities and gathered student input on programming, supports, and opportunities at New Village Girls Academy (NVGA). **Recommendations:** *Expand Hands-On and Project-Based Learning Opportunities*. Students recommended increasing professional learning opportunities for teachers and staff focused on project-based and hands-on learning strategies. Students shared that interactive learning improves critical thinking, real-world skills, engagement, and classroom relevance. *Increase Academic and Student Support Systems*. Students recommended strengthening systems that monitor student progress and provide timely academic interventions. Specific recommendations included improving attendance support, increasing regular counselor check-ins, expanding afterschool and credit recovery opportunities, and creating more engaging programs and activities for students. *Strengthen Family Engagement and Student Voice*. Students recommended increasing communication and involvement opportunities for families and students. Suggestions included creating more welcoming opportunities for parent participation, encouraging students to invite families to school events, and increasing awareness of leadership opportunities such as student board seats and participation in board meetings.
Student Advisory Committee (SAC)	**Date(s):** Jan – March 2026, and May 21, 2026

Educational Partner(s)	Process for Engagement
	Topics Discussed: The student engagement session focused on the LCAP State Priorities and gathered student input on programming, supports, and opportunities at New Village Girls Academy (NVGA). **Recommendations:** *Expand Hands-On and Project-Based Learning Opportunities*. Students recommended increasing professional learning opportunities for teachers and staff focused on project-based and hands-on learning strategies. Students shared that interactive learning improves critical thinking, real-world skills, engagement, and classroom relevance. *Increase Academic and Student Support Systems*. Students recommended strengthening systems that monitor student progress and provide timely academic interventions. Specific recommendations included improving attendance support, increasing regular counselor check-ins, expanding afterschool and credit recovery opportunities, and creating more engaging programs and activities for students. *Strengthen Family Engagement and Student Voice*. Students recommended increasing communication and involvement opportunities for families and students. Suggestions included creating more welcoming opportunities for parent participation, encouraging students to invite families to school events, and increasing awareness of leadership opportunities such as student board seats and participation in board meetings.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	**Date(s):** August 26, 2025; November 4, 2025; April 28, 2026; June 2, 2026 **Topics Discussed:** The parent engagement sessions focused on the LCAP goals, the use of funds, and priorities to support all students at New Village Girls Academy (NVGA), including unduplicated pupils and students with disabilities. **Recommendations:** Parents provided the following recommendations: • **Increased access to mental health services and a School Psychologist** to support students' social-emotional well-being, crisis response, and behavioral health needs. • **Expanded summer school and credit recovery opportunities** to help students accelerate learning, recover credits, and improve graduation outcomes. • **Expanded after-school programming and extracurricular opportunities** to increase student engagement, provide safe spaces after school, and strengthen school connectedness. • **Continued investment in safe school initiatives and restorative supports** that promote a positive school climate, student wellness, and a secure learning environment.

Educational Partner(s)	Process for Engagement
	• **Expanded parent education programs**, including English as a Second Language (ESL) and English language classes, parenting workshops, and family wellness resources, to increase family engagement and support student success at home. • **Increased access to college and career readiness opportunities,** academic interventions, and project-based learning experiences that keep students engaged and connected to their future goals.
Parent Advisory Committee (PAC)	NVGA's Parent Advisory Committee (PAC) includes parents representing unduplicated pupils and students with disabilities. **Date(s):** August 26, 2025; November 4, 2025; April 28, 2026; June 2, 2026 **Topics Discussed:** The PAC engagement sessions focused on the LCAP goals, the use of funds, and priorities to support all students at New Village Girls Academy (NVGA), including unduplicated pupils and students with disabilities. **Recommendations:** The PAC provided the following recommendations: • **Increased access to mental health services and a School Psychologist** to support students' social-emotional well-being, crisis response, and behavioral health needs. • **Expanded summer school and credit recovery opportunities** to help students accelerate learning, recover credits, and improve graduation outcomes. • **Expanded after-school programming and extracurricular opportunities** to increase student engagement, provide safe spaces after school, and strengthen school connectedness. • **Continued investment in safe school initiatives and restorative supports** that promote a positive school climate, student wellness, and a secure learning environment. • **Expanded parent education programs,** including English as a Second Language (ESL) and English language classes, parenting workshops, and family wellness resources, to increase family engagement and support student success at home. • **Increased access to college and career readiness opportunities,** academic interventions, and project-based learning experiences that keep students engaged and connected to their future goals.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	NVGA does not meet the requirements to form an English Learner Advisory Committee (ELAC), DELAC, or an English Learner Parent Advisory Committee due to its enrollment of <21 English Learners. However, services and programming related to English Learners are discussed during PAC meetings.

Educational Partner(s)	Process for Engagement
SELPA	NVGA consulted with its SELPA (LAUSD) on a regular basis throughout the 2025-26 school year, regarding services for students with disabilities (SWDs), including the midyear update and the development of the 2026-27 LCAP actions and services outlined throughout this document, including Goal 2, Action 3, on May 20, 2026. **Date(s):** May 22, 2026 **Topics Discussed:** Services to support SWDs, including IEP management and compliance. **Recommendations:** The SELPA provided the following feedback and guiding questions for NVGA's consideration: • The SELPA suggested that NVGA consider including special education statistics and program highlights for SWDs, including service successes and areas for improvement specific to special education, and, where applicable, suspension and expulsion rates or other relevant factors. • The SELPA posed several questions to guide NVGA's planning: How does NVGA support student engagement and motivation, including efforts to address absenteeism, dropout rates, and graduation rates for SWDs? How does NVGA ensure adherence to caseload requirements and the maintenance of a credentialed teaching force for SWDs? How does NVGA ensure that SWDs have access to appropriate instructional materials? **NVGA's Response:** NVGA has incorporated the SELPA's recommendations throughout this document (see Goal 2, Actions 3 through 6). NVGA currently serves 16 students with disabilities across grades 9 through 12. Due to this small N-size, the California Department of Education (CDE) does not publicly report CAASPP data on the Dashboard when fewer than 11 students are tested, in order to protect student privacy. For the 2024-25 school year, a total of 3 students with disabilities were tested in grade 11, and CDE did not publicly report results for the SWD student group. NVGA did, however, report its 2025-26 ELA CAASPP results using the Distance from Standard (DFS) measurement, for which a total of 15 students were tested schoolwide (see Goal 2, under Measuring and Reporting Results).

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

The adopted 2026-27 LCAP was directly shaped by feedback gathered through structured consultation with the Administrator and Principal, teachers and classified staff, students and the Student Advisory Committee (SAC), parents and the Parent Advisory Committee (PAC) including parents representing Unduplicated Pupils and Students with Disabilities, and the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA). Feedback themes were synthesized across partner groups and integrated into specific goals and actions as described below.

Goal 1: Professional Learning and Project-Based Learning Educational Model

- Action 1 (Administrators and Educators Supporting the Educational Program) reflects feedback from the Administrator and Principal sessions on staffing and budget alignment, including the reduction of the credentialed teaching staff for 2026-27 due to budget constraints tied to low enrollment and average daily attendance (ADA). The action's continued investment in 180 instructional days and structured professional development reflects sustained commitment to instructional quality despite staffing reductions.
- Action 2 (Professional Learning and Capacity Building) directly reflects the convergence of feedback from teachers, classified staff, the Administrator, and parents. Teachers and classified staff identified professional development in project-based learning, formative assessment, differentiated instruction, restorative practices, and trauma-informed classrooms as priorities. The Administrator recommended funding professional development through the Learning Recovery Emergency Block Grant (LREBG) specifically in project-based learning and trauma-informed classrooms. The action's emphasis on instructional coaching, PBIS training through the Los Angeles County Office of Education (LACOE), restorative justice principles, and the continuation of the Assessment Working Group reflects these aligned partner priorities.

Goal 2: Multi-Tiered System of Supports and Community Schools Framework

- Action 2 (Strengthening EL Program and Services) reflects feedback from parents, teachers, and the SELPA regarding the need to address achievement gaps among English Learners. The action's addition of a part-time Teacher's Assistant specifically dedicated to EL support, the targeted 2026-27 professional development commitment, and the November 2025 data-driven intervention response reflect feedback gathered through teacher consultation, parent input on the EL Master Plan, and the school's own data analysis.
- Action 3 (Services to Support Students with Disabilities) directly reflects the SELPA's May 2026 feedback. The SELPA suggested NVGA include special education statistics and program highlights for SWDs and posed guiding questions on student engagement, caseload adherence, credentialed teaching force maintenance, and access to instructional materials. NVGA incorporated this feedback by strengthening the description of team composition, IEP management and compliance through Welligent, collaboration between Special Education and General Education teachers, communication systems, and specialized professional development. NVGA's written response to the SELPA explicitly references Goal 2, Actions 3 through 6.
- Action 4 (Promoting a College-Going Culture) reflects student, SAC, and parent feedback. Students and the SAC recommended increasing academic and student support systems including counselor check-ins, expanded afterschool and credit recovery opportunities, and engaging programs. Parents recommended increased access to college and career readiness opportunities, academic interventions, and project-based learning experiences. These priorities are reflected in the action's continued investment in the Academic Counselor, Learning Through Internships (LTI) program, STEM partnership with the California Science Center, college exposure and mentorship, dual enrollment through Los Angeles City College (LACC) and Los Angeles Trade-Technical College (LATTC), and career exploration events.
- Action 5 (Addressing Academic Needs to Accelerate Learning) reflects parent, student, and teacher feedback on the need for stronger attendance supports, credit recovery opportunities, and academic interventions. Parents recommended expanded summer school and credit recovery opportunities. Students recommended improving attendance support and expanding afterschool and credit recovery opportunities. Teachers recommended expanded student intervention and support systems. These priorities are reflected in the action's three-tiered attendance support system, LACOE Genius Initiative Problem of Practice, APEX Credit Recovery, Summer School, and Success Seminar course.
- Action 6 (Addressing Social-Emotional and Behavioral Student Needs) reflects strong, consistent feedback across all partner groups. Parents recommended increased access to mental health services and a School Psychologist, continued investment in restorative supports, and after-school programming. Students recommended increasing counselor check-ins. Teachers recommended expanded mental health offerings, including specialized support groups. The action's continued investment in daily mindfulness, School Psychologist services, three social work interns, restorative practices, and Student Wellness Retreats reflects these aligned partner priorities.

Goal 3: Parent, Family, and Community Engagement

- Action 1 (Parents as Decision-Makers) reflects PAC feedback on the importance of meaningful parent participation in school governance. The action sustains the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) structures, language accessibility commitments, and capacity-building opportunities as recommended by parents during the August 2025 through June 2026 consultation sessions.
- Action 2 (Opportunities for Parent Engagement and Participation) reflects parent feedback that surfaced the need for expanded parent education programs, including English as a Second Language (ESL) and English language classes, parenting workshops, and family wellness resources. In direct response, NVGA has added a new component to this action: the Adult English Language Classes for Families pilot, which, if funded, will provide 32 weeks of after-school adult literacy and ELD classes for parents, guardians, and other adults in NVGA students' households during the 2026-27 school year. The continued investment in the Case Manager and Community School Coordinator role also reflects parent feedback on the importance of family support during crisis and connection to community resources.

Goal 4: Equity Multiplier Goal to Increase Graduation Rate

- Action 1 (Appropriately Credentialed Teachers) reflects the Administrator's recommendation to use Equity Multiplier Funds for teacher induction fees, ensuring that teachers progressing through induction programs receive subsidized support to complete their clear credentials.
- Action 2 (Mental Health Services) reflects feedback from the Administrator, parents, and teachers regarding the importance of continuing School Psychologist services to support the high proportion of NVGA students who have experienced Adverse Childhood Experiences (ACEs) and trauma. This action is funded through Equity Multiplier Funds based on partner consensus across consultation groups.
- Action 3 (Credit Recovery) reflects feedback from the Administrator, teachers, parents, and students on the importance of sustained credit recovery opportunities. In direct response to this convergent feedback, NVGA has added a new program component to this action: a Teacher's Assistant funded through LREBG ($6,235) who will provide high-dosage tutoring throughout the school day and during after-school hours, in coordination with credentialed teachers, to support credit-deficient students working through summer school and APEX Credit Recovery.

Across all four LCAP goals, the 2026-27 plan reflects substantive, partner-informed decisions. The most notable new additions resulting from partner feedback are the Adult English Language Classes for Families pilot in Goal 3 Action 2, the addition of a part-time Teacher's Assistant dedicated to EL support in Goal 2 Action 2, the high-dosage tutoring Teacher's Assistant in Goal 4 Action 3, and the targeted 2026-27 EL professional development commitment in Goal 2 Action 2. The continuation of mental health services, restorative justice practices, credit recovery, and college and career programming reflects sustained partner consensus on these areas of investment.

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.

New Village Girls Academy (NVGA) developed this goal in recognition that the quality of instruction students receive depends fundamentally on the capacity of the educators and student support staff who deliver it. As a Big Picture Learning school, NVGA operates under an educational model that emphasizes interest-based learning, internships, advisory structures, public displays of learning, and personalized education plans. This model requires a different set of instructional competencies than those typically developed through standard teacher preparation programs, and sustaining the model with fidelity depends on continuous, structured professional learning for all staff.

Responding to the Unique Needs of the Student Population: NVGA serves a student population that includes 23% English Learners, 24% Students with Disabilities, 12% Foster Youth, 36% Homeless Youth, and 95% Socioeconomically Disadvantaged students. As a Dashboard Alternative Status School (DASS), at least 70% of NVGA students meet one or more of California's high-risk categories for potential non-completion of high school. Many students have experienced significant trauma, Adverse Childhood Experiences (ACEs), and disrupted educational histories. Effectively serving this population requires educators who are not only credentialed in their subject areas but also trained in trauma-informed practice, restorative approaches, culturally responsive teaching, scaffolding for English Learners, and differentiation for students with disabilities.

Alignment to State Priorities: This goal directly aligns with State Priority 1 (Basic Services), which requires that all students have access to appropriately credentialed teachers and standards-aligned instructional materials, and with State Priority 2 (Implementation of State Standards), which requires that the school support educators in implementing the California State Standards across all content areas. By centering professional learning, instructional coaching, and leadership development under a single goal, NVGA ensures that the building blocks of a comprehensive and coherent instructional program, including credentialed staff, aligned curricular materials, integrated technology, and continuous capacity building, are explicitly named, measured, and resourced.

Educational Partner Feedback: Feedback from NVGA's educational partners reinforced the need for this goal. Teachers, classified staff, and the Administrator consistently identified the need for sustained professional development in project-based learning, formative assessment, trauma-informed classrooms, and restorative practices. Students and the Parent Advisory Committee also recommended expanded hands-on and project-based learning opportunities as central to student engagement and academic success. These partner-identified priorities are addressed through the four actions under this goal, which include staffing of appropriately credentialed educators, structured professional learning and capacity building, core curricular materials aligned to the Big Picture Learning model, and equitable access to technology through the Closing the Digital Divide action.

