LCFF Budget Overview for Parents

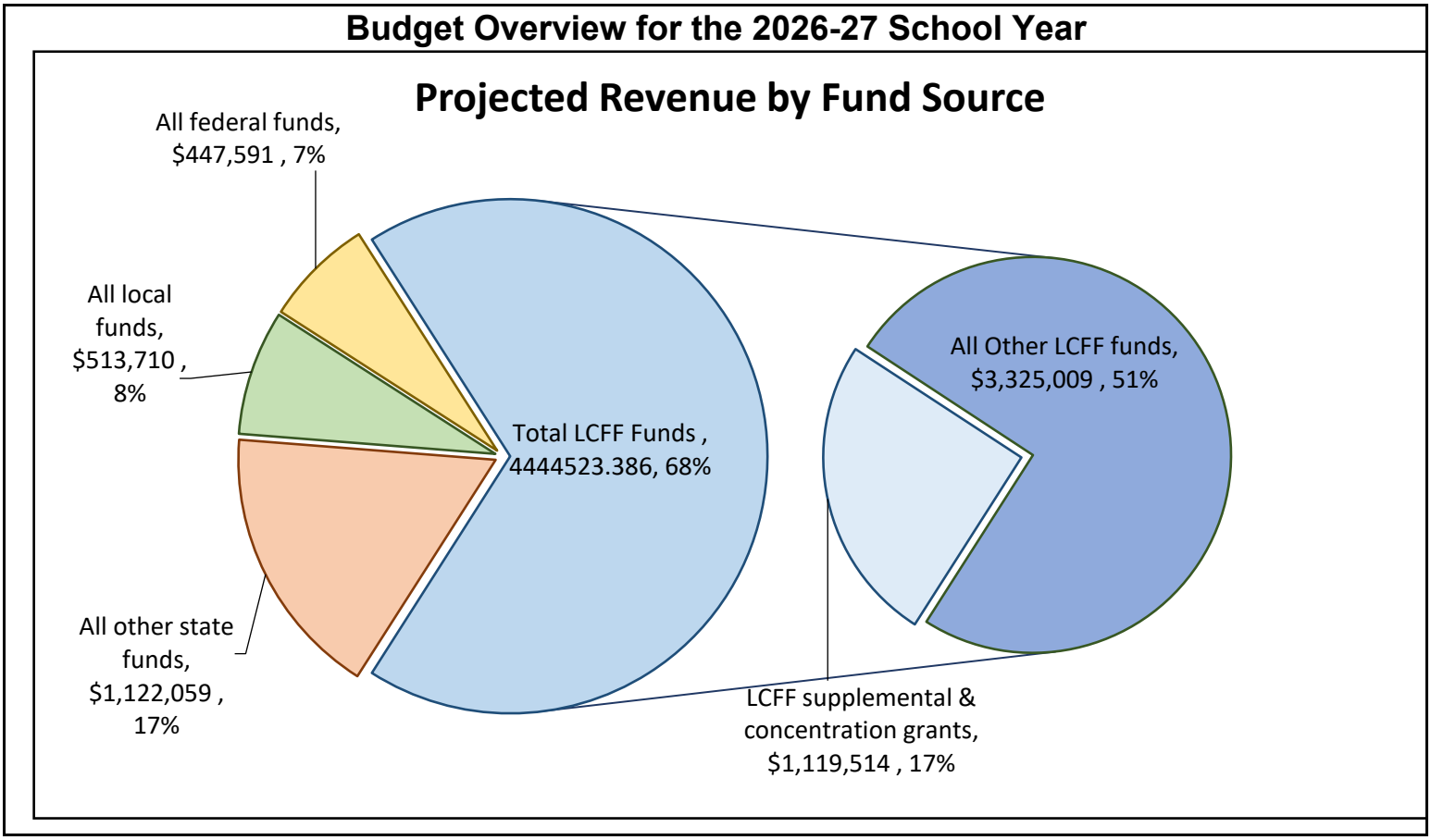
Local Educational Agency (LEA) Name: New Los Angeles Charter

CDS Code: 19647330117614

School Year: 2026-27

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

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

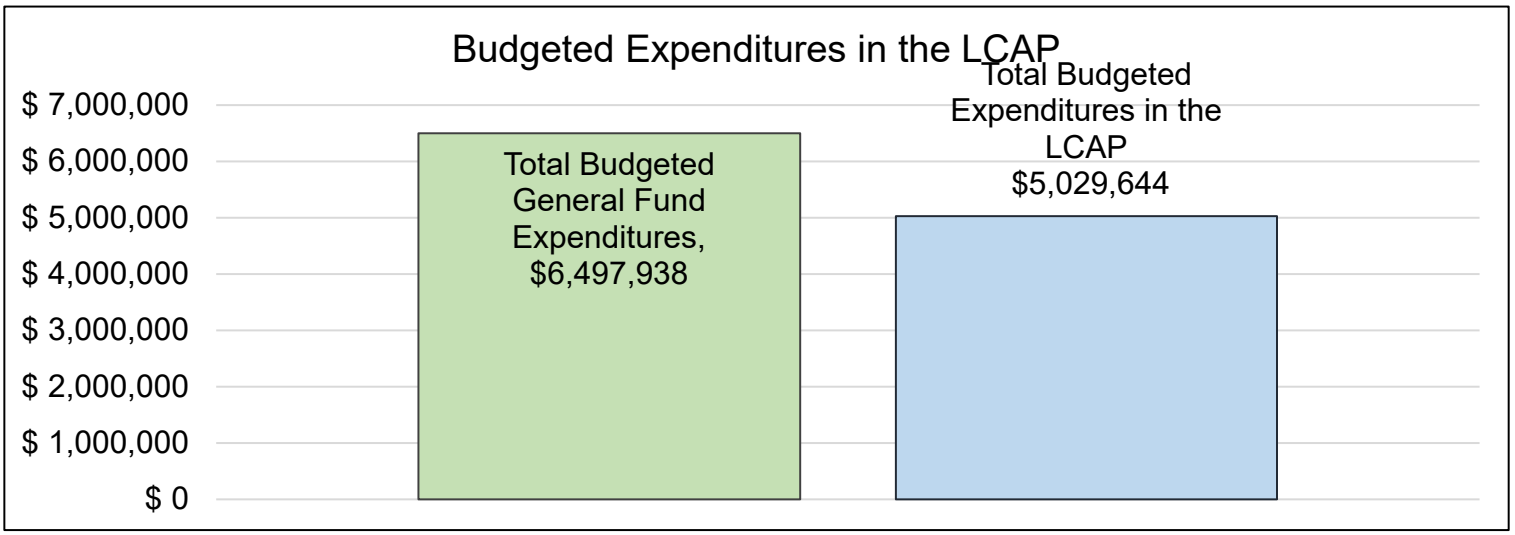


This chart shows the total general purpose revenue New Los Angeles Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Los Angeles Charter is $6,527,883.13, of which $4,444,523.39 is Local Control Funding Formula (LCFF), $1,122,058.55 is other state funds, $513,710.40 is local funds, and $447,590.79 is federal funds. Of the $4,444,523.39 in LCFF Funds, $1,119,514.03 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New Los Angeles Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

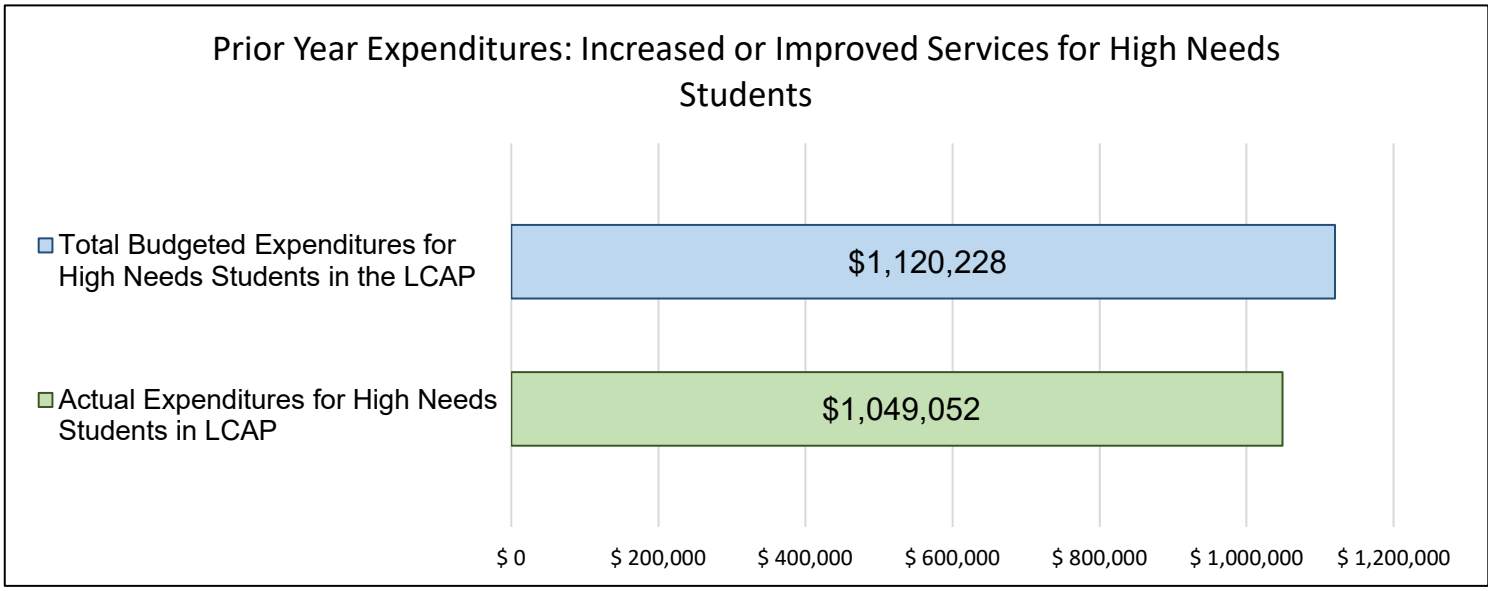
The text description of the above chart is as follows: New Los Angeles Charter plans to spend $6,497,937.94 for the 2026-27 school year. Of that amount, $5,029,644.00 is tied to actions/services in the LCAP and $1,468,293.94 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, New Los Angeles Charter is projecting it will receive $1,119,514.03 based on the enrollment of foster youth, English learner, and low-income students. New Los Angeles Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Los Angeles Charter plans to spend $1,119,514.03 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, New Los Angeles Charter's LCAP budgeted $1,120,227.93 for planned actions to increase or improve services for high needs students. New Los Angeles Charter actually spent $1,049,051.57 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $71,176.35 had the following impact on New Los Angeles Charter's ability to increase or improve services for high needs students:

Funding was lower due to enrollment, however, there was no impact to the actions and services provided for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

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 Los Angeles Charter Middle School serves approximately 319 students in grades 6 through 8. The student population is composed of 86% Hispanic, 10% African American, 2% White, 1% Asian, and 1% Two or More Races. Within this population, 21% of students are identified as Students with Disabilities (SWD), 19% as English Learners (EL), 0.3% as Migrant, and 83% as Socioeconomically Disadvantaged (SED). New LA serves students in small classes, typically at a ratio of 26 to 1, with a diverse student body and attentive teachers, supporting a nurturing standards-based middle school environment.

Mission and Vision

Mission

New Los Angeles Charter Middle School develops a diverse community of students who are passionate about learning, engaged in their community, and respectful of themselves and others.

Vision

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

Educational Philosophy and Approach: New LA's educational philosophy is grounded in the conviction that learning in middle school occurs best through varied opportunities for interaction around difficult topics, leading to thoughtful discussions and changes in students' habits of mind. Three core principles guide instructional design across the school.

Collaborative learning enables students to gain deeper understanding through shared ideas and multiple perspectives, building interdependence and surfacing the voice of all students. Active engagement encourages students to draw from personal experiences to make logical connections with academic content, using youth-centered media and technology as creators rather than passive recipients. Relevance and connection support students in understanding why material matters, having fun while learning, feeling supported, being comfortably challenged, and seeing connections between learning and their future.

Three Pillars of the New LA Experience

Passion for Learning and Preparation for Academic Success

Keywords: Rigor. New LA believes that middle school is the gateway to future academic success and that college preparation begins in middle school. Every student receives the academic foundation to be prepared for a college preparatory high school, with the goal of college and career readiness. Rigorous intellectual development comes from a focus on building knowledge and habits of mind rather than information retention alone. Students demonstrate mastery of concepts and skills by working together on real-life projects rather than through test-taking alone. For example, students learn math skills by creating personal budgets and analyzing real-life issues such as poverty and the economy, with assessment occurring both against state standards and through a project rubric developed by the teacher. New LA implements an effective model of rigorous standards-based instruction with the goal that all students achieve mastery of California state content standards by the end of each grade level.

Engagement in the Community

Keywords: Relevance. New LA believes, as John Dewey did, that “education is the fundamental method of social progress.” Students are challenged to pursue the goals of equality and justice and to work for progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real-life experiences through field trips, volunteering at the Charter School and in the greater community, and interaction with presenters from organizations across the Los Angeles community. Students serve as volunteers and interns, gaining valuable experience in social action and work. These experiences support a deeply embedded conviction in every student that young people have the power to change the world.

Respect for Self and Others

Keywords: Respect and Relationships. New LA believes that students need a safe space to take risks in order to grow academically, creatively, and morally. The school encourages vigorous debate and the expression of individual voice through the use of active listening and conflict resolution techniques. New LA uses project-based learning and thematic integration at strategic points in the curriculum to develop young people who have the skills, knowledge, and resources to work with diverse groups of people and lead their communities toward social justice. Students participate in a structured Advisory program to develop a deep sense of trust in themselves, the strength and courage to succeed at life's challenges, and the skills necessary to confidently pursue future academic and career aspirations.

Teaching Methodologies

New LA employs diverse, student-centered teaching methodologies on the principle that varied approaches offer the greatest likelihood of engaging students and improving outcomes. Active learning methods deliver a rigorous standards-based curriculum through Project-Based Learning, Cooperative Learning, Literature Circles and Book Clubs, Inquiry-Based Teaching, and Reciprocal Teaching. These flexible

methodologies allow teachers to adjust instruction in real time, are designed to be effective across the curriculum, and support strong interdisciplinary connections between content areas.

LCAP Compliance and Educational Partner Engagement

New Los Angeles Charter Middle School has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA), consistent with California Education Code Section 64001(j), which allows a charter school to use its LCAP, with the inclusion of Title I, Part A funded expenditures, to meet School Plan for Student Achievement requirements provided that the LCAP meets the educational partner engagement requirements in EC Section 52062(a).

NLACS has fulfilled the EC 52062(a) educational partner engagement requirements applicable to charter schools using the LCAP as the SPSA, as well as the Student Advisory Committee requirement applicable to schools serving middle and high school grades.

The school presented the LCAP to the Parent Advisory Committee (PAC) for review and comment per EC 52062(a)(1), presented the LCAP to the English Learner Parent Advisory Committee (ELPAC) for review and comment per EC 52062(a)(2), and consulted with the Special Education Local Plan Area (SELPA) to ensure that specific actions for Students with Disabilities are included in the plan per EC 52062(a)(5). Written responses to each committee regarding their comments and recommendations have been provided.

Because NLACS serves students in middle school grades, the school has also engaged students through a Student Advisory Committee in accordance with the requirement added to EC 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024), which applies to local educational agencies operating one or more middle schools or high schools and is effective for the 2024-25 LCAP and subsequent LCAPs. The Student Advisory Committee provides students with the opportunity to review and comment on the LCAP prior to adoption by the governing body. The school has documented the Student Advisory Committee's review of the 2026-27 LCAP and has incorporated student input alongside the input received from the PAC, ELPAC, and SELPA. As with the PAC and ELPAC, a written response to Student Advisory Committee comments and recommendations has been provided.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, New Los Angeles Charter Middle School has $85,029.91 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 expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

New Los Angeles Charter Middle School is not eligible for Equity Multiplier funds.

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 Los Angeles Charter School'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
All Students	Orange	Yellow	Orange	N/A	Orange	Orange	Yellow
English Learners	Orange	Red	Orange	N/A	Yellow	Red	Orange
Long-Term English Learners	Green	Red	Orange	N/A	Orange	Red	--
Homeless	N/A	--	--	N/A	--	--	--
Socioeconomically Disadvantaged	N/A	Orange	Orange	N/A	Orange	Orange	Yellow
Students with Disabilities	N/A	Red	Orange	N/A	Red	Red	--
Black or African American	N/A	--	--	N/A	--	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	Yellow	Orange	N/A	Orange	Orange	Yellow
White	N/A	--	--	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	--

Long-Term English Learner ELPI Performance: Green: On the 2025 California School Dashboard, the Long-Term English Learner (LTEL) student group at New Los Angeles Charter Middle School (NLACS) received a Green performance level on the English Learner Progress Indicator (ELPI). On the indicator, 52.5% of LTEL students made progress toward English language proficiency or maintained the highest level of proficiency as measured on the ELPAC summative assessment. This represents a 2.5 percentage point increase over the prior year's LTEL ELPI rate.

The Green performance level for LTEL on the ELPI is a meaningful affirmation of the school's investment in language acquisition supports for Long-Term English Learners. Because LTEL and At-Risk LTEL students together represent approximately 88% of the school's English Learner population, progress on the LTEL ELPI is a direct measure of the effectiveness of the school's broader English Learner programming. The 2.5 percentage point year-over-year improvement, achieved during a year in which the designated ELD instructional role was held by a long-term substitute, indicates that the underlying instructional model, including the dedicated ELD Interventionist, integrated ELD strategies, and coordination with resource teachers for dually identified EL/SWD students, is producing measurable language proficiency growth for the school's plateau-prone LTEL population.

Sustaining and extending this growth is a central priority of the 2026-27 LCAP. The actions described in the Supporting Long-Term English Learners and Supporting English Learners language acquisition actions, including the planned ELD curriculum study, the 7th grade designated ELD class split, the integration of math instruction into designated ELD time, the increased volume of reading and writing practice in designated and integrated ELD, and the earlier sequencing of integrated ELD and SWD professional development, are designed to build on the Green LTEL ELPI result and to address the areas where LTEL performance remains below standard, including the Red performance level on the 2025 Mathematics Academic Indicator and the Red performance level on the 2025 Chronic Absenteeism Indicator.

2026-27 Comprehensive Needs Assessment

New Los Angeles Charter Middle School (NLACS) serves students in grades 6 through 8 and has conducted a comprehensive needs assessment in English Language Arts (ELA), Mathematics, English Learner Progress Indicator, Science, Suspension Rate, and Chronic Absenteeism Indicator due to the school's decline in performance, that will inform the development of the 2026-27 Local Control and Accountability Plan (LCAP). The following narrative synthesizes quantitative and qualitative performance data from the 2024 and 2025 California School Dashboards, local assessments, multiple types of data and input gathered from leadership, instructional staff, families, and students. In addition, the findings from the needs assessment guides the strategic use of multiple funding sources, including Title I-IV, Learning Recovery Emergency Block Grant (LREBG), Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, and Expanded Learning Opportunities Program (ELOP), while also measuring program effectiveness to improve student outcomes.

ELA Academic Indicator (2025 Dashboard)

This analysis synthesizes quantitative performance data from the 2024 and 2025 California School Dashboards, multi-year CAASPP results, ELPAC outcomes, and 2025-26 i-Ready trimester diagnostics with qualitative input gathered from leadership, instructional staff, families, and students. The analysis identifies persistent literacy gaps among specific student groups; surfaces resource inequities and root causes contributing to those gaps and outlines an evidence-based plan of action for the 2026-27 school year.

2023-24 ELA CAASPP	
	DFS
All Students	-17
EL	-60.8
LTEL	-105.7
SED	-18.3
SWD	-104.3
Hispanic	-17.5

ELA performance at NLACS remains a central focus because reading comprehension and academic writing proficiency function as gateway skills across every content area. The data examined for this assessment indicate that while broad i-Ready growth signals exist, those gains have not yet translated to commensurate gains on summative state assessments, and several student groups continue to perform at levels that warrant intensive, coordinated intervention.

Identified Gaps: California School Dashboard ELA Indicator: A two-year comparison of the California School Dashboard ELA indicator (measured in Distance from Standard, or DFS) reveals a mixed performance picture across student groups. Two groups improved year over year, two groups declined into a lower performance band, and one group remained in the lowest performance band with continued decline.

2024-25 ELA CAASPP	
	DFS
All Students	-24.1
EL	-56.6
LTEL	-92.7
SED	-28
SWD	-107.4
Hispanic	-26.5

2024 Dashboard ELA Performance: On the 2024 Dashboard, Long-Term English Learners (LTELs) performed at -105.7 DFS (Red), Students with Disabilities (SWD) at -104.3 DFS (Red), English Learners (EL) at -60.8 DFS (Yellow), Socioeconomically Disadvantaged (SED) students at -18.3 DFS (Yellow), and Hispanic students at -17.5 DFS (Yellow).

2025 Dashboard ELA Performance: On the 2025 Dashboard, LTELs moved to -92.7 DFS (Orange), SWD declined slightly to -107.4 DFS (Red), EL improved to -56.6 DFS (Yellow), SED declined to -28 DFS (Orange), and Hispanic students declined to -26.5 DFS (Orange).

Year-Over-Year Movement: LTELs demonstrated the most notable improvement, gaining 13 points and shifting one performance band from Red to Orange. EL students improved by 4.2 points but remained in the Yellow band. SWD students experienced a 3.1 point decline and remained in the Red band, signaling

the most critical and persistent area of need. SED and Hispanic student groups, both previously in the Yellow band, declined by 9.7 and 9 points respectively and moved into the Orange band, indicating that gaps which had been narrower are now widening for these groups as well.

Data Analyzed: The ELA needs assessment is grounded in both quantitative and qualitative data drawn from multiple sources collected across the 2024-25 and 2025-26 school years. Quantitative sources include 2024 and 2025 CAASPP ELA results, 2024 and 2025 ELPAC outcomes, and 2025-26 i-Ready ELA trimester assessments disaggregated by grade level. Qualitative sources include classroom observations conducted by the leadership team, student work samples, and classroom-level formative and summative assessments. Reviewing these sources in combination allows the school to triangulate state assessment outcomes against in-year progress monitoring and direct evidence of student learning.