Equity Commitment: This goal also supports NVGA's broader commitment to advancing equity for first-generation college students, students from migrant families, students impacted by the juvenile justice system, and students experiencing housing instability. By investing in the capacity of educators and support staff to deliver rigorous, relevant, and relationship-centered instruction across all content areas, NVGA ensures that the school's instructional model translates into meaningful learning experiences and improved outcomes for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 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: 90%	2024-25: 90%	+8.3%
2	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
3	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24 ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: 4	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 3 PE: 4 VAPA: 4 World Language: 4	2025-26: ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 3 PE: 4 VAPA: 4 World Language: 4	2026-27: ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 5 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 4	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science: 0 CTE: NA Health: -1 PE: 0 VAPA: 0 World Language: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)					

Goal Analysis for 2025-26

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: New Village Girls Academy (NVGA) employs a principal and appropriately credentialed teachers who provide instruction across all core subject areas: English Language Arts, Mathematics, Science, History, Foreign Language (French), and Physical Education. These courses form the foundation of the school's comprehensive educational program. NVGA's academic calendar includes 180 days of instruction and meets all required instructional minute mandates.

Professional Development: NVGA has developed a robust and responsive professional development program for its educators. This year's programming was grounded in three interconnected approaches, Trauma-Informed Care, Mindfulness, and Restorative Practices, which together foster a school culture that centers humanity, strengthens relationships, and better equips staff to support both students and themselves. We are particularly proud of the Trauma-Informed Care training completed by all staff members.

Because the topics covered are comprehensive and staff availability after school hours is limited, NVGA strategically utilizes minimum days and non-instructional days to deliver professional development programming.

Challenges: The Physical Education and Health position is currently being filled by a substitute teacher while the credentialed candidate awaits final credential clearance and approval.

Successes: Students receive high-quality instruction, demonstrating measurable academic progress and growth, and building strong relationships with peers and staff. Students also benefit from additional instructional days designed to support learning recovery.

Staff Survey: A staff survey on the Trauma-Informed Care training revealed the following:

- **In-class meditation instruction** was highly valued: 66.6% of teachers (6 of 9) rated it as highly valuable (4–5), and 100% rated it at least moderately valuable (3 or higher), with no low ratings.
- **Supplemental meditation resources** received generally positive but mixed feedback: 55.6% of respondents (5 of 9) rated the resources as valuable (4), while 44.4% (4 of 9) rated them at 3 or below, indicating overall usefulness with variation in perceived impact.
- **Small-group Trauma-Informed Care coaching** demonstrated moderate-to-high effectiveness: 66.6% of teachers (6 of 9) rated it as moderately to highly valuable (3–4), and an additional 11.1% (1 of 9) rated it as highly valuable (5), suggesting meaningful impact with opportunity to strengthen consistency.

Action 2: This action was fully implemented. Teachers participated in a comprehensive pre-service professional development week in August 2025 that centered on Advisory, assessment and instructional goals, and the Learning Through Interests Program. Throughout the Fall 2025 semester, two professional development sessions focused on Teaching and Learning, and two additional sessions addressed competency-based assessments. A major focus of these sessions was preparing students for their Exhibition presentations.

Leadership Development: During Fall 2025, teachers participated in two formal observation cycles using a co-constructed rubric, one conducted in content classes and one in Advisory. Teachers also received a course outline with weekly and daily instructional resources for Advisory to facilitate alignment across the course.

Challenges: In the area of instructional coaching, staff perception data collected in October and December 2025 indicates that teachers have identified a need for increased opportunities for interdisciplinary planning and collaboration. The current Master Schedule configuration makes it difficult to allocate dedicated time for this purpose.

Regarding leadership development, limited resources and capacity have reduced the frequency with which school leadership has been able to attend external training and conference opportunities. As a result, leadership has relied more heavily on resources available through the school network.

Successes: In alignment with school-wide assessment goals, all teachers now routinely deliver narrative assessment feedback to every student monthly through Headrush, the school's Learning Management System. This practice is overseen by the Director of Teaching and Learning, who provides teachers with detailed feedback on the quality of their responses each month, ensuring that every student has access to individualized, skills-focused feedback.

In the area of leadership development, formal observation cycles and aligned Advisory resources have strengthened instructional coherence across the school. Teachers benefited from consistent coaching, modeling, and professional development led by school leadership. Despite limited external training opportunities, leadership effectively leveraged internal capacity to sustain meaningful professional growth.

In addition to school-wide professional development, the administrative team has engaged in ongoing restorative justice coaching to strengthen leadership capacity in implementing these practices with fidelity. The principal meets regularly with trained coaches to reflect on restorative approaches to student behavior and to refine systems that prioritize proactive rather than punitive responses. This coaching has been instrumental in shaping a coherent, school-wide model that emphasizes accountability, empathy, and opportunities for growth rather than exclusion. This work remains dynamic and iterative, with a growing focus on community repair following incidents.

School-wide professional development on restorative practices has meaningfully transformed the way the school community responds to conflict, supports student wellbeing, and builds an inclusive and accountable culture. Over the past year, teachers, the school counselor, and support staff have participated in specialized training covering restorative approaches, trauma-informed communication, conflict resolution, and culturally responsive practices. These sessions, led by expert consultants, have deepened staff awareness of cultural competency and implicit bias and equipped the team with tools to sustain equitable and authentic relationships with the school's diverse student population.

Action 3: This action was fully implemented. In Fall 2025, NVGA purchased instructional resources aligned with the 2025-2026 school competencies. These purchases included digital learning platforms, instructional guides, student workbooks, and consumables for hands-on learning activities.

Challenges: Rather than relying on traditional core textbooks, teachers across all disciplines design and implement curriculum using textbook excerpts and supplemental instructional materials. This approach reflects a deliberate prioritization of project-based learning in curriculum design, though it requires teachers to invest additional time in curating and sequencing resources.

Successes: All teachers routinely deliver individualized, narrative assessment feedback to every student monthly through Headrush, the school's Learning Management System, ensuring consistent, skills-focused feedback that supports student growth across disciplines.

Action 4: NVGA has fully implemented a comprehensive technology access plan to ensure all students have equitable access to educational resources regardless of socioeconomic background. Each student is provided with a laptop or Chromebook to access core instructional materials and supplemental digital learning resources. NVGA maintains a professional IT support contract to ensure timely technical assistance, device maintenance, and network reliability across campus. Classroom laptops were replaced at the end of the 2024-2025 school year and remain current and fully operational for the 2025-2026 school year.

Challenges: No challenges were identified. The substantive difference is that devices for the 2025-26 school year were purchased at the end of the 2024-25 school year using that budget, resulting in a substantial savings to the current school year budget.

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.

The following explanations describe the material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 1 during the 2025-26 school year.

- **Action 2: Professional Learning and Capacity Building**: The estimated actual expenditures exceeded the budgeted expenditures for this action because the costs associated with meditation, trauma-informed care, and counseling-related services were higher than originally budgeted. NVGA's continued investment in these professional development and student support services was responsive to the school's needs assessment and to feedback from educational partners, who identified trauma-informed practice and mental health support as priority areas. The higher actual expenditures reflect sustained delivery of these services to meet documented student and staff needs.
- **Action 3: Core Curricular Program Needs**: The estimated actual expenditures were significantly less than the budgeted expenditures for this action because the costs for books, supplemental books, and reference materials came in lower than projected. NVGA's curricular approach emphasizes project-based learning supported by textbook excerpts and supplemental instructional materials rather than full traditional textbook adoption, which contributed to lower-than-anticipated material costs during the 2025-26 school year.
- **Action 4: Closing the Digital Divide**: The estimated actual expenditures exceeded the budgeted expenditures for this action due to costs related to website maintenance and updates that exceeded what was originally budgeted. These additional costs supported the school's continued investment in digital infrastructure to ensure equitable access to instructional and curricular materials for all students.

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

Action 1: This action was effective, and the work is fundamental to achieving the school's stated goals and reflects NVGA's ongoing commitment to a trauma-informed, relationship-centered learning environment for its students.

Action 2: This action that focuses on Instructional coaching efforts were effective in supporting progress toward the school's stated goals. Teachers engaged in sustained professional development, implemented aligned instructional practices, and consistently provided monthly narrative feedback to students with ongoing oversight. At the same time, staff perception data indicates that limited opportunities for interdisciplinary planning, due to master schedule constraints, have reduced the overall impact of this work and represent an area for continued refinement.

Leadership development efforts were similarly effective in advancing the school's goals by strengthening instructional coherence through aligned coaching and professional learning that supports Project-Based Learning (PBL) practices across content areas.

Action 3: The acquisition of standards-aligned instructional resources has directly supported teachers in designing interdisciplinary, project-based learning experiences and providing differentiated supports for students. Even without reliance on traditional textbooks, teachers have been well-equipped to deliver rigorous, responsive instruction. This work is further reinforced by the school's ongoing commitment to monthly narrative assessment through the LMS, which keeps feedback timely, individualized, and connected to clearly defined competencies.

Action 4: This action has been effective and instrumental in ensuring our students have access to instructional and curricular materials available online. NVGA has successfully established a 1:1 student-to-laptop ratio, ensuring that every student has consistent, reliable access to the technology needed to fully participate in the school's instructional program.

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 the 2026-27 school year, NVGA will undergo several changes that have informed the development of this LCAP. The school's current Principal has resigned and will complete the 2025-26 school year, with a new Principal transitioning into the role for 2026-27. In addition, due to budget constraints brought on by low enrollment and low average daily attendance (ADA), NVGA will reduce its credentialed teaching staff. The English Language Arts team will be reduced from two teachers to one, and the Mathematics team may also be reduced from two teachers to one. These staffing adjustments will be implemented while maintaining sufficient coverage to deliver instruction across all required A-G subject areas.

NVGA's Assessment Working Group will continue its work into the 2026-27 school year, refining the school's competencies to more closely align with the Learning Goals set forth by the International Big Picture Learning Credential (IBPLC). This continued work supports the long-term integrity of NVGA's competency-based assessment system and its alignment to the Big Picture Learning model.

NVGA develops a one-year LCAP on an annual basis and may make revisions to its goals and actions based on the school's needs assessment, feedback from educational partners, and a review and analysis of local, state, and California School Dashboard data. For the 2026-27 school year, no changes have been made to the LCAP metrics, goals, or actions beyond the staffing and leadership transitions noted above.

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	New Village Girls Academy (NVGA) will employ a principal and appropriately credentialed teachers to provide instruction across all core subject areas, including English Language Arts, Mathematics, Science, History, Foreign Language (French), and Physical Education. As a result of a decline in student	$958,009.55	N

Action #	Title	Description	Total Funds	Contributing
		enrollment, the total number of credentialed teachers will be reduced for the 2026-27 school year, while maintaining sufficient staffing to deliver instruction across all required subject areas. NVGA will contract substitute teachers when needed to ensure continuity of instruction. NVGA will provide 180 instructional days, exceeding the California state minimum of 175 days, and will exceed the state requirement for total instructional minutes at all grade levels served. To strengthen instructional capacity, all teachers will participate in a structured professional development program. The program will include five days of intensive Summer Professional Development in preparation for the 2026-27 academic year, along with two non-instructional days during the school year dedicated to data analysis, tiered supports, instructional practice, and strategies to support English Learners. Teachers will also engage in weekly professional development and staff development sessions focused on the following areas of practice: • Restorative justice practices • Wellness and well-being strategies • Meditation and quiet-time implementation • Mental health support frameworks • Special education accommodations and modifications • Big Picture Learning practices		
2	Professional Learning & Capacity Building	New Village Girls Academy (NVGA) will provide all educators, including General Education teachers, Special Education teachers, and the Behavior Interventionist, with robust, evidence-based professional development. This will include five days of intensive summer training in preparation for the 2026-27 academic year and two additional non-instructional days during the school 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. As a result of the decline in student enrollment, the total number of credentialed teachers will be reduced, which will limit opportunities for interdisciplinary planning, in part due to master schedule constraints. NVGA will continue to	$136,526	Y

Action #	Title	Description	Total Funds	Contributing
		prioritize collaborative planning time within these constraints to sustain instructional coherence across content areas. *Assessment Working Group.* An Assessment Working Group has been refining the school's competencies to more closely align with the Learning Goals set forth by the International Big Picture Learning Credential (IBPLC). This work will continue during the 2026-27 school year and will inform ongoing professional learning related to competency-based assessment, public displays of learning, and the integration of internship and advisory experiences into student demonstration of mastery. *Instructional Coaching.* The Principal and teachers will participate in comprehensive, ongoing instructional coaching centered on project-based learning methodologies, with particular emphasis on Big Picture Learning. Coaching will support the implementation of interest-based learning and internships, advisory structures, public displays of learning, and personalization strategies. *Key Focus Areas.* Professional learning will emphasize Restorative Justice principles, health and wellness practices, cultural competency, Positive Behavioral Interventions and Supports (PBIS) training through LACOE, meditation and restorative practices, and effective modifications and accommodations for students with disabilities. *Leadership Development.* The Principal and the Director of Teaching and Learning (funded through will provide instructional coaching, classroom shadowing, and demonstration teaching, while also leading professional development sessions for all teachers. They will continue to strengthen the Advisory curriculum and integrate social-emotional learning and project-based learning into curricular and instructional practice. The Administrative and Leadership Team will participate in additional professional learning through workshops, conferences, and symposiums throughout the school year to further build capacity across teachers and school leaders.		
3	Core Curricular Program Needs	New Village Girls Academy (NVGA) has adopted a comprehensive, standards-aligned curriculum across all disciplines, including English Language Arts, Mathematics, Science, Social Studies and History, Foreign Language, and Physical Education. NVGA will ensure that all students have equitable access to high-quality curricular and instructional materials that support diverse learning needs and promote academic achievement.	$1,50	N

Action #	Title	Description	Total Funds	Contributing
		For the 2026-27 academic year, NVGA will purchase digital learning platforms, instructional guides, student workbooks, consumable materials for hands-on learning activities, and supplemental resources to enrich the educational experience. These materials will be selected to align with California State Standards, support project-based learning approaches consistent with the Big Picture Learning model and provide appropriate scaffolding for English Learners and students with disabilities while extending learning opportunities for advanced students.		
4	Closing the Digital Divide	New Village Girls Academy (NVGA) will implement a comprehensive technology access plan to ensure that all students have equitable access to educational resources regardless of socioeconomic background. NVGA will provide each student with an appropriate technology device, such as a laptop or Chromebook, to support access to both core instructional materials and supplemental digital learning resources. To ensure timely technical assistance, device maintenance, and network reliability across the campus, NVGA will maintain a professional IT support contract. NVGA will continue to use Zoom and other digital collaboration platforms to facilitate virtual parent meetings, student internship connections, professional development sessions, and remote learning opportunities when needed. NVGA will assess internet accessibility needs among its student population and will provide connectivity solutions, such as Wi-Fi hotspots, for students who lack reliable access at home. NVGA will also integrate digital literacy skill development across the curriculum so that students are prepared to use technology tools effectively for academic success, internship participation, and future career readiness. This action supports State Priority 1 (Basic Services: sufficient instructional materials and access), State Priority 2 (Implementation of State Standards, including the California Computer Science and ISTE-aligned digital literacy standards), and State Priority 4 (Pupil Achievement) by ensuring that all students, including unduplicated student groups, can fully participate in NVGA's instructional program.	$42,700	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.