Educational Partners Engaged in the Analysis: NLACS engaged educational partners across every stakeholder group in analyzing ELA performance data and shaping the priorities reflected in this needs assessment. The leadership team conducted the foundational analysis and led structured data conversations with the full instructional staff during professional development and staff meetings. Family engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Student voice was incorporated through the Student Advisory Committee, student town halls, and advisory class discussions. The combined input from these partners informed the identification of priority student groups, the framing of resource inequities, and the design of the 2026-27 plan of action.

Identified Strengths and Demonstrated Growth: Despite persistent gaps on summative state assessments, the 2025-26 i-Ready Fall to Spring growth data show meaningful within-year progress across each of the priority student groups in ELA. The percentage of students improving their i-Ready placement and the percentage meeting their annual typical growth goals indicate that core instruction and intervention are producing measurable movement, even where that movement is not yet sufficient to close the broader achievement gap.

2025-26 i-Ready ELA Fall to Spring Growth by Student Group

- English Learners: 56% improved their placement and 60% met their annual typical growth goal.
- Students with Disabilities: 54% improved their placement and 55% met their annual typical growth goal.
- Socioeconomically Disadvantaged students: 45% improved their placement and 49% met their annual typical growth goal.
- Hispanic students: 46% improved their placement and 52% met their annual typical growth goal.

These growth indicators provide an important counterpoint to summative results. They suggest that the instructional approaches in place are producing developmental progress for a majority of EL students and SWD, even as the absolute distance to grade level remains substantial. Sustaining and scaling the practices that produced this growth is a central consideration in the 2026-27 plan of action.

Greatest Areas of Need and Affected Student Groups: The data point to reading comprehension as the most pressing instructional need at NLACS, with the most acute gaps concentrated among Students with Disabilities, Long-Term English Learners, and English Learners. These three student groups are also the groups most affected by the cross-content impact of literacy gaps.

- **Students with Disabilities: Most Critical Need:** SWD students represent the most critical area of need in ELA. This student group has performed in the Red band on the Dashboard ELA indicator in consecutive years, with the 2025 Dashboard showing a 3.1 point decline to -107.4 DFS. On the final 2025-26 i-Ready ELA assessment, 77% of SWD students placed three or more grade levels below standard, compared with 24% of students not identified as SWD. The size of this within-school gap, combined with the worsening Dashboard trajectory, makes SWD performance the highest-leverage focus area for 2026-27.

- **Long-Term English Learners:** LTEL students improved from Red to Orange on the 2025 Dashboard ELA indicator, reaching -92.7 DFS. This movement is encouraging, but the absolute performance level remains far below standard, and the underlying reading comprehension and writing deficits continue to limit access to grade-level content across every subject area. Sustained, targeted literacy intervention is necessary to convert this band-level improvement into durable proficiency gains.
- **English Learners:** EL students stayed in the Yellow band on the 2025 Dashboard ELA indicator, improving by 4.2 points to -56.6 DFS. However, the English Learner Progress Indicator (ELPI) declined from Yellow at 48.4% to Orange at 45.6%, indicating slowed progress toward English language proficiency overall. On the final 2025-26 i-Ready ELA assessment, 62% of EL students placed three or more grade levels below standard, compared with 30% of non-EL students. Identified challenges include limited access to both academic and general English vocabulary, along with reading comprehension and writing deficits that compound across content areas.
- **Specific Reading Comprehension Needs:** Across all three priority groups, reading comprehension is the greatest instructional need. Comprehension deficits create barriers to accessing grade-level content in every subject, disproportionately affect ELs, LTELs, and SWDs who are reading significantly below grade level, and limit students' ability to demonstrate content knowledge on assessments. The cross-content impact is significant. Students struggle to access content in mathematics, science, and social studies, language and reading barriers prevent demonstration of conceptual understanding, and assessment results may not accurately reflect what students know because the language demands of those assessments exceed students' current reading proficiency.
- **Priority Focus Areas:** Based on the data, NLACS will prioritize three areas for 2026-27: targeted reading comprehension interventions for SWD as the most significant gap; specific literacy strategies for LTELs whose language development has plateaued; and enhanced designated and integrated ELD instruction to address the decline in ELPI performance. The data strongly indicate that literacy gaps are creating barriers across all content areas, which makes enhanced reading instruction and comprehension strategies essential components of any improvement plan.

Issues Identified During the 2025-26 School Year: The school identified several categories of issues during the 2025-26 school year that connect directly to the patterns visible in the performance data.

- **ELA Achievement Patterns:** Persistent underperformance in ELA continues across multiple student groups despite the within-year growth visible on i-Ready. The achievement gap for SWD is widening rather than narrowing, and performance for LTELs and ELs, while showing some movement, remains substantially below grade level.
- **Instructional Delivery:** Reading comprehension deficits are preventing students from accessing grade-level content across subject areas. Core instruction has not consistently been differentiated to address the needs of diverse learners, particularly SWD and EL students, and students who are reading significantly below grade level have limited access to grade-level content with appropriate scaffolds.
- **Assessment and Progress Monitoring:** A persistent gap exists between formative and summative assessment results. i-Ready growth is not translating to commensurate state assessment gains, and classroom formative and summative assessments often show mastery rates well above what i-Ready and CAASPP results indicate. Progress monitoring tools are implemented inconsistently across classrooms, and targeted interventions are not always aligned to the specific reading skill deficits that assessments identify.

Resource Allocation and Support: Designated and integrated ELD instruction has been implemented inconsistently across classrooms. Specialized support for Students with Disabilities in mainstream classrooms remains limited, and coordination between general education and specialized instructional staff has not been sufficient to ensure coherent instructional delivery.

- **Engagement and Access:** Engagement among struggling readers is low, particularly in content-area classes that require independent reading. Scaffolding to support reading comprehension across content areas has been insufficient, and the absence of consistent supports compounds the literacy barriers

students already face.

Identified Resource Inequities: New Los Angeles Charter School conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

1. NLACS identified resource inequities that are limiting the school's ability to close ELA achievement gaps for EL, LTEL, and SWD students.
2. **Instructional Materials and Curriculum:** Differentiated materials for EL, LTEL, and SWD students who are reading significantly below grade level are lacking. Access to high-quality reading intervention materials specifically designed to address comprehension deficits for diverse learners is limited, and specialized curriculum resources targeting the language acquisition needs of LTELs who have plateaued are insufficient.
3. **Teaching Quality and Support:** Specialized professional development focused on evidence-based reading comprehension strategies for multilingual learners and students with disabilities has been insufficient. Collaborative planning time for general education and specialized staff to coordinate instruction and interventions remains limited.
4. **Instructional Time and Attention:** Opportunities for small group instruction targeted to specific reading needs have not been efficiently structured, which restricts the school's ability to deliver intensive, skill-specific reading support.
5. **Student Support and Intervention:** Systematic identification and intervention processes for students showing early signs of reading difficulties have gaps. Coordination between ELD services, special education supports, and core instruction is limited, and progress monitoring of reading comprehension growth is inconsistently implemented across classrooms.
6. **School Leadership Capacity:** Instructional leadership expertise related to literacy instruction varies across the school. Coaching support for teachers implementing reading comprehension strategies in content-area classrooms is limited, and structures for data-based decision making focused on reading comprehension improvement are not yet sufficiently developed.

Root Cause Analysis: The root cause analysis identifies the underlying factors contributing to low ELA performance and to the persistence of achievement gaps for priority student groups. These factors span instructional, structural, capacity, student-level, and leadership domains.

- **Instructional Factors:** Teaching practices have not consistently prepared students for the rigor of standardized assessments, producing a misalignment between instruction and assessment. Evidence-based literacy practices are implemented inconsistently across classrooms and grade levels. Explicit instruction in the reading comprehension strategies needed for content-area success has been insufficient, and opportunities for students to engage with complex grade-level texts with appropriate scaffolding have been limited. There has also been overreliance on isolated skill-based interventions without adequate focus on building the content knowledge that supports comprehension.
- **Systemic and Structural Factors:** Scheduling constraints have limited the extended learning time available to students with the greatest needs. Coordination between general education, the ELD program, and special education services has been inadequate, which has reduced the coherence of supports students receive.
- **Teacher Capacity Factors:** Teacher preparation in specialized instructional strategies for multilingual learners and students with disabilities has been limited. Ongoing, job-embedded professional development focused on literacy across content areas has been insufficient. Staffing turnover affected continuity in specific grade levels, including a long-term substitute placement in one 6th grade Humanities classroom from January through June after the prior teacher moved into the assistant principal role. Collaborative planning time for teachers to analyze student work and adjust instruction has not been used efficiently.

- **Student-Related Factors:** Many students arrive at NLACS with accumulated learning gaps resulting from interrupted or inconsistent prior education. Academic language proficiency necessary for comprehending grade-level texts is limited for a significant portion of the student population, as is the background knowledge needed to access grade-level content. Repeated experiences of academic difficulty contribute to disengagement, and inconsistent attendance further limits instructional time and continuity.
- **Leadership and Support Factors:** Instructional leadership focused on literacy improvement has been inconsistent. Capacity to analyze and use data to drive instructional decisions remains uneven across the staff. Family engagement strategies specifically supporting literacy development at home have been insufficient, and the school has lacked a coherent multi-year improvement strategy with consistent monitoring and adjustment cycles.

Addressing these root causes will require a comprehensive, multi-faceted approach that targets both immediate instructional needs and longer-term systemic changes to support sustainable improvement for all students.

2026-27 Action Plan: Closing ELA Achievement Gaps - The 2026-27 plan of action centers on evidence-based interventions designed to address the priority student groups identified in this assessment, with particular emphasis on Students with Disabilities, Long-Term English Learners, and English Learners. The plan is organized around four interconnected strategies.

1. **Structured Literacy Framework:** NLACS will enter Year 2 of EB Academics curriculum implementation with a sharpened focus on reading comprehension and writing instruction. Year 2 implementation will deepen teacher fluency with the framework, increase the consistency of structured literacy practices across classrooms, and ensure that comprehension and writing instruction receive the instructional time and emphasis the data indicate they require.
2. **Targeted Small-Group Intervention:** Designated ELD and ELA Intervention courses will continue, with refinements to small group structures based on 2025-26 outcomes. Learning Lab instruction for SWD students will be tuned to move more of these students closer to grade-level performance on standardized assessments. IXL ELA implementation at 60 minutes or more per week is planned for 2026-27, pending budget approval, to provide additional adaptive practice aligned to each student's identified skill needs.
3. **Cross-Departmental Collaboration:** The schedule will continue to be tuned to support collaborative planning between general education, special education, and ELD teachers. The co-teaching model will continue in all classrooms where it is in place, with planning and instruction made more explicitly data driven so that co-teaching capacity directly addresses the literacy needs surfaced in this assessment.
4. **Academic Language Development:** Content-area teachers will be trained in language strategies that support comprehension and writing across subject areas. Consistent vocabulary routines will be implemented across subjects so that students encounter, practice, and apply academic language in coherent ways throughout the school day.

Math Academic Indicator (2025 CA School Dashboard)

This analysis integrates quantitative data from the 2024 and 2025 California School Dashboards, 2024 and 2025 CAASPP Math results, 2025-26 i-Ready math trimester diagnostics disaggregated by grade level, and the 2025 Interim Comprehensive Assessment (ICA) for math with qualitative input gathered from leadership, teachers, families, and students. The assessment identifies persistent and, in several cases, widening math achievement gaps among specific student groups, surfaces resource inequities and root causes contributing to those gaps, and outlines an evidence-based plan of action for the 2026-27 school year.

Math performance at NLACS warrants intensive focus in 2026-27 because Dashboard data show a year-over-year decline across every priority student group on the math academic indicator. The size of these declines, combined with the absolute distance from grade-level standard, signals that current instructional and intervention structures are not yet producing the math outcomes students need to be prepared for high school and beyond.

Identified Gaps: California School Dashboard Math Indicator: A two-year comparison of the California School Dashboard Math indicator, measured in Distance from Standard (DFS), shows declines for every priority student group and movement into a lower performance band for two of them. Math gaps are substantially larger in magnitude than ELA gaps for each corresponding student group, which underscores the urgency of the math focus area.

- **2024 Dashboard Math Performance:** On the 2024 Dashboard, Long-Term English Learners (LTELs) performed at -162 DFS (Red), Students with Disabilities (SWD) at -150.3 DFS (Orange), English Learners (EL) at -115.5 DFS (Orange), Socioeconomically Disadvantaged (SED) students at -82.8 DFS (Yellow), and Hispanic students at -78.8 DFS (Yellow).
- **2025 Dashboard Math Performance:** On the 2025 Dashboard, LTELs declined to -183.6 DFS (Red), SWD declined to -169.7 DFS (Orange), EL declined to -121.1 DFS (Red), SED declined to -88.6 DFS (Yellow), and Hispanic students declined to -85.5 DFS (Orange).

2023-24 Math CAASPP	
	DFS
All Students	-81.2
EL	-115.5
LTEL	-162
SED	-82.8
SWD	-150.3
Hispanic	-78.8

2024-25 Math CAASPP	
	DFS
All Students	-84.9
EL	-121.1
LTEL	-183.6
SED	-88.6
SWD	-169.7
Hispanic	-85.5

Year-Over-Year Movement: Every priority student group declined on the math indicator between 2024 and 2025. LTELs lost 21.6 points and remained in the Red band. SWD lost 19.4 points and remained in the Orange band. EL students lost 5.6 points and moved one performance band lower, from Orange to Red, representing the most consequential band-level change of the year. SED students lost 5.8 points and remained in the Yellow band. Hispanic students lost 6.7 points and moved from Yellow to Orange. The uniformity of these declines across student groups indicates that the underlying instructional and structural issues are schoolwide rather than confined to a single subgroup.

Data Analyzed: The math needs assessment draws on quantitative and qualitative data from multiple sources collected during the 2024-25 and 2025-26 school years. Quantitative sources include 2024 and 2025 CAASPP Math results, 2024 and 2025 ELPAC results for context on language proficiency among math learners, 2025-26 i-Ready math trimester assessments disaggregated by grade level, and the 2025 ICA math assessment. Qualitative sources include classroom observations conducted by the leadership team and student work, particularly student writing in math that reveals how students organize their mathematical reasoning. Reviewing these sources together allows the school to triangulate state assessment outcomes against in-year progress monitoring and to identify the specific instructional skills where students are breaking down.

Educational Partners Engaged in the Analysis: NLACS engaged educational partners across every stakeholder group in analyzing math performance data and shaping the priorities reflected in this needs assessment. The leadership team conducted the foundational analysis and led structured data conversations with the full instructional staff during professional development and staff meetings. Family engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Student voice was incorporated through the Student Advisory Committee, student town halls, and advisory class discussions. The combined input from these partners informed the identification of priority student groups, the framing of resource inequities, and the design of the 2026-27 Action Plan.

Identified Strengths and Demonstrated Growth: Although Dashboard math performance declined for every priority student group, the 2025-26 i-Ready math Fall to Spring growth data show within-year movement that warrants attention. A meaningful share of students in each priority group improved their i-Ready placement during the year, and a substantial share met their annual typical growth goal. These growth signals indicate that some elements of current instruction are producing measurable progress, even as the absolute distance to grade-level proficiency remains significant.

2025-26-Ready Math Fall to Spring Growth by Student Group

- English Learners: 55% improved their placement and 49% met their annual typical growth goal.
- Students with Disabilities: 42% improved their placement and 33% met their annual typical growth goal.

- Socioeconomically Disadvantaged students: 48% improved their placement and 45% met their annual typical growth goal.
- Hispanic students: 50% improved their placement and 47% met their annual typical growth goal.

The SWD growth figures, with 42% improving placement and only 33% meeting typical growth, are the lowest among priority groups and align with the Dashboard decline for this student group. The EL and Hispanic figures, where roughly half of students improved their placement, suggest that current instructional approaches are reaching a meaningful portion of these learners but are not yet producing the depth of gains needed to close the absolute proficiency gap. Identifying and scaling the practices generating the growth that does exist is a central consideration in the 2026-27 plan of action.

Greatest Areas of Need and Affected Student Groups: The data point to problem solving, data analysis and modeling, and mathematical concepts and procedures as the most pressing instructional needs at NLACS, with the most acute gaps concentrated among Students with Disabilities, Long-Term English Learners, English Learners, and Hispanic students. Foundational skills, particularly number sense and the ability to organize mathematical thinking, emerge across the data as the underlying barriers.

- **Students with Disabilities: Most Critical Need:** SWD students represent the most critical area of math need. This student group has performed in the Orange band on the Dashboard Math indicator in consecutive years, with the 2025 Dashboard showing a 19.4 point decline to -169.7 DFS. On the final 2025-26 i-Ready math assessment, 77% of SWD students placed three or more grade levels below standard, compared with 24% of students not identified as SWD. Qualitative evidence indicates that SWD students are largely unable to problem solve independently without scaffolds or teacher support, which means that when those scaffolds are removed in summative assessment contexts, performance drops sharply.
- **Long-Term English Learners:** LTEL students remained in the Red band on the 2025 Dashboard Math indicator, declining 21.6 points to -183.6 DFS. This is the largest year-over-year decline among priority groups and the lowest absolute performance level in the school. The persistence of LTEL underperformance in math, combined with the magnitude of the decline, indicates that current designated ELD and core math instruction are not adequately addressing the language demands of mathematical reasoning for students who have plateaued in their English language development.
- **English Learners:** EL students experienced the most consequential band-level change in math, moving from Orange in 2024 to Red in 2025, with a 5.6 point decline to -121.1 DFS. On the final 2025-26 i-Ready math assessment, 64% of EL students placed three or more grade levels below standard, compared with 27% of non-EL students. The English Learner Progress Indicator declined from Yellow at 48.4% to Orange at 45.6%, which is relevant context because the language barriers limiting English acquisition also limit students' ability to access the language-heavy components of math instruction and assessment, including word problems, modeling tasks, and written explanations of reasoning.
- **Hispanic Students:** Hispanic students declined from Yellow to Orange on the 2025 Dashboard Math indicator, losing 6.7 points to reach -85.5 DFS. On the final 2025-26 i-Ready math assessment, 34% of Hispanic students placed three or more grade levels below standard, compared with 30% of non-Hispanic students. While the within-school gap is narrower than for SWD and EL, the year-over-year decline and the move to a lower performance band place Hispanic students on a trajectory that warrants targeted attention in the 2026-27 plan.
- **Specific Math Instructional Needs:** The greatest instructional need across student groups is in problem solving, data analysis and modeling, and concepts and procedures. Qualitative review of student work and classroom observation indicates several converging weaknesses. Students lack strong number sense and therefore struggle with multi-step problems where intermediate operations must be selected and executed reliably. Students struggle to identify the correct operations needed to solve a problem when they read it independently, which compounds the reading comprehension gaps identified in the ELA needs assessment. Students struggle to organize their mathematical thinking without teacher-provided scaffolds, which limits their ability to demonstrate reasoning on summative assessments where scaffolds are not available.
- **Cross-Content Impact of Literacy Gaps:** Math performance at NLACS is meaningfully shaped by the schoolwide literacy gaps identified in the ELA needs assessment. Students who read significantly below grade level cannot reliably access word problems, modeling prompts, or written task directions on math assessments. Language barriers prevent demonstration of conceptual understanding, and assessment results may underrepresent what students

actually know mathematically because the reading demand of the assessment exceeds students' current reading proficiency. This cross-content impact is particularly pronounced for ELs, LTELs, and SWD.

Priority Focus Areas: Based on the data, NLACS will prioritize three areas for 2026-27 math: targeted math interventions focused on number sense and mastery of basic operations for SWD and EL students as the most significant gaps; specific strategies for LTELs whose language development plateau is suppressing both reading and math performance; and enhanced designated ELD instruction that integrates mathematical language and reasoning to address the decline in ELPI performance and its downstream effects on math.

Issues Identified During the 2025-26 School Year: The school identified several categories of issues during the 2025-26 school year that connect directly to the patterns visible in the performance data.

- **Math Achievement Patterns:** Persistent underperformance in math continues across multiple student groups despite within-year growth visible on i-Ready. The achievement gap is widening rather than narrowing for SWD, LTEL, EL, and Hispanic students. The fact that every priority group declined on the 2025 Dashboard, with two groups moving into lower performance bands, indicates a schoolwide issue rather than a problem isolated to a single student group.
- **Instructional Delivery:** Students need more targeted support with organizing their mathematical thinking and significantly more practice time with number sense and basic operations. Current core instruction has not produced sufficient automaticity with foundational skills, which means that when students encounter multi-step problems they lack the underlying fluency required to allocate attention to the conceptual and procedural demands of the task.
- **Assessment and Progress Monitoring:** A persistent gap exists between formative and summative assessment results. i-Ready math growth is not translating to commensurate gains on state assessments, and classroom formative and summative assessments often show mastery rates well above what i-Ready and CAASPP results indicate. Progress monitoring tools are implemented inconsistently across classrooms, and targeted interventions are not always aligned to the specific math skill deficits that assessments identify.

- **Resource Allocation and Support:** Designated and integrated ELD instruction has been implemented inconsistently, which limits the school's ability to address the language components of math performance for EL and LTEL students. Specialized support for Students with Disabilities in mainstream math classrooms remains limited, and coordination between general education math teachers and specialized instructional staff has not been sufficient to ensure coherent instructional delivery across the school day.
- **Engagement and Access:** Engagement among struggling math students is low, particularly when instructional tasks require independent reading of word problems or extended mathematical writing. Scaffolding to support both reading comprehension and the organization of mathematical thinking has been insufficient, and the absence of consistent supports compounds the barriers students already face.

Identified Resource Inequities: New Los Angeles Charter School conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified resource inequities that are limiting the school's ability to close math achievement gaps for EL, LTEL, SWD, and Hispanic students.

- **Instructional Materials and Curriculum:** Differentiated math materials for EL, LTEL, and SWD students who are performing significantly below grade level are limited. Access to high-quality math intervention materials specifically designed to build number sense and operational fluency for diverse learners is insufficient. Specialized curriculum resources targeting the math language acquisition needs of LTELs who have plateaued are not adequate to the scale of the need.

- **Teaching Quality and Support:** Specialized professional development focused on evidence-based math instruction for multilingual learners and students with disabilities has been insufficient. Collaborative planning time for general education math teachers, ELD teachers, and special education staff to coordinate Instruction and intervention remains limited, which restricts the school's ability to deliver coherent supports.
- **Instructional Time and Attention:** Opportunities for small group instruction targeted to specific math skill needs have not been efficiently structured during general education math classes. Extended learning time for students with the greatest math needs has been constrained by scheduling, which limits the dosage of intervention students receive.
- **Student Support and Intervention:** Systematic identification and intervention processes for students showing early signs of math difficulties have gaps. Coordination between ELD services, special education supports, and core math instruction is limited, and progress monitoring of math skill growth is inconsistently implemented across classrooms.
- **School Leadership Capacity:** Instructional leadership expertise related to math instruction varies across the school. Coaching support for teachers implementing math reasoning and discourse strategies has been limited, and structures for data-based decision making focused on math improvement are not yet sufficiently developed.