New Village Girls Academy (NVGA) developed this goal to formalize the integration of its academic, social-emotional, behavioral, and mental health systems under a single, coherent Multi-Tiered System of Supports (MTSS) framework. As a recipient of the California Department of Education's California Community Schools Partnership Program (CCSPP) Implementation Grant, NVGA operates as a model Community School. The school's LCAP is explicitly aligned with both the California Community School Framework and the Four Pillars of Community Schools, which emphasize integrated student supports, expanded and enriched learning opportunities, active family and community engagement, and collaborative leadership and practices. This goal ensures that NVGA's daily practice translates the Community Schools framework into structured, data-driven systems that respond to the full range of student needs.

Responding to the Unique Needs of the Student Population: NVGA serves a student population in which 23% are English Learners, 24% are Students with Disabilities, 12% are Foster Youth, 36% are Homeless Youth, and 95% are Socioeconomically Disadvantaged. As a Dashboard Alternative Status School (DASS), at least 70% of NVGA students meet one or more of California's high-risk categories for potential non-completion of high school. Many students have experienced Adverse Childhood Experiences (ACEs), trauma, justice system involvement, housing instability, and disrupted educational histories. These complex circumstances require a coordinated system that can simultaneously address academic gaps, social-emotional needs, behavioral challenges, and mental health concerns. A fragmented or reactive approach is insufficient for this population, which is why NVGA has invested in a unified, multi-tiered system of supports that ensures timely, individualized response.

Alignment to State Priorities: This goal directly aligns with State Priority 4 (Pupil Achievement), State Priority 5 (Pupil Engagement), State Priority 6 (School Climate), State Priority 7 (Course Access), and State Priority 8 (Pupil Outcomes). The breadth of priorities addressed reflects the integrated nature of this goal, which connects student academic performance, attendance and engagement, school connectedness and safety, access to a broad course of study, and outcomes beyond traditional academic measures. By organizing its assessment, attendance, college and career, special education, English Learner, and social-emotional supports under a single goal, NVGA ensures that the systems responsible for each domain operate in coordination rather than in isolation.

Educational Partner Feedback: Feedback from NVGA's educational partners reinforced the need for this goal. Parents and the Parent Advisory Committee (PAC) consistently identified increased access to mental health services, expanded summer school and credit recovery, after-school programming, restorative

supports, and college and career readiness opportunities as priorities. Students and the Student Advisory Committee (SAC) recommended strengthening systems that monitor student progress, improving attendance support, and increasing regular counselor check-ins. Teachers and classified staff identified the need for expanded student intervention and support systems, mental health offerings, and behavioral intervention structures. The Special Education Local Plan Area (SELPA) provided guiding questions on student engagement, caseload adherence, credentialed teaching force for Students with Disabilities, and access to instructional materials. These priorities are directly addressed through the six actions under this goal, which span assessment systems, English Learner supports, Students with Disabilities services, college-going culture, academic acceleration, and social-emotional and behavioral supports.

Equity Commitment: This goal reflects NVGA's commitment to ensuring that the school's most vulnerable student populations, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students impacted by the juvenile justice system, receive coordinated, individualized, and timely supports across all domains of student need. By centralizing the school's MTSS framework under a single LCAP goal, NVGA ensures that the resources, staffing, and systems needed to advance equity for these students are explicitly named, measured, and resourced. The goal also reflects NVGA's recognition that academic outcomes cannot be separated from the broader context of student well-being, family stability, and community connection.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23: -50.7 DFS All Students (n=16)	2023-24: -80.1 DFS All students (n=15)	2024-25: -35.4 DFS All Students	2025-26: -35.4 DFS All Students	+15.3
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: -159.3 DFS All Students	2025-26: -159.3 DFS All Students	+21.3
6	% students college ready measured by Math EAP. Source: CAASPP website	2022-23: Level 3: 7.69% Level 4: 0%	2023-24: Level 3: 10% Level 4: 0%	2024-25: Level 3: 15% Level 4: 0%	2025-26: Level 3: 15% Level 4: 0%	Level 3: +7.31% Level 4: 0%
7	% students college ready as measured by ELA EAP. Source: CAASPP website	2022-23: Level 3: 35.71% Level 4: 14.29%	2023-24: Level 3: 0% Level 4: 0%	2024-25: Level 3: 10% Level 4: 25%	2025-26: Level 3: 10% Level 4: 20%	Level 3: -25.71% Level 4: +10.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	% Proficient CAST Source: CAASPP website	2022-23: 21.4% Met or exceeded Standards	2023-24: N/A <11 students tested. CDE has suppressed data	2024-25: 0% Met or exceeded Standards 2024-25: 37.8 SP Source: CA School Dashboard	2025-26: 37.8%	-21.4%
9	% students: A-G completion rate (5-year cohort outcome) Source: Dataquest	2022-23: 45.8%	2023-24: 0%	2024-25: 78.6%	2025-26: 71%	+32.8%
10	% EL who made progress towards English Language Proficiency Source: CA School Dashboard	46.7% Source: 2023 Dashboard	2023-24: 41.7% Source: 2024 Dashboard	2024-25: 30.8%	2025-26: 28%	-15.9%
11	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 15%	2023-24: 11.76%	2024-25: 11.1%	2025-26: 11%	-3.9%
12	Reclassification Rate Source: CALPADS	2022-23: 10.5%	2023-24: 7.4%	2024-25: 23.1%	2025-26: 21.1%	+0.3%
13	Attendance Rate Source: CALPADS	2022-23: 45%	2023-24: 67.55%	2024-25: 62.5%	2025-26: 67%	-17.5%
14	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 86.4% SED 86.1% EL 80.6% Hispanic 85.1%	2023-24: Chronic Absenteeism Rate All Students 87.0% SED 87.0% Hispanic 86.6%	2024-25: Chronic Absenteeism Rate All Students 84.9% Homeless 97.4% SED 85.5% Hispanic 84.2%	2025-26 Chronic Absenteeism Rate All Students 73.8% SED 73.8% Hispanic 82.2%	All Students: -1.5% *Homeless: N/A SED: -0.6% *EL: N/A Hispanic: -0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*Not numerically significant in either Baseline or Y2 Outcome
15	High School Dropout Rates (5-year cohort outcome) Source: Dataquest	2022-23: 35.1%	2023-24: 22.2%	2024-25: 26.3%	2025-26: 20%	-8.8%
16	High School Grad. Rate Source: CA School Dashboard	2022-23 Graduation Rate Rate All Students 74.2% SED 74.2% Hispanic 74.2%	2023-24: 72.7%	2024-25: 69.2%	2025-26:	All Students: -5% *SED: N/A *Hispanic: N/A *Not numerically significant in either Baseline or Y2 Outcome
17	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
18	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
19	% students participating in an elective course. Source: Master Schedule CALPADS	2022-23: 100%	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: 0%	2025-26: 0%	-12.5%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

- % 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 2025-26

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. NVGA routinely reviews disaggregated data related to student demographics and seniors' progress toward credit recovery. Renaissance STAR assessment data in both math and reading is reviewed with each student during Advisory, three times each academic year, with review sessions completed in September 2025 and January 2026 so far.

To address identified math deficits, NVGA math teachers served 18 students across two targeted math intervention groups during Fall 2025, providing four weeks of instruction totaling four hours. In Spring 2026, NVGA plans to host one additional math intervention group and two literacy intervention groups to serve more students and further document the impact of targeted instructional programming.

Learning Through Interests and Internships: All students enrolled in Advisory, representing 100% of the student body, receive career readiness instruction and training from Advisors and the Learning Through Interests Coordinator. Internships were offered over a nine-week period in Fall 2025. Of the 58 students (73% of all students) who were eligible to participate, 50 students (86% of eligible students) successfully completed an internship and passed the Learning Through Interests course.

In Spring 2026, internships were offered over a 16-week period. Of the 64 students eligible to participate, 91% (58 students) successfully completed the internship, and 55 students passed the Learning Through Interests course.

Exhibition: Exhibition is a foundational component of NVGA's educational model, serving as a culminating moment of celebration and self-reflection. This school year, students presented their Exhibition presentations as part of their Advisory course requirement.

Of the total student population, 10 students (12%) were ineligible to present due to circumstances such as maternity leave, incarceration, hospitalization, or enrollment within the final two weeks of the semester. Two students in this group are also following a modified graduation pathway focused on credit recovery coursework rather than Advisory completion.

Of the remaining eligible students, 55 (75%) presented their Exhibition. Of those who presented, 54 students (95%) met school-wide expectations for successful completion per the established rubric. Students who have not yet presented will be given multiple opportunities to do so with additional support in early 2026. In prior years, NVGA has reached comparable mid-year completion rates and successfully leveraged targeted support to exceed 90% by year's end.

Challenges: While NVGA makes consistent efforts to review data with its educational partners and implements targeted interventions in a timely manner, serving a highly transient student population with historical chronic absenteeism presents ongoing challenges for accurate reporting and the sustained delivery of individualized support.

Successes: The Fall 2025 math intervention groups demonstrated meaningful impact. Of the 29 students identified for participation, 18 attended at least 50% of the offered sessions. Upon retesting in January 2026, 60% of participating students demonstrated clear growth in foundational math skills, affirming the value of targeted, data-informed instructional interventions.

Action 2: This action was fully implemented during the 2025-26 school year.

Professional Development and Instructional Resources: NVGA has implemented a professional development series focused on instructional strategies for supporting English Learner (EL) students. The series is centered on the Sheltered Instruction Observation Protocol (SIOP) model, and content-specific instructional books have been purchased to support teachers in applying the model across disciplines. In addition, NVGA has purchased the Fountas and Pinnell Benchmark Assessment System to guide targeted reading instruction, with small-group instruction informed by this assessment underway during the second semester.

All teachers are provided with student Lexile levels to inform targeted EL instruction, lesson planning, and accommodations. Lexile assessments are administered three times per year to monitor student growth and guide intervention goals. Dedicated professional development time is also allocated to support teacher collaboration on EL-related instructional planning.

Designated and Integrated ELD: Designated English Language Development (ELD) classes are embedded in NVGA's master schedule and offered during 4th and 6th periods within a modified block schedule, providing 370 total instructional minutes of designated ELD each week. All EL students are enrolled in at least one of the two available designated ELD classes and receive a minimum of 185 instructional minutes of designated ELD per week, delivered by a credentialed English teacher. A part-time Teacher's Assistant has also been hired specifically to provide additional support to EL students.

In addition to designated ELD, all teachers provide daily integrated ELD instruction through language clarification and language acquisition support across content classes, Advisory periods, and internship experiences. The goal of integrated ELD at NVGA is to facilitate English language development in direct connection with the content standards and competencies being taught in English Language Arts, Mathematics, Science, and Social Studies. Across all courses, instructional resources are modified through scaffolding and direct translation to support EL student comprehension. Project-based instruction is designed to provide students with voice and choice while maintaining rigorous, standards-aligned expectations.

November 2025 Data Analysis and Response: During a November 2025 analysis of school-level data, NVGA identified the academically lowest-performing student subgroups based on STAR math and literacy assessment results: English Learners, Foster Youth, and Unhoused students. The analysis also identified the subgroups with the lowest attendance rates: English Learners, Foster Youth, and Asian students.

To respond to the academic needs of EL students during the 2025-26 school year, NVGA implemented the following short-term and long-term interventions:

1. **Disaggregated Success Seminar with ELD Focus.** A disaggregated Success Seminar, structured similarly to a study hall, was created during the 2025-26 school year with a specific focus on ELD.
2. **Math and Literacy Intervention Groups with Bilingual Support.** Math and Literacy Intervention Groups were structured to include EL students. NVGA's bilingual Teacher's Assistant attended these sessions to provide direct linguistic support and facilitate access for EL students.
3. **Targeted Professional Development for EL Instruction.** An additional after-school professional development session, led by NVGA's ELD teacher, was held in March 2026. The session focused on best instructional practices for supporting EL students.

4. **Planned Professional Development for 2026-27.** Looking ahead to the 2026-27 school year, NVGA will identify at least four targeted hours of professional development during Pre-Service Week, with continued focus throughout the school year, to allow staff to explore discipline-specific strategies for academically supporting EL students across content areas.

Challenges: All EL students participate in a daily designated ELD block. Key strategies used to address achievement gaps among EL students include integrating language and content instruction, scaffolding, explicit language objectives, and interactive, student-centered learning. NVGA has also experienced low parent attendance at English Learner Advisory Committee (ELAC) meetings and recognizes the need to strengthen outreach to increase EL family participation and gather meaningful input on the EL Master Plan.

Successes: The implementation of SIOP-aligned curriculum has had a positive impact on student engagement and confidence. Newcomer students have demonstrated an increased willingness to take risks in speaking English, and students across EL proficiency levels are engaging meaningfully with project-based learning activities through a language acquisition lens.

During the 2024-25 school year, NVGA reclassified three students as English Language Proficient, resulting in a 10.8% reclassification rate that exceeded the school's annual goal of 7%.

Action 3: This action was fully implemented as planned. NVGA's Special Education Team consists of the School Administrator, Resource Specialist Program (RSP) Teacher serving as Special Education Coordinator, School Psychologist, General Education Teachers, a Paraprofessional, and contracted Non-Public Agency service providers. The RSP/Special Education Coordinator works collaboratively with general education teachers, the paraprofessional, and school psychologist to ensure that all services are delivered and that IEP meetings are held in a timely manner. Regular communication with parents, guardians, and educational rights holders is maintained by the RSP Coordinator, and student services are monitored and updated weekly in Welligent.

Collaboration and Communication: Collaboration between special education and general education teachers is an ongoing and structured process. The team meets weekly to discuss individualized student accommodations, address behavioral concerns, develop positive behavior support strategies, and review classroom dynamics to ensure an inclusive learning environment. When needed or requested, the Special Education teacher provides direct and one-on-one instructional support. Teachers are promptly updated on student accommodations following each IEP meeting, and the Special Education team convenes biweekly to review the effectiveness of current supports, discuss emerging challenges, and develop action plans as needed.