Root Cause Analysis: The root cause analysis identifies the underlying factors contributing to low math performance and to the schoolwide decline observed on the 2025 Dashboard. These factors span instructional, structural, capacity, student-level, and leadership domains.

- **Instructional Factors:** Teaching practices have not consistently prepared students for the rigor of standardized math assessments, producing a misalignment between instruction and assessment. Time spent on foundational skill development, particularly number sense, has been limited relative to the depth of student need. Opportunities for students to practice mathematical reasoning without the scaffolds that will not be available on state assessments have been insufficient, which means students have not developed the independence required for summative success. Vertical alignment of math instruction across grade levels has been inconsistent, allowing skill gaps to compound from 6th through 8th grade.
- **Systemic and Structural Factors:** Scheduling constraints have limited the extended learning time available to students with the greatest math needs. Coordination between general education, the ELD program, and special education services has been inadequate, which has reduced the coherence of math supports students receive across their schedule.
- **Teacher Capacity Factors:** Teacher preparation in specialized instructional strategies for multilingual learners and students with disabilities has been limited within math contexts. Ongoing, job-embedded professional development focused on math reasoning, discourse, and language has been insufficient. Staffing turnover affected continuity in math instruction, including a new 8th grade math teacher in their first year of teaching and a long-term substitute in the math interventionist role. Collaborative planning time for math teachers to analyze student work and adjust instruction has not been used efficiently.
- **Student-Related Factors:** Many students arrive at NLACS with accumulated math learning gaps resulting from interrupted or inconsistent prior education. Academic language proficiency necessary for accessing math word problems and modeling tasks is limited for a significant portion of the student population, as is the background knowledge needed to access grade-level math content. Repeated experiences of academic difficulty contribute to disengagement in math, and inconsistent attendance further limits instructional time and continuity.
- **Leadership and Support Factors:** Instructional leadership focused on math improvement has been inconsistent. Capacity to analyze and use math data to drive instructional decisions remains uneven across the staff. Family engagement strategies specifically supporting math development at home have been insufficient, and the school has lacked a coherent multi-year math improvement strategy with consistent monitoring and adjustment cycles.

Addressing these root causes will require a comprehensive, multi-faceted approach that targets immediate instructional needs, including foundational math skills and reasoning supports, alongside longer-term systemic changes to support sustainable improvement for all students.

2026-27 Action Plan: Closing Math Achievement Gaps: The 2026-27 plan of action centers on evidence-based interventions designed to address the priority student groups identified in this assessment, with particular emphasis on Students with Disabilities, Long-Term English Learners, English Learners, and Hispanic students. The plan is organized around four interconnected strategies.

- **Foundational Skills and Mathematical Reasoning:** Core math instruction in 2026-27 will place sustained emphasis on foundational skills, particularly number sense, and on explicit instruction in how to organize mathematical thinking. This shift addresses the root cause that students cannot reliably solve multi-step problems because they lack automaticity with underlying operations and have not been taught structured approaches to organizing their reasoning. Instructional minutes will be allocated to number sense development at every grade level, and teachers will be supported in implementing routines that make student thinking visible and structured.
- **Targeted Small-Group Intervention:** Targeted math intervention will be provided to ELD students during designated ELD class intermittently throughout the year, ensuring that language and math support are coordinated rather than competing for instructional time. Learning Lab instruction for SWD students will be tuned to move more of these students closer to grade-level performance on standardized assessments. IXL Math implementation will increase to 60 minutes or more per week for all students, providing adaptive practice aligned to each student's identified skill needs.
- **Cross-Departmental Collaboration:** The schedule will continue to be tuned to support collaborative planning between general education, special education, and ELD teachers. The co-teaching model will continue in all classrooms where it is in place, with planning and instruction made more explicitly data driven so that co-teaching capacity directly addresses the math needs surfaced in this assessment.
- **Department Alignment and Curriculum Review:** General education math classes will incorporate more small group instruction to provide differentiated support within the core block. Consistent data-driven math practice routines will be implemented across grade levels to strengthen vertical alignment and reduce the skill gaps that currently compound across 6th, 7th, and 8th grade. A curriculum review will be conducted during 2026-27 to identify whether a stronger foundational math curriculum should be adopted for 2027-28, with the goal of ensuring that core instructional materials match the depth of student need surfaced by this assessment.

English Learner Progress Indicator (2025 CA School Dashboard)

Progress on the English Learner Progress Indicator (ELPI) is critical at NLACS since the EL student group is heavily concentrated with Long-Term English Learner (LTEL) and At-Risk LTEL status levels, which means that the school's ELPI work is, in practice, primarily LTEL acceleration work.

ELPI (Dashboard)	EL	LTEL
2023 Dashboard	50.0%	N/A
2024 Dashboard	48.4%	50.0%
2025 Dashboard	45.6%	52.5%

English Learner Student Group: This school year, NLACS served 57 English Learners. Of these, 47 students were classified as LTEL and 3 students were classified as At-Risk LTEL, meaning that 50 of the 57 ELs (approximately 88%) had been classified as ELs for a sufficient period to be designated as LTEL or At-Risk LTEL. The remaining 7 ELs include students who arrived in the country relatively recently, whose English proficiency is generally lower than that of their native-born EL peers.

This composition has direct implications for ELPI improvement strategy. The student group most likely to make rapid measurable ELPI progress under typical conditions, namely newcomer and recent-arrival ELs, represents a small share of the EL population at NLACS. The majority of the EL population consists of students whose language acquisition has plateaued and who require accelerated literacy intervention, explicit academic writing instruction, and identity-

affirming approaches to rebuild academic confidence. ELPI improvement at NLACS, therefore, depends on the school's ability to move LTEL students who have been stuck in extended language development.

Identified Gaps: Three measures provide the quantitative picture of English Learner progress at NLACS: the California School Dashboard ELPI, ELPAC overall proficiency rates, and the annual reclassification rate. Across all three measures, the most recent year shows decline or stagnation, with the Dashboard ELPI moving from Yellow to Orange.

1. **California School Dashboard ELPI:** On the 2024 Dashboard, the ELPI was Yellow at 48.4% for EL students; and Orange for LTEL 50%, making progress toward English language proficiency. On the 2025 Dashboard, the ELPI declined to Orange at 45.6% for EL students making progress, a year-over-year decline of 2.8 percentage points and a one-band downward shift; and 52.5% for LTEL resulting in Green performance level. The 2025 Dashboard also reports the indicator disaggregated by EL and LTEL status: 45.6% of EL students made progress, and 52.5% of LTEL students made progress.
2. **ELPAC Overall Proficiency"** ELPAC overall proficiency declined from 20% proficient in 2023-24 to 17.5% proficient in 2024-25, a 2.5 percentage point decline. This trend is consistent with the Dashboard ELPI direction and reinforces the conclusion that the school's current ELD program is not producing the proficiency growth needed to move EL students toward reclassification on schedule.
3. **Reclassification Rate:** The reclassification rate moved from 17.28% in 2023-24 to 17% in 2024-25, essentially stable. The school reclassified 3 EL students before ELPAC administration began in February 2026, with 1 student in each grade level. Stable reclassification at approximately 17% per year, combined with the LTEL concentration described above, indicates that the school is reclassifying roughly the same modest share of its EL population each year without making meaningful additional progress for students who have been ELs for extended periods.

i-Ready Spring 2026 Performance for EL Students: As of the spring 2026 i-Ready reading diagnostic in April, 2% of EL students performed at early on-grade level or above, compared to 36% of their non-EL peers. In math, 2% of EL students performed at early on-grade level or above, compared to 17% of non-EL peers. The 34% gap in reading and 15 percentage point gap in math show that EL students at NLACS are significantly removed from grade-level proficiency on the measures most closely aligned with the academic demands of state assessments.

Data Analyzed: The ELPI needs assessment draws on quantitative and qualitative data from multiple sources collected during the 2024-25 and 2025-26 school years. Quantitative sources include 2024 and 2025 California School Dashboard ELPI results, 2023-24 and 2024-25 ELPAC proficiency outcomes, 2023-24 and 2024-25 reclassification rates, and 2025-26 i-Ready ELA and math diagnostics by grade level for the EL student group. Qualitative sources include 2025-26 student work samples from the designated ELD course and instructional observations conducted by the leadership team. Reviewing these sources in combination allows the school to triangulate state assessment outcomes against in-year progress monitoring and direct evidence of student language and literacy development.

Educational Partners Engaged in the Analysis: NLACS engaged educational partners across every stakeholder group in analyzing English Learner progress data and shaping the priorities reflected in this needs assessment. The leadership team conducted the foundational analysis and led structured data conversations with the full instructional staff during professional development and staff meetings. Family engagement on the ELPI focus area occurred through the English Learner Advisory Committee (ELAC), which is the primary structured venue for EL family input, and through Coffee with the Principal sessions. Student voice was incorporated through the Student Advisory Committee, student town halls, and advisory class discussions. The combined input from these partners informed the identification of priority needs, the framing of root causes, and the design of the 2026-27 Action Plan.

Identified Strengths and Demonstrated Growth: Despite the year-over-year declines on the Dashboard ELPI and ELPAC, the school made meaningful instructional improvements during the 2025-26 school year that establish a stronger foundation for 2026-27 ELPI work. Integrated ELD strategies were implemented more consistently across content areas in conjunction with Universal Design for Learning (UDL) practices, expanding the language supports available to EL students throughout the school day rather than confining them to the designated ELD block. UDL professional development was delivered

network-wide during three full-staff sessions on pupil-free days, which created shared schoolwide language and tools for supporting multilingual learners in core instruction. These instructional improvements are early-stage and have not yet produced measurable ELPI gains, but they represent capacity building that the 2026-27 Action Plan will leverage.

Greatest Areas of Need: The data point to distinct but related sets of needs for the school's EL and LTEL populations. Because LTEL and At-Risk LTEL students together represent approximately 88% of the EL population, the LTEL-specific needs carry particular weight in the 2026-27 Action Plan.

1. **Primary Needs for EL Students:** EL students at NLACS require academic language development focused on discipline-specific vocabulary and the language structures necessary for grade-level content comprehension. Reading comprehension strategies must be explicitly taught and scaffolded to bridge the gap between decoding skills and the comprehension of complex texts that students encounter across the curriculum. Both designated and integrated ELD instruction must be implemented consistently and connected meaningfully to core content areas. EL students need access to grade-level content with appropriate scaffolds rather than simplified curriculum that limits academic growth and reinforces below-grade-level placement.
2. **Primary Needs for LTEL Students:** LTEL students require accelerated literacy intervention targeting the specific comprehension barriers that have prevented progression toward academic language mastery. Explicit academic writing instruction is needed, with focus on text structures and language patterns that appear across content areas. Meta-cognitive strategy development is essential so that students build the self-monitoring and comprehension repair skills required to navigate complex texts independently. Identity-affirming instruction is needed to rebuild academic confidence and address the psychological impact of long-term language struggles, which is a meaningful contributor to disengagement among students who have been ELs since elementary school. Consistent progress monitoring with targeted feedback on language development is necessary to prevent the continued plateauing that has produced the current LTEL concentration.
3. **Shared Needs for Both Groups:** Both EL and LTEL students require high-quality core instruction that maintains rigorous content while providing strategic linguistic supports. Culturally responsive teaching practices that connect academic content to students' background knowledge and lived experiences are necessary for engagement and access. Cross-departmental collaboration must ensure coherence between ELD services and content area instruction so that students experience consistent language expectations and supports throughout the school day. Family engagement strategies should support home language development while building English literacy skills. Teacher capacity building in evidence-based practices for language acquisition and literacy development is required to deliver on all of the above.

Addressing these needs will require both targeted interventions for individual students and systemic changes to both the designated ELD instructional course and integrated ELD implementation across the school.

Issues Identified During the 2025-26 School Year: Several specific issues this school year connect directly to the patterns visible in the ELPI, ELPAC, and reclassification data.

- **Designated ELD Curriculum:** The current designated ELD curriculum requires review and likely replacement. The materials are out of date, and the prompts and tasks are not engaging for students or relevant to their lived experiences. The combination of dated content and limited engagement undermines the effectiveness of designated ELD instructional minutes, which is particularly consequential for a school where the EL population is concentrated at the LTEL level and where engagement is already a known concern.
- **Designated ELD Staffing:** The previous ELD teacher departed at the beginning of summer 2025, and NLACS was unable to hire an experienced replacement before the 2025-26 school year began. A long-term substitute has held the role since summer professional development, working as both a new teacher and as a teacher new to ELD instruction. She has built her skills throughout the year by working with ELA interventionists and through coaching from the principal. This year we saw an increase in the number of students meeting proficiency on the Summative ELPAC, compared to prior years.

- **Integrated ELD Professional Development Sequencing:** Integrated ELD professional development for the full staff was not implemented until later in the school year rather than during the fall as originally planned. Two integrated ELD sessions were ultimately delivered in the spring, which limited the number of months during which teachers could apply the strategies in their classrooms and shortened the window for instructional impact.
- **Schoolwide New Teacher Concentration:** NLACS onboarded six new general education teachers in 2025-26, including three new 7th grade teachers (one math and two Humanities), two 6th grade Humanities teachers (one of whom left in the fall and was replaced by another new teacher), and the long-term substitute serving as the ELD teacher. New teachers typically require time to develop the differentiation, scaffolding, and language strategy skills that integrated ELD demands. This concentration of new teachers in 2025-26, combined with the delayed integrated ELD professional development, limited the consistency with which EL students experienced strong integrated ELD supports across the school day.

Identified Resource Inequities: New Los Angeles Charter School conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

The Resource Inequities cell of the worksheet was not completed for the ELPI focus area; the inequities below are drawn from the ELA needs assessment, which examined the same EL and LTEL student population, and have been adapted to the specific demands of ELPI improvement. Final selection and prioritization should be confirmed by the leadership team.

- **Instructional Materials and Curriculum:** The current designated ELD curriculum is dated and does not engage students, as noted in the issues section above. Differentiated materials for EL and LTEL students reading significantly below grade level are limited, and specialized curriculum resources targeting the academic language acquisition needs of LTELs who have plateaued are insufficient.
- **Teaching Quality and Support:** Specialized professional development focused on evidence-based language acquisition and reading comprehension strategies for multilingual learners has been insufficient. Collaborative planning time for ELD, general education, and special education staff to coordinate language supports remains limited. The 2025-26 designated ELD staffing situation, with a new teacher serving as long-term substitute, illustrates the school's vulnerability to ELD-specific teaching quality inequities.
- **Instructional Time and Attention:** Opportunities for small group instruction within the designated ELD block have been limited by class size and structure. The 7th grade designated ELD class in particular has been larger than ideal for the small group instruction that LTEL acceleration requires.
- **Student Support and Intervention:** Coordination between ELD services, special education supports, and core instruction is limited. Progress monitoring of language development is inconsistently implemented across classrooms, which makes it difficult to detect plateauing in time to intervene before students cross the LTEL threshold.
- **School Leadership Capacity:** Instructional leadership expertise specific to ELD instruction is concentrated rather than distributed across the school. Coaching support for teachers implementing integrated ELD strategies in content areas has been limited, and structures for data-based decision making focused on language development are still maturing.

Root Cause Analysis: The root cause analysis for ELPI focuses on the underlying factors that explain why EL students at NLACS, particularly LTELs, are not making the language proficiency progress needed for timely reclassification and grade-level academic performance.

- **Inability to Demonstrate Proficiency on Standardized Assessments:** The school's EL students, including LTELs, demonstrate an inability to perform at or near grade level on the standardized assessments used in California's accountability and reclassification systems, specifically CAASPP and the i-Ready diagnostic. Many EL students enter 6th grade still scoring at levels 1 or 2 on the ELPAC and at level 1 on CAASPP ELA and math. Throughout the school year, these students often grow and move through their i-Ready learning pathway efficiently, but that pathway progress does not translate to commensurate gains on the diagnostic itself. Most LTEL students at NLACS perform at level 1 on CAASPP ELA and math and at best score level 3 on the

ELPAC. This pattern points to a deeper alignment issue between the practice students receive and the format and rigor of the assessments used to determine reclassification eligibility.

- **LTEL Concentration and Plateau Effects:** Because approximately 88% of EL students at NLACS are at LTEL or At-Risk LTEL status, the school's ELPI work is necessarily LTEL acceleration work. The instructional approaches that produce rapid ELPI growth for newcomer ELs are not sufficient for students who have plateaued in language development over multiple years and who require accelerated literacy intervention, explicit writing instruction, and identity-affirming approaches.
- **Limited English Proficiency Among Newer EL Students:** The small number of EL students who arrived in the country only a few years ago bring English proficiency that is meaningfully lower than that of their native-born EL peers. Their needs as developing ELs differ substantively from the needs of the LTEL majority, and the school's designated ELD program has not yet been structured to serve both populations differentially within the existing block.
- **Instructional Coherence Across the Day:** The combination of the delayed integrated ELD professional development rollout, the new ELD teacher in the designated block, and the concentration of new general education teachers means that EL students did not consistently experience strong integrated and designated ELD across the 2025-26 school day. Coherence across content area classrooms and the designated ELD block is foundational to ELPI progress.

2026-27 Action Plan - Accelerating English Learner Progress: This action plan centers on evidence-based interventions designed to address the school's specific EL and LTEL population, with priority on increasing the percentage of EL students making progress on the ELPI, accelerating LTEL movement out of plateau, and improving the alignment between designated ELD instruction and the assessments used to determine reclassification eligibility.

1. **Restructured 7th Grade Designated ELD:** In the 2026-27 school year, the 7th grade designated ELD class will be split into two separate groups to enable more small group instruction within the block. This change directly addresses the instructional time and attention inequity identified above and creates the structural conditions necessary for the differentiated instruction that LTEL acceleration requires.
2. **Adaptive Practice and Skill Targeting:** IXL ELA implementation will be incorporated into the designated ELD class, pending purchase approval, to provide adaptive practice aligned to each student's identified language and literacy needs. This addition is intended to address the misalignment between current designated ELD activities and the format and rigor of CAASPP and i-Ready by giving students targeted practice with the skills measured on those assessments.
3. **Sustained Instructional Professional Development:** More instructional-centered professional development will be delivered to teachers throughout the school year, with deliberate sequencing that places integrated ELD content in the fall rather than the spring. This addresses the integrated ELD sequencing issue identified above and provides ongoing development for the cohort of new teachers who joined in 2025-26.
4. **Reading and Writing Practice Across Designated and Integrated ELD:** Both designated and integrated ELD classes will increase the volume and rigor of reading and writing practice. This addresses the gap between the practice students receive and the demands of the assessments used to determine reclassification eligibility, and it directly serves the explicit academic writing instruction need identified for LTEL students.

Suspension Rate Indicator (2025 CA School Dashboard)

This analysis integrates 2024 and 2025 California School Dashboard suspension rate data, suspension counts and incident type information, partnership data from Prevention Solutions and YVape, and qualitative input from staff, families, students, and community partners. The assessment identifies the structural and instructional factors associated with the 2024-25 suspension rate increase, examines the early evidence that 2025-26 interventions are reducing suspensions, and outlines an evidence-based plan of action for the 2026-27 school year.

The suspension rate at NLACS warrants candid framing in the LCAP. Between the 2024 and 2025 Dashboards, the school moved from Green to Orange, a two-band downward shift that skipped the Yellow band entirely. At the same time, current-year 2025-26 data through April 2026 indicate substantial improvement in the school's discipline work, which should be reflected on the 2026 Dashboard if the trend holds.

2023-24: Suspension		
	Total #	Rate
All Students	7	2.1%
EL	1	1.4%
LTEL	1	2.3%
SED	5	1.7%
SWD	4	6.0%
Hispanic	2	0.7%

Identified Gaps: California School Dashboard Suspension Rate: A two-year comparison of the California School Dashboard suspension rate shows a substantial increase across all student groups, with the schoolwide rate more than doubling and LTEL and EL student groups experiencing the largest increases.

2024 Dashboard Suspension Rate (Green): On the 2024 Dashboard, the schoolwide suspension rate was 2.1%. Disaggregated rates were 2.3% for LTELs, 1.4% for ELs, 6% for SWD, 1.7% for SED students, and 0.7% for Hispanic students. At this baseline, SWD was the only student group meaningfully above the schoolwide rate, and the school's overall performance on the indicator was strong.

2024-25: Suspension		
	Total #	Rate
All Students	17	5.2%
EL	6	9.7%
LTEL	5	11.9%
SED	17	6.3%
SWD	6	8.2%
Hispanic	15	5.3%

2025 Dashboard Suspension Rate (Orange): On the 2025 Dashboard, the schoolwide suspension rate increased to 5.2%, an increase of 3.1 percentage points and a two-band downward shift. Disaggregated rates increased across all reported student groups: LTELs rose to 11.9% (a 9.6 percentage point increase), ELs rose to 9.7% (an 8.3 percentage point increase), SWD rose to 8.2% (a 2.2 percentage point increase), SED students rose to 6.3% (a 4.6 percentage point increase), and Hispanic students rose to 5.3% (a 4.6 percentage point increase).

Year-Over-Year Disproportionality Patterns: The disproportionality pattern shifted meaningfully between years. In 2024, SWD was the only student group with a suspension rate above the schoolwide level. In 2025, LTELs reached 11.9%, which is approximately 2.3 times the schoolwide rate of 5.2%, and ELs reached 9.7%, which is approximately 1.9 times the schoolwide rate. SWD's absolute rate increased to 8.2%, but its rate relative to the schoolwide level narrowed slightly. These shifts indicate that the 2024-25 suspension increase fell most heavily on multilingual learners.

Current-Year Trajectory: 2025-26 In-Year Suspension Data: Suspension data through April 2026 indicate a substantial reduction in suspensions during the 2025-26 school year. As of April 2026, 7 students have been suspended at NLACS, compared with 17 students during the full 2024-25 school year. If the current trend holds through the close of the 2025-26 school year, this represents a meaningful reduction in the suspension count that should appear on the 2026 Dashboard.