When a student with an IEP enrolls at NVGA, the Special Education Coordinator and School Psychologist review the IEP and schedule a 30-day review meeting. The Special Education teacher then prepares an IEP at a Glance document containing the student's accommodations, eligibility, goals, and service minutes. This document is shared with all relevant general education teachers and stored securely in a locked binder. Following annual reviews and re-evaluations, the IEP at a Glance is updated and redistributed to teachers. In cases where students enroll without current IEP documentation, teachers are notified and encouraged to provide as much support as possible while the Special Education teacher monitors the student's needs until documentation is obtained.

Professional Development: The Special Education team participated in professional development training covering Safety Planning for Mental Health and Behavioral Health Emergencies, Addressing Mental Health Needs in IEPs, and a School Psychologist Bootcamp. The paraprofessional also completed a Paraprofessional Bootcamp to strengthen support practices.

Challenges: NVGA has not experienced significant challenges in securing appropriately credentialed and certificated personnel to serve students with disabilities, owing to the school's staffing model and access to contracted service providers. However, the school has seen an increase in students with eligibilities that require additional resources and more intensive support.

A number of systemic challenges persist. Many students with disabilities, particularly those in the foster care system, have histories of transiency that complicate IEP-related procedures and family engagement. Due to chronic absenteeism and mobility, students frequently enroll with IEPs that are significantly

overdue, sometimes by several years, requiring the team to simultaneously update existing IEPs while managing disengaged parents or educational rights holders. Incomplete IEP documentation at enrollment also results in gaps in teacher information regarding student goals and accommodations.

NVGA's open enrollment model, which allows students to enroll at any point during the semester, creates additional challenges for teachers who must quickly adapt to new IEP requirements, sometimes with little to no prior documentation. The school's small staffing model also makes it difficult to arrange coverage for teachers, the school psychologist, and the paraprofessional to attend IEP and Special Education-related meetings, particularly during morning hours given the current master schedule configuration. Technical difficulties with Welligent reporting have required additional support from the school's authorizer. Four new teachers joined NVGA this academic year, necessitating targeted training on school-specific Special Education protocols.

Successes: Having appropriately credentialed staff serving students with disabilities has allowed NVGA to maintain IEPs as current as possible given the complex circumstances many students present, and to deliver services in a timely manner. Notably, students with disabilities at NVGA demonstrate the highest attendance rates among all student groups and are performing slightly below their peers on STAR Math and English assessments, reflecting meaningful engagement with the school community.

Family engagement for students with disabilities who are not in the foster care system has been consistently positive, with families attending scheduled meetings and returning required documentation with minimal prompting. Following targeted training, new teachers have successfully integrated into the school's Special Education procedures. The Data and Compliance Manager has also expanded the school's capacity to access IEP information through CALPADS, improving documentation and compliance processes.

The school's small campus size and strong staff collaboration have supported students with disabilities in successfully accessing their accommodations and transitioning positively into the school community. Keeping all staff consistently informed about student needs and upcoming meetings has contributed to student growth and has been well received by the teaching team.

Action 4: This action was fully implemented as planned. NVGA has implemented a comprehensive college-going culture program that supports students in exploring a full range of post-secondary pathways, including four-year universities, community colleges, trade schools, apprenticeships, and military service. Teachers incorporate college and career readiness expectations into content class curriculum, and the Advisory course is intentionally designed to help students discover career opportunities while connecting classroom learning to real-world contexts.

College Knowledge and Grade-Level Presentations: This year, students received two grade-level presentations covering graduation requirements, UC A-G eligibility, and college majors. This represents a significant step forward, as no systemic grade-level review of college knowledge had previously been implemented. Feedback collected from tenth graders following these presentations was generally positive, and NVGA intends to expand data collection across grade levels to better assess the relevance and impact of the content delivered.

College Exposure and Mentorship: The academic counselor coordinated college visits to local colleges and universities, and students had the opportunity to attend a college resource fair. Students who express interest in four-year universities are connected with a writing mentor who supports the development of their personal statements. Students who have been matched with a mentor have frequently developed meaningful, supportive relationships that extend beyond the application process. College exposure opportunities have proven effective in encouraging students to apply to colleges and universities, reinforcing the importance of sustained investment in this area.

Concurrent Enrollment: Concurrent enrollment has been implemented on an individualized basis, requiring significant follow-through from both students and staff. A small number of students have participated, and those who do typically report that the experience enriches their overall academic journey. Navigation of institutional processes at partner colleges, including Los Angeles City College (LACC) and Los Angeles Trade-Technical College (LATTC), remains administratively complex and time-intensive. Establishing a designated point of contact for each partner institution is an identified area for improvement.

STEM Education Enhancement: Students participated in hands-on learning experiences at the California Science Center, and overall engagement with these activities has been strong. Students have expressed appreciation for experiential learning opportunities that extend beyond the traditional classroom setting. Attendance remains an ongoing challenge, as the current attendance policy removes students from the course after three absences, which has resulted in some students not completing the program. NVGA is also working toward transitioning STEM coursework to a mastery-based grading model in alignment with the school's broader competency-based assessment approach.

Learning Through Interests and Internship Program: All students enrolled in Advisory, representing 100% of the student body, received career readiness instruction and training from Advisors and the Learning Through Interests Coordinator. Internships were offered over a nine-week period in Fall 2025. Of the 58 students (73% of all students) eligible to participate, 50 students (86% of eligible students) successfully completed an internship and passed the Learning Through Interests course. Twenty-two students (27% of all students) were ineligible to participate due to circumstances such as maternity leave, incarceration, probation, hospitalization, or enrollment within the final two weeks of the internship program. Two students in this group are also following a modified graduation pathway focused on credit recovery coursework. Consistent attendance remains a challenge in building the sustained engagement needed for students to develop meaningful, transferable skills through internship experiences.

Career Exploration Events: NVGA hosted a seed networking event, a Career Day, and a Trades Day to expose students to a broad range of professional pathways and facilitate connections with working professionals. Students have demonstrated increased confidence and stronger public speaking skills in the lead-up to and during these events. Students have expressed growing interest in the trades as a post-secondary pathway, and NVGA recognizes the need to build more robust partnerships with trade programs to provide students with clearer and more accessible pathways into those fields.

Exhibition: Exhibition is a foundational component of NVGA's educational model, serving as a culminating moment of celebration and self-reflection. In December 2025, students presented their Exhibition presentations as part of the Advisory course requirement.

Of the total student population, 10 students (12%) were ineligible to present due to circumstances including maternity leave, incarceration, hospitalization, or enrollment within the final two weeks of the semester. Two students in this group are following a modified graduation pathway focused on credit recovery rather than Advisory completion. Of the remaining eligible students, 55 (75%) presented their Exhibition, and 52 of those students (95%) met school-wide expectations for successful completion per the established rubric. Additionally, 51 students (93% of those who presented) had a supportive adult in attendance, including mentors, parents, extended family members, writing mentors, and case workers. Students who had not yet presented will be given multiple opportunities to do so with additional support in early 2026. NVGA has reached comparable mid-year completion rates in prior years and has consistently leveraged targeted support to exceed 90% by year's end.

Graduation: In the 2024-2025 school year, NVGA achieved a graduation rate of 95%, with 21 out of 22 eligible students earning their diplomas.

Challenges: NVGA serves students with diverse post-secondary goals, and honoring the full range of individual pathways, including four-year universities, community colleges, trade programs, and other options, makes it difficult to deliver comprehensive college and career knowledge at a school-wide curriculum level. The writing mentorship program, while impactful, involves significant logistical coordination, and student absences and inconsistent communication can disrupt progress, particularly given students' broader challenges with writing. Building stronger institutional partnerships with trade programs remains a priority, as student interest in this area has grown but school resources and connections in this space remain limited.

Action 5: This action was fully implemented. All students were assessed through both individualized and standardized measures throughout the Fall 2025 semester. Every student received at least one piece of narrative assessment feedback, accompanied by competency scores in every class each month, delivered through Headrush, the school's Learning Management System. In addition, all students are assessed using the Renaissance STAR assessment in both math and reading three times per academic year, with administrations completed in September 2025 and January 2026.

Academic Intervention Strategies: Credit recovery efforts, including Summer School, APEX Credit Recovery, and Success Seminar, were successfully implemented in Fall 2025. In addition, targeted math and literacy intervention groups have been launched and will continue into Spring 2026. To address

identified math deficits, NVGA math teachers served 18 students across two targeted intervention groups during Fall 2025, providing four weeks of instruction totaling four hours. Students received individualized support in re-learning and practicing foundational math skills. In Spring 2026, NVGA plans to offer one additional math intervention group and two literacy intervention groups to reach more students and further document the impact of targeted instructional programming.

Attendance Improvement Initiative: NVGA has developed and implemented a three-tiered attendance support system with clearly assigned staff responsibilities at each level. Interventions include one-on-one meetings with students involving short- and long-term attendance contracts, daily attendance monitoring, parent phone calls and meetings, home visits for chronically absent students, IEP-aligned attendance goals, mental health referrals and support, student transportation assistance, and individualized case plans developed through the Student Support Team (SST) process.

- **Three-Tiered Attendance Support System**: NVGA has developed and implemented a three-tiered attendance support system with clearly assigned staff responsibilities at each tier. Interventions include one-on-one student meetings involving short-term and long-term attendance contracts, daily attendance monitoring, parent phone calls and meetings, home visits for chronically absent students, IEP-aligned attendance goals, mental health referrals and supports, transportation assistance for students, and individualized case plans developed through the Student Support Team (SST) process.
- **Data-Driven Identification of Tier II Students**: To support efforts to increase average daily attendance (ADA), NVGA has been analyzing student attendance data to identify students who fall within the Tier II category. These students do not meet the threshold for comprehensive Tier III case management but are attending school only 30% to 70% of the time, placing them at significant risk of chronic absenteeism without formal intervention.
- **LACOE Genius Initiative: Problem of Practice**: NVGA's current Problem of Practice through the Los Angeles County Office of Education (LACOE) Genius Initiative is focused on attendance and is articulated as follows: *Can NVGA leverage data to identify students who need but are not receiving support because they do not meet the threshold of the Tier III caseload (between 30% and 70% absence rates), and then implement individualized supports to remove barriers and increase attendance?*
- **Academic Intervention Implementation: March 2026 Cohort**: This work is currently underway. In March 2026, NVGA targeted a group of 17 students for extended, individualized interventions. These interventions included a personal phone call home from the student's Advisor, a home visit by the Case Manager, or a one-on-one conference with the Principal. Outcomes for the 17 targeted students were as follows: 47% (8 students) experienced worse attendance, 24% (4 students) experienced improved attendance, and 6% (1 student) maintained stable attendance. During the same period, 12% (2 students) dropped from NVGA and 12% (2 students) transitioned to Independent Study (I.S.).
- **Comparison to Schoolwide Trends**: These outcomes are on par with NVGA's schoolwide averages for the same period. In an assessment of 81 students during March 2026, 40% experienced worse attendance, 26% experienced improved attendance, and 28% maintained stable attendance. During this period, 6% of students dropped from NVGA and 10% transitioned to Independent Study (I.S.).
- **Notable Success**: In March 2026, 16 students achieved 100% attendance for the month.
- **Next Targeted Cohort**: NVGA's next targeted intervention group will include 19 students who were present for only 39% to 70% of school days during March 2026. Of these, 50% (8 students) will receive a repeat round of individualized intervention.

Student Achievement Data: Over the past five years, student performance in English Language Arts on the CAASPP has varied. In 2020-21, 18% of students met or exceeded the English benchmark. This increased to 47% in 2021-22 and held relatively steady at 49% in 2022-23. A significant decline followed in 2023-24, with only 10% of students meeting or exceeding standards. The most recent results from 2024-25 reflect a meaningful rebound, with 35% of students meeting or exceeding English standards.

Math performance has followed a similarly variable trajectory. In 2020-21, 9% of students met or exceeded the math benchmark. Results declined to 4.17% in 2021-22 before partially rebounding to 7.69% in 2022-23. In 2023-24, 0% of students met or exceeded the state standard in math, consistent with a trend seen between 2014 and 2020. In 2024-25, however, NVGA saw a 15% increase in students meeting or exceeding math standards, representing the most significant single-year growth in recent years.

Challenges: Serving a highly transient student population with high rates of chronic absenteeism continues to create challenges for consistent data reporting and the implementation of both general and targeted interventions. Homelessness-related transiency has made it difficult to maintain stable attendance for several students. An increase in students reporting mental health concerns has further impacted regular school attendance. Additionally, immigration enforcement activity within the school's community has contributed to increased absenteeism, as some students have missed school out of fear of detention or to remain home and support undocumented family members who share those concerns.

Action 6: NVGA has partnered with a Meditation Coach to support Advisors in implementing a daily mindfulness practice. Students engage in this practice each day as a way to center themselves and build readiness for learning. While the practice has been well received, cell phone use during wellness time remains a challenge. To address this, lessons have been developed to help students understand the appropriate use of technology and the value of being fully present during mindfulness activities.

Professional Mental Health Support: Counseling and crisis intervention services have been delivered consistently throughout the year. These services are provided by the School Psychologist, who fulfills this role in the absence of a dually licensed Social Worker as originally outlined in the action plan. Staff training in trauma-informed teaching strategies is provided separately through a partnership with an outside facilitator, rather than through the School Psychologist directly. Three Social Work interns have also been onboarded to expand the school's mental health support capacity. The interns provide individual counseling, group interventions, and crisis response, and have contributed to a positive school environment through universal mental health strategies including mental health boards, in-class workshops, and targeted group sessions. Strong individual rapport has been built with students, improving the effectiveness of counseling sessions and supporting connections to long-term care through community mental health partners. These efforts have also helped reduce stigma around seeking mental health support.

Professional Development: Over the past year, teachers, the school counselor, and support staff have participated in specialized professional development covering restorative approaches, trauma-informed communication, conflict resolution, and culturally responsive practices. These sessions, led by expert consultants, have deepened staff awareness of cultural competency and implicit bias and equipped the team with practical tools to build and sustain equitable, authentic relationships with NVGA's diverse student population.

In addition to school-wide training, the administrative team has engaged in ongoing restorative justice coaching to strengthen leadership capacity in implementing these practices with fidelity. The principal meets regularly with trained coaches to reflect on restorative approaches to student behavior and to refine systems that prioritize proactive, rather than punitive, responses. This coaching has been instrumental in shaping a coherent, school-wide model that centers accountability, empathy, and opportunities for growth and community repair.

Restorative Practices and Community Schools Integration: The implementation of restorative justice practices has been one of NVGA's most significant accomplishments this year, fundamentally transforming the way the school community responds to conflict, supports student wellbeing, and cultivates an inclusive and accountable culture. Through restorative circles, individualized student support plans, and collaborative problem-solving processes, the school has built stronger relationships with students who have histories of involvement in the juvenile justice system, chronic absenteeism, and mental health challenges. These students now have structured avenues to express their experiences, repair harm, and build trust with peers and adults. This approach has positioned NVGA to intervene earlier, reduce the likelihood of re-engagement with the justice system, and better support attendance and academic progress. Overall, restorative practices have strengthened the school community, advanced equity, and established NVGA as a model for holistic, student-centered support.

Successes: NVGA achieved a 0% suspension rate in the 2024-2025 school year, reflecting the depth and consistency of the school's commitment to restorative, non-punitive approaches to student behavior. Average Daily Attendance has also improved, rising from 62.52% at the end of the 2024-2025 school year to 67.9% through April 2026, as a result of comprehensive, school-wide attendance improvement efforts with clearly defined staff responsibilities.

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.

The following explanations describe the material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 2 during the 2025-26 school year. All actions were implemented as planned, though several reflected higher or lower actual costs than initially budgeted due to staffing changes, contracted service needs, and operational demands.

- **Action 2: Strengthening EL Program and Services**: The estimated actual expenditures were less than the budgeted expenditures for this action because the Behavior Interventionist position was vacant at the start of the 2025-26 school year and was not filled until mid-year. As a result, salary and benefit costs associated with this position accrued for only a portion of the year, producing a variance below the original budget. The position has since been filled and is now contributing to NVGA's student support capacity.
- **Action 3: Services to Support Students with Disabilities (SWD)**: The estimated actual expenditures exceeded the budgeted expenditures for this action because the benefit costs associated with the Special Education Coordinator were higher than originally budgeted. In addition, contracted special education services delivered through Non-Public Agency providers exceeded the budgeted amount due to the school's continued need to provide specialized services that align with each student's Individualized Education Program (IEP). The higher actual expenditures reflect NVGA's commitment to delivering all IEP-required services with fidelity.
- **Action 6: Addressing Social-Emotional and Behavioral Student Needs**: The estimated actual expenditures exceeded the budgeted expenditures for this action because transportation costs were higher than originally budgeted. The increased transportation expense reflects NVGA's ongoing support for student attendance, including pickup and drop-off assistance that has helped ease safety concerns related to immigration enforcement and enabled more students to attend school consistently.

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

Action 1: This action has been effective. The use of data to inform instruction and academic intervention has proven to be an area of meaningful growth for NVGA. Ongoing data review, targeted intervention programming, and structured opportunities such as Exhibition continue to advance the school's goals of supporting the whole student and ensuring equitable access to academic success.

Action 2: This action has been effective. NVGA's comprehensive approach to EL instruction, combining designated ELD, integrated ELD across content areas, SIOP-aligned professional development, and regular Lexile and benchmark assessments, has proven effective in supporting English Learner progress. The school's reclassification rate reflects the impact of these sustained, coordinated efforts. Increasing EL family engagement through ELAC participation remains a priority area for continued focus and improvement.

Action 3: This action has been effective for our SWD. NVGA's structured, team-based approach to special education service delivery has been effective in ensuring that students with disabilities receive the supports to which they are entitled, even within the constraints of a small school model. Continued focus on timely IEP completion, staff training, documentation processes, and family engagement, particularly for students in the foster care system, will be essential to sustaining and strengthening outcomes for this student population.

Action 4: NVGA's college-going culture programming has made meaningful progress this year. Systemic grade-level presentations, expanded career exploration events, structured internship experiences, and increased college exposure opportunities have collectively strengthened students' awareness of and preparation for post-secondary pathways. Continued growth in this area will depend on expanding trade partnerships, streamlining concurrent enrollment processes, improving attendance in STEM coursework, and broadening data collection to assess the impact of college knowledge programming across all grade levels.

Action 5: This action has been effective in addressing chronic absenteeism among NVGA's highest-need students by combining structured tiered support with individualized outreach. The integration of daily attendance monitoring, the Student Support Team (SST) process, and direct family engagement has allowed NVGA to identify attendance concerns early and respond with interventions tailored to each student's circumstances. Data analysis through the LACOE Genius Initiative has further strengthened the school's ability to identify Tier II students who would otherwise fall outside formal case management, allowing NVGA to extend support to a broader range of students at risk of chronic absenteeism.

Home visits, individualized case plans, and parent meetings have contributed to improved attendance among chronically absent students. NVGA's transportation support, including pickup and drop-off assistance, has helped ease safety concerns related to immigration enforcement and has enabled more students to attend school consistently. Together, these efforts reflect NVGA's commitment to addressing barriers to attendance that extend well beyond the classroom.

While monthly outcome data shows that intervention impact varies across cohorts, the structural systems established through this action, including tiered support, dedicated staff roles, data-driven identification, and family-centered outreach, provide a sustainable foundation for continued progress in reducing chronic absenteeism over time.

Action 6: This action has been effective. The core objectives of this action, expanding access to mental health supports, strengthening student engagement, and fostering a trauma-informed school environment, have been achieved and have contributed meaningfully to student wellbeing. The combination of daily wellness practices expanded counseling support, restorative justice implementation, and targeted professional development has created a stronger, more connected school community. Continued focus on cell phone management during wellness time, staff credentialing alignment, and sustaining attendance gains will support ongoing progress in the year ahead.

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.

New Village Girls Academy (NVGA) develops a one-year LCAP each year, informed by the school's needs assessment, a review and analysis of local, state, and California School Dashboard data, and feedback from its educational partners.

For the 2026-27 school year, no changes have been made to the LCAP goal, target outcomes, or actions. NVGA's focus for the coming year will be to provide more tiered support for English Learners (ELs) and Long-Term English Learners (LTELs) to strengthen their academic progress and progress toward graduation.

One change has been made to the metrics #8 – CA Science Test. The State Board of Education added the Science Academic Indicator to the 2025 California School Dashboard, which is now reported with a performance level (color). To ensure that NVGA's LCAP aligns with the Dashboard, the school will now report the science indicator using Science Points as measured and reported on the Dashboard, rather than the previously used Percent Met and Exceeded measure on the California Science Test (CAST).

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	New Village Girls Academy (NVGA) will continue to implement a comprehensive assessment system to measure student academic growth and programmatic effectiveness during the 2026-27 school year. NVGA will administer STAR assessments to all students, providing standardized formative and summative evaluation in Reading and Mathematics. These assessments will be used to identify learning gaps, establish annual growth targets, monitor ongoing student progress, and inform instructional practice. Assessment results will be disaggregated by student group and grade level and reviewed with 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 grounded in current student performance data. Results will also be shared with the governing board and with parents to support transparency, accountability, and shared responsibility for student achievement. In alignment with LAUSD Annual Oversight Metrics, NVGA will also measure the Exhibition Satisfactory Completion Rate and the Internship Participation Completion Rate. These two metrics evaluate student progress in core elements of NVGA's school model and reflect the school's commitment to project-based learning and real-world skill development through internship experiences. Together, they provide insight into student engagement with NVGA's distinctive educational approach beyond traditional academic measures.	$113,440.02	N
2	Strengthening EL Program & Services	A priority area of concern at New Village Girls Academy (NVGA) is the achievement gap between English Learner (EL) students and English Only (EO) students. NVGA recognizes the complexity involved in providing effective services and resources to newcomers, particularly in supporting their linguistic development. Many 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 journey. Given NVGA's location and the student population it serves, addressing these needs represents a critical priority. **Instructional Approach and Curriculum Access**	$31,704.27	N

Action #	Title	Description	Total Funds	Contributing
		All teachers leverage NVGA's school-wide competencies and a competency-based assessment system to design and deliver rigorous, relevant curriculum. Across courses, teachers are expected to implement project-based instruction that provides students with voice and choice. In all cases, instructional resources are modified through scaffolding and/or direct translation to support EL student comprehension. *Lexile-Informed Instruction.* All teachers are provided with student Lexile levels to support targeted EL instruction and inform accommodations during lesson planning. Lexile assessments will be administered three times during the school year to monitor student growth and guide any intervention goals established throughout the academic year. **Integrated English Language Development** All teachers provide daily integrated ELD through language clarification and language acquisition support across regular content classes, advisory periods, and internship experiences. The goal of integrated ELD at NVGA is to facilitate English language development guided directly by the content standards and competencies of lessons being taught in English Language Arts, Mathematics, Science, and Social Studies. **Designated English Language Development** EL students will be provided with 370 instructional minutes per week of designated English Language Development (ELD), delivered as a protected block of dedicated language instruction targeted to students' identified English Language Proficiency (ELP) levels. Designated ELD will be aligned to the California ELD Standards and will operate in coordination with integrated ELD provided across content area instruction throughout the school day. Two designated ELD classes are included in NVGA's master schedule and are offered during the academic semester. The designated ELD class is taught by a credentialed English teacher to ensure instructional quality and alignment with English Language Arts standards. **Intervention and Support Systems** The Interventionist will provide supplemental support for EL students during the instructional day through targeted small-group instruction. EL students will have access to a rigorous and relevant original curriculum focused on skill development, supplemented by individualized feedback.		

Action #	Title	Description	Total Funds	Contributing
		• *Dedicated Staffing for EL Support.* In addition to the Interventionist, NVGA employs a part-time Teacher's Assistant whose role is specifically dedicated to supporting EL students. • *Supplemental Tools and Programs.* Students will use Lexia Language to support English language proficiency development and will have access to specialized afterschool tutoring programs. **Professional Development Focus** Teachers will receive comprehensive professional development designed to support English Learners in language acquisition. This professional development will emphasize effective scaffolding and differentiation techniques, strategies for facilitating meaningful peer-to-peer interactions, integrated and designated ELD, appropriate formative assessment practices, and culturally responsive teaching methodologies. Dedicated professional development time is allocated to support teacher collaboration for EL-related instructional planning. *Targeted 2026-27 Commitment.* For the 2026-27 school year, NVGA will identify at least four targeted hours of professional development during Pre-Service Week, with continued focus throughout the school year, to allow staff to explore discipline-specific strategies for academically supporting English Learners across content areas. **Program Evaluation and Refinement** The EL Master Plan will be reviewed and revised to reflect enhancements to NVGA's EL program. The updated plan will be presented to the English Learner Advisory Committee (ELAC) for input and feedback to ensure that it comprehensively addresses student needs and incorporates stakeholder perspectives.		
3	Services to Support Students with Disabilities (SWD)	New Village Girls Academy (NVGA) operates under the Los Angeles Unified School District (LAUSD) as its Special Education Local Plan Area (SELPA) provider (Option 2). The school's Special Education Team provides comprehensive instructional and social-emotional support as outlined in each student's Individualized Education Program (IEP). **Team Composition and Responsibilities** The NVGA Special Education Team includes the School Administrator, the Resource Specialist Program (RSP) Teacher (who also serves as the Special Education Coordinator), the School Psychologist, General Education teachers, and contracted Non-Public Agency service providers. This team implements IEPs	$151,840.32	N

Action #	Title	Description	Total Funds	Contributing
		and delivers specialized support services to ensure that students with disabilities (SWDs) receive appropriate academic, social-emotional, and behavioral interventions consistent with their individualized plans. **IEP Management and Compliance** The RSP and Special Education Coordinator will ensure that IEP timelines are met, IEP meetings are scheduled, and related services are properly addressed and communicated to parents. The Special Education Team will maintain accurate documentation of IEP goals and Present Levels of Performance, clearly identifying the impact of each student's disability on access to the general education curriculum. *Compliance Monitoring*. Compliance monitoring will include weekly service tracking through Welligent, use of the Welligent Master Calendar, regular review of P-300 service minute reports, and planning for compensatory services when warranted by circumstances such as chronic student absences. **Collaboration Between Special Education and General Education** The RSP will collaborate with General Education teachers during weekly scheduled meetings, held 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. *Data Sources for Collaborative Analysis*. Collaborative data analysis will include STAR assessment results, student work samples, content standards mastery data, and mastery-based competency data drawn from NVGA's online learning platform. This analysis will guide curriculum planning and ensure consistent implementation of accommodations for SWDs. **Communication Systems** IEP accommodations and modifications will be communicated systematically through the following channels: scheduled IEP meetings with all relevant staff, weekly and biweekly team meetings, regular email communication between General Education teachers and the Special Education Team, and secure access to IEP documents for all General Education teachers. **Professional Development**		

Action #	Title	Description	Total Funds	Contributing
		Special Education Team members will participate in specialized professional learning provided by the SELPA, in school-based professional development, and through external resources focused on improving outcomes for SWDs. *Areas of Focus*. Professional development will specifically address Exit IEP procedures for graduating students, the creation of accessible learning environments for students with physical disabilities, effective implementation of accommodations and modifications, and the integration of IEP goals into academic planning.		
4	Promoting a "College-Going" Culture	New Village Girls Academy (NVGA) provides a rigorous, standards-aligned college preparatory curriculum delivered through a project-based learning environment, with the goal of increasing graduation rates and preparing 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 students to identify career opportunities while connecting and applying classroom learning to real-world contexts. **Academic Counseling and Support** All students will meet regularly with the Academic Counselor (funded through Title I: $31,300, and LCFF Supplemental and Concentration: $57,669.32) to develop their A-G plan, select appropriate courses, participate in dual enrollment opportunities, engage in comprehensive college planning (including financial aid applications), and monitor progress toward graduation requirements. The Counselor will also support transcript review and academic advising and will coordinate college tours to help students visualize their future educational pathways. **STEM Education Enhancement** To engage students in STEM coursework through a rigorous, experiential, hands-on approach, NVGA students will take specialized STEM courses at the California Science Center, led by scientists in specialized fields. NVGA anticipates that this partnership will support higher attendance rates, improved academic performance, stronger CAST assessment results, and increased student interest in pursuing STEM-related careers. **College Exposure and Mentorship**	$361,193.04	Y

Action #	Title	Description	Total Funds	Contributing
		NVGA students will visit colleges and universities throughout the academic year and will meet with college representatives on campus. Students are paired with mentors who share their own experiences of the challenges and rewards of attending college, providing realistic guidance and encouragement from individuals who have navigated similar pathways. **Learning Through Internships (LTI) Program** Students will participate in the Learning Through Internships (LTI) program, which provides real-world learning opportunities in professional settings that deliver both academic enrichment and meaningful work experience. Over the past several 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 identify suitable matches for each student. *Technological Support for Internship Management.* NVGA uses ImBlaze BPL Internship Management, a platform that enables the school to curate internship opportunities for students. The system allows staff to monitor the search process, track internship attendance, ensure compliance, and support student success, while allowing students to efficiently search for internships aligned with their interests and career goals. **Higher Education Partnerships** NVGA has established partnerships with Los Angeles City College (LACC) and Los Angeles Trade-Technical College (LATTC) 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, supporting acceleration toward post-secondary education. **Career Exploration Events** 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 interests across a range of fields, and secure internship opportunities through a professional interview process.		
5	Addressing Academic Needs to Accelerate Learning	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.	$59,860.10	N