Among the 7 students suspended to date in 2025-26, 5 are male and 3 of the suspended students are males with Individualized Education Programs (IEPs). Two of the 7 suspended students are English Learners. One of the 7 students no longer attends NLACS, which means the school's continuing student suspension count is effectively 6. These counts are early indicators rather than final data, and the leadership team should refresh the data at year-end before making projections, but the directional signal is strongly positive.

Data Analyzed: The suspension rate needs assessment draws on suspension report sheets maintained by the school's discipline and operations teams across the 2024-25 and 2025-26 school years. These records capture incident date, incident type, student demographics, length of suspension, restorative actions, and re-entry plan details. The 2024 and 2025 California School Dashboard suspension rate results provide the summative measure of performance. Annual Panorama Education survey results, completed by students and caregivers, provide qualitative input on school belonging and restorative practices. Partnership data from Prevention Solutions and YVape capture the engagement of students in restorative one-on-one sessions following specific incident types.

Educational Partners Engaged in the Analysis: NLACS engaged a broad set of educational partners and community partners in analyzing suspension data and shaping the priorities reflected in this needs assessment. Teachers analyzed suspension data and developed action steps during monthly professional development with PBIS lead teachers and the Director of Diversity, Equity, Inclusion, and Justice (DEIJ). Additional analysis and action planning occurred

during monthly DEIJ Committee meetings led by the Director of DEIJ. Caregivers participated in restorative meetings as part of student re-entry plans, completed the annual Panorama Education survey regarding school belonging and restorative practices, and engaged through the Parent Advisory Committee (PAC). Students engaged through the Student Advisory Committee, town halls, and advisory class discussions. Community partners played a structured role: Prevention Solutions delivered annual student presentation week on drug, alcohol, and nicotine prevention and met with students one-on-one as part of restorative actions, and YVape provided online one-on-one mentor sessions for students suspended for vaping. The combined input from these partners informed the identification of priority student groups, the framing of root causes, and the design of the 2026-27 plan of action.

Identified Strengths and Demonstrated Growth: Two strengths are evident from 2025-26 implementation that support the 2026-27 plan of action.

- **2025-26 Suspension Reduction:** As described in the current-year trajectory section, suspensions through April 2026 stand at 7 students compared with 17 in 2024-25. This represents an in-year reduction of approximately 59% relative to the full prior year, with weeks of the 2025-26 school year still remaining. While final year-end data will provide the definitive measure, the directional signal indicates that the school's discipline and behavior support work during 2025-26 is producing measurable results.
- **Stronger PBIS Implementation and More Equitable Referral Distribution:** PBIS implementation is stronger in 2025-26 than in prior years. The strongest piece of evidence is that referral data is more equitably distributed across student groups, including by race and ethnicity and by gender, than in prior years. More equitable referral distribution is a meaningful early indicator that the tier 1 behavioral expectations are being applied more consistently across classrooms and that the school's discipline practices are functioning more equitably at the front end of the discipline pipeline, before incidents escalate to suspension.
- **Functioning Partnership Structure:** Partnerships with Prevention Solutions and YVape are providing structured restorative supports following specific types of incidents, particularly those related to drug, alcohol, nicotine, and vape use. The presence of these partnerships strengthens the school's ability to convert incidents into learning experiences for students and to address root causes rather than only consequences.

Greatest Areas of Need and Affected Student Groups: The data point to two converging needs: targeted support for the student groups most affected by the 2024-25 suspension rate increase, and instructional and behavioral supports that address the specific incident types driving suspensions.

- **Priority Student Groups:** English Learners, Long-Term English Learners, and Students with Disabilities were the student groups most impacted by the 2024-25 suspension rate increase. LTELs at 11.9% and ELs at 9.7% performed at suspension rates substantially above the schoolwide rate of 5.2% on the 2025 Dashboard. SWD at 8.2% also performed above the schoolwide rate. These are the same three priority student groups identified across the ELA, math, and science needs assessments and the ELPI needs assessment. The persistence of this priority group pattern across academic and non-academic indicators reinforces the conclusion that these student groups require coordinated, schoolwide support that integrates academic, language, and behavioral interventions.
- **Incident Types Driving Suspensions:** Most suspension incidents involve one or more of the following: vape use or possession, repeated hate speech, repeated harassment of classmates, or repeated unsafe behavior in various spaces on campus. The combination of these incident types of points to a need for both prevention-focused programming (particularly for vape use) and consistent classroom and schoolwide behavioral expectations (particularly for hate speech, harassment, and unsafe behavior).
- **Students with Multiple Suspensions and Multiple Referrals:** Most students with multiple suspensions, or multiple referrals leading to suspension, fall into one of two profiles: males in each grade level who have IEPs (some with behavior plans included in those IEPs), or English Learners who exhibit consistent defiant behavior. These two profiles suggest distinct needs. For students with IEPs, the behavior plans embedded in those IEPs are not consistently producing the behavioral outcomes they are intended to produce. For ELs exhibiting consistent defiant behavior, the underlying drivers are likely a combination of academic frustration tied to the literacy and language gaps documented in the ELA, math, and ELPI needs assessments, and a need for

stronger relationship and engagement structures.

Issues Identified During the 2025-26 School Year: Three categories of issues, all linked to specific incident types, were identified during the analysis.

- **Hate Speech:** Repeated hate speech incidents were a contributing factor to suspensions during 2024-25 and remain a concern in 2025-26. Hate speech requires a coordinated response that combines clear behavioral expectations, restorative practices that involve affected students, and curricular and advisory work that builds student understanding of belonging, identity, and community standards.
- **Repeated Disruption and Unsafe Behavior:** Repeated classroom disruption and unsafe behavior in various spaces on campus contributed to suspensions, particularly among students with multiple referrals. Inconsistent tier 1 implementation across classrooms, especially among new teachers, is a contributing factor (see Root Cause Analysis below).
- **Vape Possession and Use:** Vape possession and use is a significant incident type driving suspension. The YVape partnership provides a structured restorative intervention for students suspended for vape-related incidents, but the prevalence of vape incidents indicates a continuing need for prevention programming and family communication about vape use among middle school students.

Identified Resource Inequities: The Resource Inequities cell of the worksheet was not completed for the suspension rate focus area. The inequities below are framed in terms of discipline and behavioral support equity and are drawn from the patterns visible in the suspension data and the staffing and instructional issues identified elsewhere in the needs assessment package. Final selection and prioritization should be confirmed by the leadership team and the DEIJ Committee.

- **Teaching Quality and Support:** Coaching support for teachers in classroom management and tier 1 PBIS implementation has been concentrated in a limited number of staff rather than systematically distributed across all general education teachers. The 2025-26 cohort of new teachers, described in the ELA and ELPI needs assessments, increased the need for classroom management coaching beyond the school's existing capacity.
- **Student Support and Intervention:** The behavior plans included in IEPs for some students with multiple suspensions are not consistently producing the behavioral outcomes intended. Coordination between special education teams writing behavior plans, general education teachers implementing them, and the school's restorative practices framework requires strengthening.
- **Family Engagement:** Caregiver communication structures, including the current platform, have limited the school's ability to engage families proactively in attendance, behavior, and academic conversations before incidents escalate. The plan of action includes a platform change to address this inequity.
- **Schoolwide Belonging and Identity Supports:** Curricular and advisory supports for student belonging, identity, and community standards, particularly in response to the hate speech and harassment incidents identified, would benefit from additional resourcing through the DEIJ Committee's work.

Root Cause Analysis: The root cause analysis identifies the underlying factors contributing to the 2024-25 suspension rate increase and to the patterns of student groups and incident types most affected.

- **Ineffective Behavior Plans in IEPs:** Behavior plans included in the IEPs of some students with multiple suspensions are not effectively producing the behavioral outcomes they are designed to produce. This may reflect issues with the design of the plans themselves, the consistency of their implementation across general education classrooms, the coordination between special education and general education staff in monitoring and adjusting them, or a combination of these factors. For the students who have IEPs with behavior plans and who continue to accumulate suspensions, a review of the behavior plans is warranted.

- **Inconsistent Tier 1 PBIS Implementation:** Tier 1 PBIS implementation is inconsistent across classrooms. Inconsistency is concentrated in classrooms with new teachers, of whom NLACS onboarded six in 2025-26 alone. Without consistent tier 1 behavioral expectations across all classrooms, students experience varying behavioral standards throughout the school day, which undermines the schoolwide PBIS framework and produces conditions under which incidents escalate to suspension more frequently than they would under consistent tier 1 implementation.
- **Academic Frustration as a Driver of Defiant Behavior:** The pattern of EL students exhibiting consistent defiant behavior is plausibly linked to the academic frustration documented in the ELA, math, and ELPI needs assessments. EL students at NLACS who read significantly below grade level, who struggle to access mathematical problem solving without scaffolds, and whose ELPI progress has slowed, are likely to experience repeated academic frustration that contributes to disengagement and to defiant behavior. Addressing this root cause requires coordinated work across the academic and behavioral focus areas.

2026-27 Action Plan: Sustaining and Extending the Suspension Reduction: This action plan builds on the 2025-26 work that has produced the in-year suspension reduction and addresses the root causes identified above. The plan is organized around three interconnected strategies.

1. **Classroom Management Coaching:** The assistant principal will provide more coaching of staff around classroom management. This addresses the inconsistent tier 1 PBIS implementation root cause, particularly for the cohort of new teachers onboarded in 2025-26 who will be in their second year of teaching at NLACS in 2026-27. Coaching that targets specific classroom management techniques, applied consistently and supported through observation and feedback cycles, is the school's primary lever for addressing inconsistent tier 1 implementation.
2. **Continued PBIS Professional Development with Tier 1 Emphasis:** Multiple PBIS professional development sessions will continue throughout the 2026-27 school year, with explicit emphasis on tier 1 consistency. Tier 1 consistency is the foundation of the schoolwide PBIS framework and the area where 2025-26 analysis identified the largest implementation gap. Continued professional development paired with the classroom management coaching described above provides both group-level capacity building and individual-level support.
3. **Caregiver Communication Platform Change:** NLACS will change its caregiver communication platform to promote more parent involvement. Improving the platform addresses the family engagement resource inequity identified above and supports proactive communication with families before behavioral or academic issues escalate. The leadership team should ensure that the platform change is paired with clear communication protocols and staff training so that the new platform produces the engagement improvement it is intended to enable.

Chronic Absenteeism Indicator (2025 Dashboard)

This analysis integrates 2025 California School Dashboard Chronic Absenteeism Indicator results, in-year attendance and Student Attendance Review Team (SART) records, family communication and outreach data, and qualitative input from leadership, instructional staff, families, and students. The assessment identifies the student groups most affected by chronic absenteeism, surfaces the structural and family-level factors contributing to attendance challenges, and outlines an evidence-based plan of action for the 2026-27 school year.

Chronic absenteeism at NLACS warrants candid framing in the LCAP. On the 2025 California School Dashboard, the school performed at the Red performance level on the Chronic Absenteeism Indicator for the English Learner, Long-Term English Learner, and Students with Disabilities student groups. These are the same three priority student groups that perform at Red on multiple Academic Indicators, which reinforces the cross-indicator priority group pattern and underscores the need for coordinated supports that integrate attendance, academic, language, and social-emotional interventions.

Identified Gaps: California School Dashboard Chronic Absenteeism Indicator: The 2025 Dashboard Chronic Absenteeism Indicator results identify three priority student groups whose chronic absenteeism performance is at the Red performance level and therefore requires focused intervention in 2026-27.