Action #	Title	Description	Total Funds	Contributing
		Many students have become credit deficient after completely disengaging from education during the pandemic, further contributing to substantial learning gaps. **Assessment and Identification** NVGA has implemented comprehensive assessment protocols to gain precise insights into the levels of learning loss across the student population. These assessments guide our approach to accelerating learning while providing appropriate tiered interventions tailored to individual student needs. **Academic Intervention Strategies** New Village Girls Academy will provide multiple academic interventions to support improved student learning outcomes: 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. 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. **Attendance Improvement Initiative** 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. 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. **Expected Outcomes** By successfully increasing attendance rates through these comprehensive strategies, student learning will naturally accelerate. Academic interventions will		

Action #	Title	Description	Total Funds	Contributing
		be more effectively utilized when students are consistently present, thereby better preparing youth for graduation and ultimately increasing overall graduation rates.		
6	Addressing Social-emotional & Behavioral Student Needs	New Village Girls Academy (NVGA) serves an at-risk student population, many of whom have experienced 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. **Daily Wellness Practices** Central to NVGA's approach is a consistent daily wellness routine that includes a 15-minute quiet time session and a dedicated self-care session built into each school day. These structured opportunities allow students to reset, ground themselves, and prepare for meaningful engagement in learning. Activities include guided meditation, mindful movement, expressive arts, and music. These practices build essential coping skills for stress and anxiety while fostering resilience and emotional balance. **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 School Psychologist delivers both individual and small-group therapy sessions targeted to specific student needs and also provides training to staff in trauma-informed teaching strategies. This dual role ensures that the school environment consistently supports students' mental health needs across all settings. **Structured Intervention System** The Student Study Team (SST) will continue to serve as a key intervention structure during the 2026-27 school year. This collaborative team develops coordinated intervention plans for students who are not making satisfactory progress academically, socio-emotionally, or both. The team includes all relevant support staff and focuses on identifying actionable interventions, appropriate resources, and effective community linkages to improve attendance, participation, behavior, and academic performance. **Expanded Wellness Programming**	$53,766.70	N

Action #	Title	Description	Total Funds	Contributing
		Building on existing initiatives, NVGA will continue offering monthly Wellness Days, each organized around a specific focus area and incorporating Advisory activities and wellness-related internship opportunities. NVGA will expand these efforts through additional Student Wellness Retreats, building on the success of the Audubon Center retreat, which provided students with deeper exploration of mindfulness, connection, and self-care practices. **Community Schools Integration** As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, NVGA will continue to strengthen its wellness program by integrating social-emotional support within the Community Schools framework and the Multi-Tiered System of Support (MTSS) framework. This integration ensures that wellness initiatives align with the school's broader mission and connect seamlessly with community resources and partnerships. **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.		

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.

New Village Girls Academy (NVGA) developed this goal in recognition that student success is inseparable from the strength of the relationships and partnerships among the school, families, and the broader community. As a model Community School supported by the California Department of Education's California Community Schools Partnership Program (CCSPP) Implementation Grant, NVGA operates under a framework that explicitly identifies active family and community engagement as one of the Four Pillars of Community Schools. This goal formalizes the school's commitment to engaging parents, families, and community members as partners in shaping a safe, welcoming, inclusive, and positive learning environment for every student.

Responding to the Unique Needs of the Student Population: NVGA serves a student population in which 95% of students are Socioeconomically Disadvantaged, 36% are Homeless Youth, 12% are Foster Youth, 23% are English Learners, and 24% are Students with Disabilities. Many families served by NVGA face significant barriers to school engagement, including housing instability, food insecurity, immigration-related concerns, justice system involvement, language access needs, and the day-to-day demands of caring for children under challenging circumstances. As a school primarily serving young women, NVGA also recognizes that family engagement is a critical lever for supporting the academic, social-emotional, and post-secondary success of students who are often first-generation college-bound. A well-designed family engagement strategy must therefore be intentional, accessible, and grounded in respect for the lived experiences of NVGA families.

Alignment to State Priorities: This goal directly aligns with State Priority 1 (Basic Services), which requires that all students learn in a safe and well-maintained school facility; State Priority 3 (Parent Involvement and Family Engagement), which requires that the school build the capacity of staff and families to engage as partners in student learning; and State Priority 6 (School Climate), which addresses student connectedness, safety, and the conditions for learning. By organizing parent decision-making structures, family engagement opportunities, and facility safety and maintenance under a single goal, NVGA ensures that the conditions necessary for a safe, welcoming, and inclusive school environment are explicitly named, measured, and resourced.

Educational Partner Feedback: Feedback from NVGA's educational partners reinforced the need for this goal. Parents and the Parent Advisory Committee (PAC) consistently identified the need for expanded parent education programs, including English as a Second Language (ESL) and English language classes, parenting workshops, and family wellness resources. Students and the Student Advisory Committee (SAC) recommended strengthening family engagement and student voice through more welcoming opportunities for parent participation and clearer pathways for families to attend school events. Teachers and classified staff identified the importance of stronger school culture systems that promote belonging and connectedness. In direct response to this feedback, the

2026-27 LCAP includes the Adult English Language Classes for Families pilot, which, if funded, will provide 32 weeks of after-school adult literacy and English Language Development (ELD) classes for parents, guardians, and other adults in NVGA students' households.

Equity Commitment: This goal reflects NVGA's commitment to ensuring that family engagement opportunities are equitably accessible to all families, including Spanish-speaking families, families experiencing housing instability, families impacted by the justice system, and families of unduplicated pupils and Students with Disabilities. The goal also reflects NVGA's recognition that a safe and welcoming learning environment is the foundation on which all other school improvement efforts rest. By investing in parent decision-making structures, family support services, and facility safety and maintenance, NVGA ensures that every student arrives each day at a school that values their family, supports their well-being, and welcomes them as a full member of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
21	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
22	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 3 10. 3 11. 3 12. 3	2024-25: 9. 4 10. 3 11. 4 12. 4	2025-26: 9. 4 10. 3 11. 4 12. 5	2026-27: 9. 4 10. 4 11. 4 12. 5	9. +1 10. 0 11. +1 12. +2
23	Parent participation in programs for UP & SWD.	2023-24: 1. 4 2. 5	2024-25: 1. 4 2. 5	2025-26: 1. 4 2. 5	2026-27: 1. 5 2. 5	1. 0 2. 0 3. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(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	3. 4 4. 4	3. 4 4. 5	3. 4 4. 5	3. 4 4. 5	4. +1
24	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 72% Sense of Safety 85% School connectedness	<u>2024-25:</u> 83% Sense of Safety 69% School Connectedness	<u>2025-26:</u> 82% Sense of Safety 92% School Connectedness	<u>2026-27:</u> 85% Sense of Safety >90% School Connectedness	+10% Sense of Safety +7% 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> 80% Sense of Safety 80% School Connectedness	<u>2026-27:</u> 85% Sense of Safety 85% School Connectedness	+30% Sense of Safety +30% 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> 79% Sense of Safety 71% School Connectedness	<u>2026-27:</u> 85% Sense of Safety 85% School Connectedness	+6% Sense of Safety -9% School Connectedness

Goal Analysis for 2025-26

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: The action was fully implemented. NVGA hosts bi-monthly Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings. The school used multiple outreach strategies to increase participation, including mailed flyers, flyers sent home with students, OneCall messages, and the school's monthly calendar. Meeting materials and presentations were provided in both English and Spanish.

Facilitation and Support: Parent meetings are facilitated with translation support, and all materials are posted on the school's website for families who are unable to attend. The school also administers Parent School Climate Surveys three times during the year. Survey results are analyzed and used to inform current programming and future planning, including after-school offerings, English Learner supports, mental health services, and school safety protocols.

Language Accessibility Commitment: All meeting materials are made available in Spanish to support equitable access for Spanish-speaking families.

Capacity Building: The principal reviews the LCAP process in PAC meetings to build parent understanding of school goals, actions, and accountability processes.

Challenges: Parent attendance at PAC and ELAC meetings was low and inconsistent, with meetings typically attended by one to four parents or guardians. Attendance limitations reduced the number of families who were able to participate in discussions about the LCAP, annual budget, and other key school topics. Parent attendance at some school events also remained a challenge.

Successes: Parent and guardian participation was strong at several schoolwide events, including Back to School Night, Winterfest, and Student Exhibitions. The school increased outreach for these events by having teachers make direct reminder calls to families. The school also hosted a parent appreciation luncheon for the first time this year and plans to continue this practice to strengthen relationships with families. Language access efforts also supported increased engagement for Spanish-speaking parents during meetings.

Action 2: This action was fully implemented. The Learning Through Internship (LTI) Coordinator and Academic Counselor designed and hosted community-building events aligned to NVGA's mission and designed to strengthen school-family partnerships. These structured engagement opportunities included Back to School Night, Open Houses, Parent-Teacher Conferences, College and FAFSA support nights, and other community-centered events intended to support student success and deepen family connection to the school.

In addition, the Case Manager provided case management services to families in need and implemented the action as outlined. Supports included outreach, coordination of services, and follow-up to reduce barriers that affect student attendance, engagement, and academic progress.

Challenges: Housing remains the most significant need within the school community. Available resources in Los Angeles County are limited, which can delay access to stable, long-term housing supports for families experiencing housing insecurity.

Successes: This year, families were connected to long-term housing placements as well as urgent supports, including food assistance, legal services, workforce development, child care, and mental health resources.

Family engagement was also evident through student Exhibition participation. Of the students who presented, 51 students, representing 93% of presenters, had a supportive adult present. Supportive adults included mentors, parents, extended family, writing mentors, and case workers. NVGA staff were not counted as supportive adults for this measure. This reflects a strong level of family and community involvement in student learning.

Strategies for Family Engagement: NVGA continues to prioritize consistent, structured engagement opportunities that meet family needs, reduce barriers to participation, and create clear pathways for families to connect with staff and school programs.

Action 3: This action was fully implemented. NVGA provides all students and staff with a safe, clean, and well-maintained learning environment through systematic facility management. NVGA conducts annual Facility Inspection Tool (FIT) assessments as required by the California Education Code to evaluate structural integrity, interior and exterior conditions, and safety systems. The school's FIT score reflects a campus that is well maintained and conducive to learning. All identified issues are addressed according to a prioritized timeline, with safety concerns receiving immediate attention.

Daily cleaning protocols are in place across all campus areas, with particular attention given to high-traffic spaces and shared classrooms. A work order system is actively maintained to ensure that repair needs are logged and addressed in a timely manner. Safety equipment is regularly inspected and kept current. Overall, the campus is clean, safe, and consistently maintained as a welcoming environment where all students can engage fully in learning.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under Goal 3 during the 2025-26 school year. All actions, including Parents as Decision-Makers, Opportunities for Parent Engagement and Participation, and Maintaining Safe and Clean Facilities, were implemented within their planned expenditure levels.

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

Action 1: This action has been effective. NVGA recognizes that measuring parent engagement event-by-event does not fully capture the breadth or depth of family involvement. In response, the school has transitioned to a year-long family engagement tracker that records attendance across all school events, providing a more complete picture of participation at the family level rather than the event level. This data will allow the school to identify families with no recorded participation throughout the year and implement targeted outreach strategies accordingly. Ensuring full language accessibility in all communications and materials remains an essential and ongoing commitment to equitable family engagement.

Action 2: This action has been effective. The Case Manager tracks how case management supports relate to student attendance and academic progress. This data is used to identify which services have the greatest impact and to refine supports over time.

Area for Growth: Parent leadership opportunities require additional development. The school needs to increase both parent participation and consistent participation over time. Offering targeted workshops aligned to family interests and needs may strengthen engagement and help build a more active parent leadership structure.

Action 3: This action was effective in maintaining compliance with State Priority 1 (Basic Services) and Williams Act facility standards. Annual FIT assessments confirmed that NVGA's campus met required conditions across structural, interior, exterior, and safety systems, with identified deficiencies corrected according to a prioritized timeline and safety concerns addressed immediately. Daily cleaning protocols, an active work order system, and routine safety equipment inspections sustained a clean, safe, and functional learning environment throughout the school year. The consistent execution of these

systems ensured that facility conditions did not present a barrier to instruction or student engagement, supporting NVGA's broader goal of providing all students with equitable access to a high-quality learning environment.

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.

In response to feedback from NVGA's educational partners and as part of the school's continued efforts to deepen parent engagement, NVGA is seeking funding to offer English classes for parents during the 2026-27 school year. If funded, these adult literacy and English Language Development (ELD) classes will be held weekly and will be designed to build English language skills among parents, guardians, and other adults in NVGA students' households.

As previously noted, NVGA develops a one-year LCAP on an annual basis and may make revisions based on the school's needs assessment, enrollment, and a review and analysis of local, state, and California School Dashboard data. For the 2026-27 school year, no planned changes have been made to NVGA's LCAP goal, metrics, target outcomes, or actions beyond those described above.

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	New Village Girls Academy (NVGA) 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 parents of students with disabilities (SWDs). **Required Parent Committees** In accordance with California Education Code, NVGA will maintain the following formal committees, as applicable based on student demographics: • The English Learner Advisory Committee (ELAC), which provides parents of English Learners with a structured forum to advise on programs and services for EL students. • The District English Learner Advisory Committee (DELAC), where applicable to NVGA's authorizing structure. • The English Learner Parent Advisory Committee (EL PAC), consistent with California Education Code 52063, which requires the establishment of an EL PAC at any school where English Learners constitute at least 15% of enrollment and the school has at least 15 EL students.	$146,811.80	N

Action #	Title	Description	Total Funds	Contributing
		• The Parent Advisory Committee (PAC), consistent with California Education Code 52063, which requires the establishment of a PAC to provide input on school-wide initiatives, budgeting priorities, and program development. **Facilitation and Support** The Development and 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 Development and Compliance Manager will ensure that parent input is systematically collected, documented, and incorporated into school planning and improvement processes. **Language Accessibility Commitment** All correspondence sent to families and guardians will be provided in English and translated into Spanish, as identified by NVGA's primary language survey and consistent with the 15% threshold for translation requirements established under California Education Code 48985. Professional interpreter services will be arranged for all school-wide 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 in school governance activities. **Capacity Building** NVGA recognizes that meaningful decision-making requires informed participation. To support this, 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.		
2	Opportunities for Parent Engagement & Participation	New Village Girls Academy (NVGA) will provide multiple structured opportunities for parents and family members to engage with the school community, build their capacity to support student learning, and access essential resources. Engagement opportunities are coordinated through dedicated staff	$110,499.13	N

Action #	Title	Description	Total Funds	Contributing
		roles to ensure consistent outreach, follow-through, and integration with the school's broader Community Schools framework. **Community Building Events:** The Learning Through Internship (LTI) Coordinator and the Academic Counselor will design and host strategic community-building events that support the school's mission, its students, and their families. These structured engagement opportunities include: • Back-to-School Nights • Open Houses • Parent-Teacher Conferences • College and FAFSA Nights • Other community-centered events designed to strengthen the school-family partnership and support student success **Family Support and Capacity Building:** The Case Manager and Community School Coordinator (formerly the Family Support Coordinator) will focus on building family members' capacity to support social and emotional learning 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: • **Family Relationship Development.** The Coordinator will initiate and maintain close relationships with parents and family members to foster meaningful home-school connections, including conducting home visits and wellness checks to assess home-based needs and identify supports necessary to promote each student's educational progress and positive youth development. • **Advocacy and Communication.** The Coordinator will ensure that parents are fully informed of all school policies and will advocate for parent voice in school governance committees, facilitating parent participation in decision-making processes and ensuring that family perspectives are represented in school planning. • **Crisis Support and Resource Connection.** The Coordinator will provide both direct assistance and referral services to family members during crises related to housing instability, food insecurity, accidents, illness, mental health challenges, and substance use, recognizing that student success is interconnected with family stability.		

Action #	Title	Description	Total Funds	Contributing
		• **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 LTI Coordinator and the Academic Counselor. • **Parent Education Leadership.** The Coordinator will lead targeted parent and family education sessions on essential topics, including strategies for fostering positive social-emotional environments in the home, building emotional resilience, and effectively partnering in a young woman's education and healthy development. **Adult English Language Classes for Families (Proposed Pilot):** NVGA has begun seeking funding to offer English classes for parents and other adults in NVGA students' households. If funded, the project will be piloted during the 2026-27 academic year to evaluate the viability of offering adult literacy and English Language Development (ELD) classes to parents, guardians, and other adults in students' households. Key program features include: • **Program Duration.** 32 weeks of education and skill development from September 2026 through May 2027. • **Schedule.** Weekly two-hour classes offered after school. • **Instructor.** NVGA's existing ELD teacher, who will develop the curriculum and lead adult instruction. • **Curriculum Focus.** Reading, comprehension, speaking, and writing skills. • **Differentiation.** As with NVGA's instructional approach for students, the adult curriculum will address varying skill levels among participants.		
3	Maintaining Safe & Clean Facilities	New Village Girls Academy (NVGA) will provide all students and staff with a safe, clean, and well-maintained learning environment through systematic facility management practices that meet California Education Code and Williams Act requirements. **Annual Facility Inspections** NVGA will conduct annual Facility Inspection Tool (FIT) assessments, as required by California Education Code, to evaluate the campus across required system areas, including structural integrity, interior and exterior conditions, and safety systems. Results from FIT assessments will be transparently reported in the School	$224,985.52	N

Action #	Title	Description	Total Funds	Contributing
		Accountability Report Card (SARC), the Local Indicators Report, and the Local Control and Accountability Plan (LCAP). **Maintenance and Cleaning Protocols** All identified facility issues will be addressed according to a prioritized timeline, with safety concerns receiving immediate attention. Daily cleaning protocols will maintain health and sanitation standards across all campus areas, with particular attention given to high-traffic spaces and shared classrooms. **Safety Equipment and Systems** NVGA will regularly test and maintain all safety equipment, including fire systems, emergency lighting, and emergency communication tools, to ensure that the campus is prepared to respond effectively in the event of an emergency. **Facility Concern Reporting** NVGA will maintain a streamlined process that allows staff and students to report facility concerns directly. This shared reporting structure promotes collective responsibility for maintaining optimal learning conditions and ensures that emerging issues are identified and addressed in a timely manner.		

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.

New Village Girls Academy (NVGA) developed this goal in part because the school is eligible for Equity Multiplier Funds, which the California Department of Education (CDE) allocates to qualifying school sites based on a combination of non-stability rate and percentage of socioeconomically disadvantaged students. Eligible schools are required to develop an additional focus goal in their LCAP that addresses the specific needs of the student population generating the funds. NVGA's Equity Multiplier eligibility reflects the high mobility, housing instability, and socioeconomic disadvantage of the student population the school serves, and this goal formalizes the school's commitment to investing those funds in resources that directly support student persistence through high school graduation.

Responding to the Unique Needs of the Student Population: NVGA serves a student population in which 95% of students are Socioeconomically Disadvantaged, 36% are Homeless Youth, 12% are Foster Youth, 23% are English Learners, and 24% are Students with Disabilities. As a Dashboard Alternative Status School (DASS), at least 70% of NVGA students meet one or more of California's high-risk categories for potential non-completion of high school. Many students enroll at NVGA after experiencing significant disruption in prior school settings, including credit deficiency, chronic absenteeism, justice system involvement, mental health challenges, and family instability. These circumstances create distinct barriers to high school graduation that require targeted, sustained investment beyond the school's base instructional program.

Alignment to State Priorities and Dashboard Indicators: This goal directly aligns with State Priority 1 (Basic Services), which requires that all students have access to appropriately credentialed teachers, and State Priority 6 (School Climate), which addresses school connectedness and conditions that support student persistence. The goal is measured against the High School Graduation Rate as reported on the California School Dashboard using a three-year average, providing a clear and accountable measure of progress over time. NVGA's three-year target is to increase the high school graduation rate by 10%, a meaningful and achievable improvement that reflects the school's commitment to ensuring that more students complete their secondary education and pursue post-secondary pathways.

Educational Partner Feedback: Feedback from NVGA's educational partners reinforced the priorities funded under this goal. The Administrator and Principal recommended that Equity Multiplier Funds support summer school programming, the School Psychologist position, and teacher induction fees. Teachers and classified staff identified expanded student intervention systems, mental health offerings, and summer school programming as priorities. Parents and the Parent Advisory Committee (PAC) recommended expanded summer school and credit recovery opportunities, increased access to mental health services and a School Psychologist, and continued investment in academic interventions. Students and the Student Advisory Committee (SAC) recommended improved attendance support and expanded credit recovery opportunities. The convergence of these recommendations across all partner groups is reflected in the three actions under this goal: appropriately credentialed teachers (supported through induction fees), mental health services delivered by the School Psychologist,

and credit recovery delivered through Summer School, the APEX Credit Recovery Online Program, and high-dosage tutoring provided by a Teacher's Assistant funded through the Learning Recovery Emergency Block Grant (LREBG).

Equity Commitment: This goal reflects NVGA's commitment to addressing the specific structural barriers that prevent students from completing high school on time, including the absence of appropriately credentialed teachers, untreated mental health needs, and credit deficiency. By targeting Equity Multiplier Funds and related resources to these barriers, NVGA ensures that the investments most directly tied to graduation are sustained and resourced. The goal also reflects NVGA's broader recognition that on-time high school graduation is a critical lever for breaking cycles of poverty, justice system involvement, and intergenerational educational disruption for the school's predominantly low-income, first-generation, and historically marginalized student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	High School Dropout Rates (5-year cohort outcome) Source: Dataquest	2022-23: 35.1%	2023-24: 22.2%	2024-25: 26.3%	2025-26: 90%	-8.8%
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO/Dashboard	2021-22: 81.7%	2022-23: 76.7%	2023-24: 62.5%	2024-25: 90%	-19.2%

Goal Analysis for 2025-26

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 has been partially implemented. All teachers at NVGA hold appropriate credentials for their assigned subject areas. The school applied for two emergency credentials to cover Physical Education, Health, Chemistry, and Science: Geosciences, reflecting specific staffing needs that arose during the current school year. The Director of Teaching and Learning and the Director of Development and Compliance meet regularly to review credentialing progress and support the timely submission of all related documentation.

Challenges: NVGA's science program, delivered in partnership with the California Science Center, requires a teacher credentialed across multiple science disciplines. While the teacher in this role works toward obtaining the required credentials, the school has applied for an emergency credential to ensure that instruction continues without interruption.

Successes: Teachers have been effective in building meaningful relationships with students, which has supported a positive learning environment and contributed to student engagement. Regular credentialing reviews have ensured ongoing compliance with state requirements and have allowed any credentialing issues to be identified and addressed promptly, minimizing disruption to student instruction.

Action 2: NVGA has fully implemented a comprehensive, multi-tiered student mental health support program that integrates trauma-informed staff training with coordinated academic and wellness services across the school. The school has made a significant investment in professional development centered on trauma-informed care, ensuring that all staff are equipped to recognize and respond to the complex needs of the student population.

Challenges: The level of student mental health need has been high, and building consistent student participation in counseling and wellness services requires sustained time and relationship-building. Balancing the delivery of counseling services with instructional schedules has presented an ongoing logistical challenge. The School Psychologist has established referral partnerships with external mental health providers, though these partners at times experience waitlists that can delay students' access to longer-term care.

Successes: The implementation of this action has yielded meaningful improvements in student engagement, emotional regulation, and attendance. For a number of students, access to consistent mental health support has strengthened their ability to remain connected to school, persist through challenges, and complete coursework. These outcomes reflect the value of embedding wellness support directly into the school's daily structure and culture.

Action 3: NVGA has fully implemented a comprehensive credit recovery program to support students who have fallen behind in their graduation requirements. The program consists of two components: an intensive summer program led by fully credentialed teachers with expertise in accelerated learning strategies, and the APEX Credit Recovery Online Program. The primary goal of the APEX program has been to streamline credit recovery in a way that maintains fidelity to NVGA's mission while preserving academic rigor. Implementation has involved a thorough review of the program's content to assess relevance and rigor, and to identify the structures and scaffolds needed to support student success.

Challenges: Students' varying levels of computer literacy and ongoing absenteeism have been the primary challenges affecting program implementation and progress. In response, revised structures and supports have been put in place for the second semester to better address these barriers.

Successes: Students are making progress through the credit recovery program. While the pace of progress has been slower than initially anticipated, forward movement is evident and the program continues to be refined to better meet student needs.

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.

The following explanations describe the material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 4 during the 2025-26 school year. All actions were implemented as planned, with several reflecting lower actual costs than initially budgeted.

- **Action 1: Appropriately Credentialed Teachers**: The estimated actual expenditures were less than the budgeted expenditures for this action because the cost of teacher induction was lower than planned. Fewer teachers required participation in the induction program during the 2025-26 school year, which reduced the total induction-related expenditures below the originally budgeted amount.
- **Action 3: Credit Recovery**: The estimated actual expenditures were less than the budgeted expenditures for this action because credit recovery costs, including the summer school program that provides academic support through credit recovery, came in lower than budgeted. This variance was due in part to the decline in student enrollment, which reduced the total number of students participating in credit recovery programming during the 2025-26 school year.

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

Action 1: While this action has been partially implemented due to the pending emergency credential approvals, it has been effective in maintaining qualified educators in classrooms throughout the process. Keeping credentialed teachers in instructional roles has supported student engagement and course completion, and the school's proactive approach to monitoring and addressing credential requirements reflects its commitment to full compliance and instructional quality.

Action 2: This action has been effective in advancing NVGA's graduation rate goals by directly addressing trauma-related barriers that impact attendance, academic persistence, and course completion. The integration of trauma-informed practices across both student services and staff professional development has created a more responsive and supportive school environment, contributing to stronger student outcomes over time.

Action 3: A comprehensive assessment of the APEX program's effectiveness will be completed at the end of the second semester, when complete data on student credit completion and outcomes will be available. The adjustments made for the second semester are expected to yield a clearer picture of the program's overall impact and inform planning for the following school year.

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.

NVGA develops a one-year LCAP on an annual basis. For the 2026-27 school year, no changes have been made to NVGA's goal, metrics, or target outcomes.

NVGA continues to be eligible for Equity Multiplier Funds, and no changes have been made to Goal 4, which is the additional required Equity Multiplier Fund goal. The school will continue to invest these funds in the priorities identified through stakeholder consultation and needs assessment, including teacher induction fees to ensure that all teachers are appropriately credentialed, additional School Psychologist services to support the high proportion of NVGA students who have experienced Adverse Childhood Experiences (ACEs) and trauma, summer school programming and credit recovery to help students graduate on time and pursue post-secondary education, and a Teacher's Assistant to provide additional academic support across student groups.

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. **NVGA's Credential Requirements:** New Village Girls Academy (NVGA) is committed to addressing this disparity by ensuring all instructional staff hold	$6,000	N

Action #	Title	Description	Total Funds	Contributing
		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. **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. **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. **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.		
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 measurable decline in student engagement, higher chronic absenteeism rates, and subsequently lower graduation rates. **Comprehensive Mental Health Support** 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. **Trauma-Informed School Environment**	$115,150.09	N

Action #	Title	Description	Total Funds	Contributing
		The Psychologist will provide staff-wide specialized training on evidence-based, trauma-informed teaching strategies that 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. **Integration with Academic Support** 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.		
3	Credit Recovery	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 an intensive summer program led by fully credentialed teachers who specialize in accelerated learning strategies, the APEX Credit Recovery Online Program providing year-round digital learning opportunities, and high-dosage tutoring delivered through a dedicated Teacher's Assistant. This multi-faceted approach is designed for credit-deficient students who require additional academic support to return to their grade-level graduation pathway. **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. The platform provides students with 24-hour 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 direct instruction when needed. **High-Dosage Tutoring with a Teacher's Assistant** To strengthen academic support for credit-deficient students, NVGA will add a Teacher's Assistant (LREBG funded $6,235) whose role is dedicated to providing	$56,035.47	N

Action #	Title	Description	Total Funds	Contributing
		high-dosage tutoring throughout the school day and during after-school hours. The Teacher's Assistant will work in coordination with credentialed teachers to deliver structured, frequent, small-group and one-on-one tutoring aligned to students' identified academic needs and their individualized credit recovery plans. High-dosage tutoring is an evidence-based practice for accelerating learning, and this addition will allow NVGA to extend personalized instructional support beyond the regular instructional period. **Tiered Intervention Approach** The credit recovery program will use 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 led by credentialed teachers, APEX online coursework, and high-dosage tutoring from the Teacher's Assistant. Students needing fewer credits will participate in a modified program structure. This differentiated approach ensures efficient use of instructional time while maximizing credit acquisition opportunities. **Implementation and Monitoring** Each participating student will develop an individualized credit recovery plan in collaboration with the Academic Counselor, outlining specific courses needed through APEX and/or summer school, the tutoring schedule, and clear completion timelines. Regular progress monitoring will occur throughout both the summer program and the online coursework, with data-driven adjustments to support strategies as needed. Credentialed teachers will provide direct instruction, facilitate APEX online coursework completion, and supervise the targeted tutoring delivered by the Teacher's Assistant to ensure content mastery and credit attainment.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$285,365	$33,848

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
39.46%	0%	$0	39.46%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	New Village Girls Academy (NVGA) serves a student population in which 23% are English Learners (ELs), including Long-Term English Learners (LTELs), 12% are Foster Youth, and 95% are Socioeconomically Disadvantaged (low-income), with significant overlap among these unduplicated student groups. Performance and engagement data, including the November 2025 analysis of school-level STAR math and literacy assessment results, identified ELs, Foster Youth, and Unhoused students as the academically lowest-performing student subgroups at NVGA. These same student groups also recorded the lowest attendance rates. NVGA's unduplicated students experience disproportionate barriers to academic success, including trauma, disrupted educational	The Director of Teaching and Learning serves as NVGA's dedicated instructional leader for all teachers, providing comprehensive, ongoing instructional coaching focused on the Big Picture Learning project-based learning model and the specific practices that improve outcomes for unduplicated students. The Director conducts classroom observations using a co-constructed instructional rubric aligned to the Big Picture Learning pillars of relationships, rigor, and relevance; provides demonstration teaching and modeling; facilitates weekly professional development sessions; and reviews monthly narrative feedback delivered through Headrush, the school's Learning Management System, to ensure that every student, including every EL, Foster Youth, and low-income	The metrics that will be used to monitor effectiveness are: • #3: implementation of the State Academic Content and Performance Standards. • #4: ELA CAASPP • #5: Math CAASPP

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
	histories, language acquisition needs, credit deficiency, and limited prior exposure to rigorous, standards-aligned instruction. To close achievement gaps for these students, NVGA's teachers require sustained, embedded support in the instructional practices that most directly accelerate learning for ELs, Foster Youth, and low-income students. These practices include scaffolded and differentiated instruction, integrated and designated English Language Development, project-based learning that connects to students' lived experiences and interests, competency-based assessment with timely narrative feedback, and culturally responsive and trauma-informed teaching. The identified need is not for additional teachers but for the consistent, expert instructional coaching needed to ensure that every teacher can deliver these practices with fidelity in every classroom that NVGA's unduplicated students attend.	student, receives individualized, high-quality feedback on their progress toward mastery. In addition to general instructional coaching, the Director leads structured professional learning that specifically addresses the instructional needs of unduplicated students. This includes the 2026-27 commitment of at least four targeted hours of professional development during Pre-Service Week, with continued focus throughout the school year, on discipline-specific strategies for academically supporting ELs across content areas. The Director also coordinates Sheltered Instruction Observation Protocol (SIOP) implementation, oversees teacher use of student Lexile data to inform targeted EL instruction and accommodations, supports teacher collaboration on integrated ELD across all content classes, and ensures that scaffolding and differentiation practices are consistently applied to address the learning needs of Foster Youth and low-income students who arrive at NVGA with significant academic gaps. By increasing the quality and consistency of instruction across every classroom, this action is designed to grow services in quality (improve) for NVGA's unduplicated students. The Director's role ensures that the instructional practices most likely to accelerate learning for ELs, Foster Youth, and low-income students are not implemented in isolated pockets of the school but are systematically embedded across all content areas. **Why the Action is Provided on a Schoolwide Basis** NVGA operates as a single school site serving approximately 77 students in grades 9 through 12, with 95% of students identified as Socioeconomically Disadvantaged, 23% as English Learners, and 12% as Foster Youth. The high concentration of unduplicated students across every classroom means that effective instruction for unduplicated students is, by necessity,	

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
		the school's primary instructional focus. Every teacher at NVGA instructs unduplicated students every day, and every classroom is a setting in which the school's unduplicated student groups receive their primary educational experience. Providing this action on a schoolwide basis is principally directed toward improving outcomes for unduplicated students because the action ensures that instructional quality is consistent across every classroom that an EL, Foster Youth, or low-income student attends. A limited or class-specific coaching model would create variability in instructional quality across teachers and content areas, leaving unduplicated students vulnerable to inconsistent access to the practices that most directly support their learning. By ensuring that all teachers receive coaching from the Director of Teaching and Learning, NVGA increases the likelihood that every unduplicated student, in every class, receives instruction grounded in scaffolded, language-supportive, project-based, and competency-aligned practices. This action is expected to improve outcomes for unduplicated students as compared to all students by closing the achievement gaps identified through the November 2025 data analysis, by strengthening EL reclassification rates (which exceeded the school's 7% goal in 2024-25 at 10.8%), by supporting on-time graduation for Foster Youth and low-income students, and by increasing CAASPP and CAST performance for unduplicated student groups. The effectiveness of this action will be measured through Metric 1 (% teachers fully credentialed and appropriately assigned), Metric 3 (Implementation of State Academic Content and Performance Standards), and through the disaggregated academic and engagement metrics tracked under Goal 2.	

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 2, Action 4	New Village Girls Academy (NVGA) serves a student population in which 95% of students are Socioeconomically Disadvantaged (low-income), 23% are English Learners (ELs) including Long-Term English Learners (LTELs), and 12% are Foster Youth, with significant overlap among these unduplicated student groups. Most NVGA students are first-generation college-bound and arrive at the school without exposure to the systems, language, and processes of post-secondary planning that students from higher-income or college-going family backgrounds often access through their families or prior schools. NVGA's unduplicated students face distinct barriers to post-secondary access and persistence. Foster Youth often experience educational disruption, transient enrollment patterns, and limited adult advocacy in college planning. English Learners require additional language support to navigate college application essays, financial aid documentation, and college entrance assessments. Low-income students require subsidized college visit opportunities, fee waivers, financial aid guidance, and access to concurrent enrollment options that would otherwise be cost-prohibitive. Performance data confirms these gaps: while NVGA's 2024-25 A-G completion rate reached 78.6%, EL English Language Proficiency progress has declined, and the College/Career Indicator did not generate a Dashboard performance level due to small N-size, leaving the school's own data systems and partnerships as the primary mechanism for ensuring unduplicated students access post-secondary pathways.	This action addresses the identified needs through a comprehensive set of college-going culture supports principally directed at improving post-secondary access and outcomes for unduplicated students. The action is designed to grow services in both quality and quantity for ELs, Foster Youth, and low-income students. The Academic Counselor, funded in part through LCFF Supplemental and Concentration funds ($57,669.32) and Title I funds ($31,300), works directly with every NVGA student to develop and monitor an individualized A-G plan, select appropriate coursework, participate in dual enrollment, complete college and financial aid applications including the FAFSA, and review transcripts and graduation progress. The Counselor coordinates college tours that allow unduplicated students to visit campuses they would otherwise be unable to access independently due to cost or family logistical constraints. College exposure and mentorship pair students with mentors who share their own experiences of navigating college as first-generation students, providing realistic guidance and encouragement to NVGA students who often lack family members with college experience. The STEM partnership with the California Science Center brings rigorous, experiential STEM coursework to NVGA's unduplicated students, who would not otherwise have access to instruction led by scientists in specialized fields. The Learning Through Internships (LTI) program, a core component of the Big Picture Learning model, provides NVGA's unduplicated students with authentic work experience, professional networking opportunities, and exposure to career pathways that build the social capital and career readiness that low-income, EL, and Foster Youth students often cannot access through family or community networks alone.	The following metrics will be used to monitor effectiveness. • #15: HS Dropout Rate • #16: HS 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
		ImBlaze BPL Internship Management supports the matching, tracking, and compliance of internship placements. Higher education partnerships with Los Angeles City College (LACC) and Los Angeles Trade-Technical College (LATTC) provide concurrent enrollment at no cost, eliminating financial barriers that would otherwise prevent low-income students from earning college credit while in high school. Career exploration events, including Speed Networking, Trades Day, and Career Day, expose unduplicated students to a range of post-secondary pathways, including the trades, which have emerged as a growing area of interest for NVGA students. **Why the Action is Provided on a Schoolwide Basis** NVGA operates as a single school site serving approximately 77 students in grades 9 through 12, with 95% of students identified as Socioeconomically Disadvantaged, 23% as English Learners, and 12% as Foster Youth. The high concentration of unduplicated students across every grade level means that schoolwide investment in college-going culture is the most effective means of ensuring that the school's unduplicated students receive consistent, high-quality post-secondary preparation. Providing this action on a schoolwide basis is principally directed toward improving outcomes for unduplicated students because the college and career supports embedded in this action address the specific structural barriers that ELs, Foster Youth, and low-income students face in accessing post-secondary pathways. A limited or class-specific delivery model would leave some unduplicated students without access to the Academic Counselor, internship placements, college tours, dual enrollment, or career exploration events, which are precisely the supports	

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
		that close access gaps for first-generation, low-income, and historically underserved students. This action is expected to improve outcomes for unduplicated students as compared to all students by increasing A-G completion rates among unduplicated students, expanding internship participation and Learning Through Interests course completion (which reached 91% in Spring 2026), supporting on-time graduation for Foster Youth and low-income students, and increasing concurrent enrollment participation through LACC and LATTC. The effectiveness of this action will be measured through Metric 9 (A-G completion rate), Metric 16 (High School Graduation Rate disaggregated by student group), Metric 15 (High School Dropout Rate), the LAUSD Annual Oversight Metric of Internship Participation Completion Rate, and ongoing tracking of dual enrollment participation among unduplicated students.	

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 for the Academic Counselor (Goal 2, Action 4) 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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,908,132.27	$ 2,583,890.67

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	$ 1,011,218	$ 930,523
1	1	Admin & Educators that Support the Ed Program	Yes	$ 218,259	$ 69,738
1	2	Professional Learning & Capacity Building	Yes	$ 185,091	$ 207,308
1	3	Core Curricular Program Needs	No	$ 1,500	$ 369
1	4	Closing the Digital Divide	No	$ 43,600	$ 49,694
2	1	Measuring Student Progress: Assessments	No	$ 110,022	$ 94,401
2	2	Strengthening EL Program & Services	No	$ 55,715	$ 32,763
2	3	Services to Support Students with Disabilities (SWD)	No	$ 146,512	$ 160,706
2	4	Promoting a “College-Going” Culture	Yes	$ 365,397	$ 323,636
2	5	Addressing Academic Needs to Accelerate Learning	No	$ 99,478	$ 91,561
2	6	Addressing Social-emotional & Behavioral Student Needs	No	$ 52,819	$ 59,931
3	1	Parents as Decision Makers	No	$ 142,811	$ 133,355
3	2	Opportunities For Parent Engagement & Participation	No	$ 103,769	$ 88,077
3	3	Maintaining Safe & Clean Facilities	No	$ 230,055	$ 212,367
4	1	Appropriately Crednetialed Teachers	No	$ 6,000	$ 1,500
4	2	Mental Health Services	No	$ 111,796	$ 113,605
4	3	Credit Recovery	No	$ 24,090	$ 14,356
				$ -	$ -
				$ -	$ -

2025-2026 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)
$ 259,582	$ 366,527	$ 259,582	$ 106,945	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	$ 53,767	$ 69,738.00	0.000%	0.000%
1	2	Professional Learning & Capacity Building	Yes	$ 79,302	$ 79,302.05	0.000%	0.000%
2	4	Promoting a “College-Going” Culture	Yes	$ 233,458	$ 110,542.27	0.000%	0.000%

2025-2026 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)
$ 661,390	$ 259,582	0.000%	39.248%	$ 259,582	0.000%	39.248%	$ 0.00	0.000%

2026-2027 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 %)
2026-2027	$ 723,248	$ 285,365	39.456%	0.000%	39.456%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,008,613	$ 408,522	$ 1,091,532	$ 61,356	$ 2,570,022.48	$ 2,031,711	$ 538,311

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					$ 892,010	$ 66,000	$ 386,089	$ 19,574	$ 552,346	$ -	$ 958,010	0.000%
1	2	Professional Learning & Capacity Building		No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	2	Professional Learning & Capacity Building	All	Yes	LEA-wide	All	NVGA	2026-2027	$ 124,026	$ 12,500	$ 107,326	$ 2,500	$ 26,701	$ -	$ 136,526	0.000%
1	3	Core Curricular Program Needs		No					$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
1	4	Closing the Digital Divide		No					$ -	$ 42,700	$ 42,700	$ -	$ -	$ -	$ 42,700	0.000%
2	1	Measuring Student Progress: Assessments		No					$ 96,054	$ 17,386	$ 113,440	$ -	$ -	$ -	$ 113,440	0.000%
2	2	Strengthening EL Program & Services		No					$ 31,704	$ -	$ 31,704	$ -	$ -	$ -	$ 31,704	0.000%
2	3	Services to Support Students with Disabilities (SWD)		No					$ 136,840	$ 15,000	$ 137,814	$ -	$ -	$ 14,026	$ 151,840	0.000%
2	4	Promoting a "College-Going" Culture	All	Yes	LEA-wide	All	NVGA	2026-2027	$ 208,795	$ 152,398	$ 178,039	$ 89,050	$ 46,774	$ 47,330	$ 361,193	0.000%
2	5	Addressing Academic Needs to Accelerate Learning		No					$ 58,860	$ 1,000	$ 10,000	$ -	$ 49,860	$ -	$ 59,860	0.000%
2	6	Addressing Social-emotional & Behavioral Student Needs		No					$ 5,367	$ 48,400	$ -	$ -	$ 53,767	$ -	$ 53,767	0.000%
3	1	Parents as Decision Makers		No					$ 146,812	$ -	$ -	$ -	$ 146,812	$ -	$ 146,812	0.000%
3	2	Opportunities For Parent Engagement & Participation		No					$ 100,999	$ 9,500	$ -	$ 51,000	$ 59,499	$ -	$ 110,499	0.000%
3	3	Maintaining Safe & Clean Facilities		No					$ 65,059	$ 159,927	$ -	$ 73,691	$ 151,295	$ -	$ 224,986	0.000%
4	1	Appropriately Crednetialed Teachers		No					$ -	$ 6,000	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
4	2	Mental Health Services		No					$ 115,150	$ -	$ -	$ 115,150	$ -	$ -	$ 115,150	0.000%
4	3	Credit Recovery		No					$ 50,035	$ 6,000	$ -	$ 51,557	$ 4,479	$ -	$ 56,035	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
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									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-2027 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
$ 723,248	$ 285,365	39.456%	0.000%	39.456%	$ 285,365	0.000%	39.456%	**Total:**	$ 285,365
								LEA-wide Total:	$ 285,365
								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	2	Professional Learning & Capacity Building	Yes	LEA-wide	All	NVGA	$ 107,326	0.000%
2	4	Promoting a “College-Going” Culture	Yes	LEA-wide	All	NVGA	$ 178,039	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, Statues 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 #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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).