2025 Dashboard Chronic Absenteeism Performance: On the 2025 California School Dashboard, NLACS performed at the Red performance level on the Chronic Absenteeism Indicator for the English Learner (EL), Long-Term English Learner (LTEL), and Students with Disabilities (SWD) student groups. The schoolwide chronic absenteeism rate and the disaggregated rates for each student group are pending leadership team confirmation and should be incorporated prior to final LCAP submission. Year-over-year comparison to 2024 Dashboard data is also pending confirmation.

Cross-Indicator Priority Group Pattern: The Red performance level for chronic absenteeism affects the same priority student groups that perform at Red on the Academic Indicators. SWD students perform at Red on the 2025 ELA and Mathematics Academic Indicators in addition to Chronic Absenteeism. EL students perform at Red on the 2025 Mathematics Academic Indicator and Chronic Absenteeism. LTEL students perform at Red on the 2025 Mathematics Academic Indicator and Chronic Absenteeism. The consistency of this priority group pattern across academic and attendance indicators indicates that the underlying drivers are not confined to attendance alone and that the 2026-27 plan must coordinate attendance interventions with the academic, language, and social-emotional supports described in other LCAP actions.

Data Analyzed: The chronic absenteeism needs assessment draws on quantitative and qualitative data sources collected during the 2024-25 and 2025-26 school years. Quantitative sources include 2024 and 2025 California School Dashboard Chronic Absenteeism Indicator results, daily attendance and Average Daily Attendance (ADA) records maintained by the school's operations and administrative team, Student Attendance Review Team (SART) meeting records, and family contact logs maintained by the Office Assistant who contacts families within one hour when a student is absent. Qualitative sources include caregiver feedback collected through the annual Panorama Education survey, the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions, as well as direct family input gathered during SART meetings and IEP meetings for students with disabilities.

2023-24: Chronic Absenteeism		
	Total #	Rate
All Students	81	24.6%
EL	15	22.1%
LTEL	9	20.5%
SED	70	24.8%
SWD	16	24.2%
Hispanic	70	24.6%

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	64	19.9%
EL	14	23.3%
LTEL	12	29.3%
SED	60	22.4%
SWD	19	26.4%
Hispanic	52	18.6%

Educational Partners Engaged in the Analysis: NLACS engaged educational partners across every stakeholder group in analyzing chronic absenteeism data and shaping the priorities reflected in this needs assessment. The leadership team conducted the foundational analysis and led data conversations with instructional and operations staff. The Assistant Principal, who leads attendance work at the school, coordinated analysis of SART records and in-year attendance patterns. The Director of Exceptional Education participated in the analysis given the SWD Red performance level and the consistent attention given to attendance at IEP meetings for students with high absentee rates. Family engagement occurred through ELAC, PAC, Coffee with the Principal sessions, the Panorama survey, and individual SART meetings. Student voice was incorporated through the Student Advisory Committee, town halls, and advisory class discussions.

Identified Strengths and Demonstrated Capacity: Despite the Red performance level on the 2025 Dashboard Chronic Absenteeism Indicator for three student groups, NLACS has built attendance support structures during 2024-25 and 2025-26 that establish a foundation for the 2026-27 plan.

- **Existing Attendance Infrastructure:** The school's attendance support system includes SART meetings for students with attendance concerns, monthly attendance meetings between the Assistant Principal and families of at-risk students, one-hour family contact protocols when students are absent, attendance incentives through Deanslist that recognize perfect attendance with weekly Pillar Points, and advisory class competitions awarding points to classes achieving 90% or higher Average Daily Attendance. These structures provide a working framework for tier 1 and tier 2 attendance support.
- **Cross-Departmental Coordination:** The Director of Exceptional Education participates on the SART team, ensuring that attendance interventions for students with IEPs are coordinated with special education services. The bilingual Administrative Assistant and Office Assistant provide Spanish-language

interpretation and translation, supporting communication with the school's Spanish-speaking families. The Special Education department also hosts quarterly parent meetings that address school attendance as a component of accessing special education services.

- **Family Communication Practices:** All correspondence is provided in both English and Spanish as identified through the primary language survey, supporting accessible communication with the school's diverse family population. Interpreter services are available upon request for families speaking languages other than English or Spanish. These language access practices support families' ability to engage with attendance communications and SART processes regardless of home language.

Greatest Areas of Need and Affected Student Groups: The data point to three converging needs: targeted support for the priority student groups performing at Red on the Dashboard Chronic Absenteeism Indicator, structural integration between attendance work and the academic and language acquisition supports those same students receive, and continued attention to family-level barriers that contribute to absences.

- **Priority Student Groups:** English Learners, Long-Term English Learners, and Students with Disabilities are the student groups most impacted by chronic absenteeism at NLACS on the 2025 Dashboard. These are the same priority groups identified across the ELA, math, science, and ELPI needs assessments, and the persistence of this priority group pattern across indicators indicates that the underlying drivers cut across academic, language, and attendance domains. Addressing chronic absenteeism for these student groups requires coordinated supports that touch the academic experience, language development needs, behavioral and social-emotional supports, and family engagement structures all at once.
- **Integration Between Attendance and Academic Support:** Students who experience repeated academic frustration are more likely to disengage from school, and disengagement contributes to attendance challenges. The ELPI needs assessment surfaced consistent defiant behavior among some EL students as a pattern likely linked to academic frustration tied to literacy and language gaps. The same dynamic plausibly contributes to attendance challenges for EL, LTEL, and SWD students. The 2026-27 plan must therefore integrate attendance interventions with the academic acceleration, language acquisition, and behavioral supports described in related LCAP actions.
- **Family-Level Barriers:** Attendance challenges for middle school students often involve family-level circumstances that the school can support but cannot fully resolve, including health concerns, transportation, housing instability, family schedules, and competing caregiving responsibilities. The school's existing family engagement infrastructure addresses these barriers through SART meetings, monthly Assistant Principal attendance meetings, and language access supports, but the persistence of Red performance for three priority student groups indicates that additional structural and relational supports are warranted in 2026-27.

Issues Identified During the 2025-26 School Year: Several specific issues during the 2025-26 school year warrant attention in the 2026-27 plan of action.

- **Family Communication Platform Limitations:** The current parent communication platform has limited the school's ability to engage families proactively in attendance, behavior, and academic conversations before incidents escalate. The 2026-27 transition to ParentSquare as the primary parent communication platform, described in the Promoting Parent Engagement and Participation action, is intended to address this issue.
- **Coordination Between Attendance and Other Tiered Supports:** Attendance interventions, PBIS work, special education behavior planning, and academic intervention have operated as related but somewhat parallel systems. Tighter integration of these systems is needed to ensure that students with chronic absenteeism receive coordinated supports across the school day and that attendance triggers prompt review of underlying academic, language, behavioral, or family-level drivers.
- **Behavior Plans Embedded in IEPs:** As noted in the suspension needs assessment, behavior plans embedded in the IEPs of students with multiple suspensions or referrals are not consistently producing the intended outcomes. Several of these students are also at risk of chronic absenteeism or are already chronically absent. The 2026-27 review of these behavior plans, described in the Comprehensive SPED Program action, is relevant to the chronic absenteeism focus area because the same students are typically the ones whose attendance, behavior, and academic engagement most warrant integrated

review.

Identified Resource Inequities: New Los Angeles Charter School conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

The Resource Inequities specific to chronic absenteeism are framed below in terms of attendance and family engagement equity. Final selection and prioritization should be confirmed by the leadership team.

1. **Family Engagement Infrastructure:** Caregiver communication structures, including the current platform being replaced in 2026-27, have limited the school's ability to engage families proactively before attendance concerns become chronic. Investment in ParentSquare and in proactive engagement protocols supports the family engagement work necessary to address chronic absenteeism for priority student groups.
2. **Cross-System Coordination Capacity:** Staff time and structures dedicated to coordinating attendance interventions with academic, language, special education, and social-emotional supports remain limited. Tighter integration requires both protocol development and dedicated staff time for review of students whose attendance, behavior, and academic data indicate the need for coordinated response.
3. **Language Access and Cultural Brokering:** Language access for Spanish-speaking families is supported by the bilingual Administrative Assistant and Office Assistant. Language access for families speaking languages other than English or Spanish depends on interpreter services available upon request, which may not always be sufficient for proactive, relational family engagement. Cultural brokering capacity, particularly for families navigating special education or English Learner services in conjunction with attendance support, would strengthen the school's ability to engage families before attendance concerns become chronic.
4. **Tier 2 and Tier 3 Attendance Intervention:** The school's tier 1 attendance work (universal communication, incentives, schoolwide attendance culture) is well-developed. Tier 2 attendance work (SART, monthly Assistant Principal meetings, family contact protocols) is in place. Tier 3 attendance work (intensive case management for students with the most severe chronic absenteeism patterns) requires further development, particularly for students whose attendance challenges are entangled with academic, behavioral, language, or family-level drivers.

Root Cause Analysis: The root cause analysis identifies the underlying factors contributing to chronic absenteeism for the priority student groups.

- **Academic Disengagement Among Priority Student Groups:** EL, LTEL, and SWD students at NLACS perform substantially below grade level on the literacy and language measures most predictive of academic engagement. Repeated experiences of academic difficulty contribute to disengagement, which contributes to attendance challenges. Addressing this root cause requires the academic acceleration and language acquisition supports described in the Addressing Academic Needs to Accelerate Learning, Supporting English Learners, Supporting Long-Term English Learners, and Comprehensive SPED Program actions.
- **Behavior Plan and Tier 1 Implementation Gaps:** Behavior plans embedded in IEPs are not consistently producing intended behavioral outcomes for some students, several of whom are also chronically absent. Inconsistent tier 1 PBIS implementation, particularly in classrooms with new teachers, contributes to behavioral incidents that can in turn affect attendance. These root causes are addressed in the Addressing SEL, Behavioral, and Mental Health Needs and Comprehensive SPED Program actions, both of which support chronic absenteeism work indirectly.
- **Family-Level Drivers and Engagement Barriers:** Family-level circumstances including health, transportation, housing, and competing responsibilities contribute to absences in ways the school can support but cannot fully resolve. The school's family engagement infrastructure must reach families proactively, with language access and relational engagement that supports families in navigating these circumstances before absences accumulate into chronic patterns.

- **Communication and Coordination Limitations:** Limitations in the parent communication platform during 2025-26 reduced the school's ability to engage families proactively. Coordination between attendance work, PBIS, special education, and academic intervention has operated as related but somewhat parallel systems rather than as a fully integrated response. Both limitations are being addressed in 2026-27 through the ParentSquare transition and through the cross-action coordination described in this and related LCAP actions.

2026-27 Action Plan: Addressing Chronic Absenteeism: The 2026-27 plan of action centers on interventions that directly address the root causes identified above and that integrate attendance work with the academic, language, behavioral, and family engagement supports described in other LCAP actions.

1. **Continued Tier 1 and Tier 2 Attendance Infrastructure:** NLACS will continue implementing SART meetings, monthly Assistant Principal attendance meetings with families of at-risk students, one-hour family contact protocols when students are absent, Deanslist attendance incentives with weekly Pillar Points, and advisory class competitions. These structures form the school's tier 1 and tier 2 attendance support foundation and have been refined across multiple years of implementation.
2. **ParentSquare Transition for Proactive Family Engagement:** In 2026-27, NLACS will transition parent communication to ParentSquare, replacing Deanslist as the primary parent communication platform. ParentSquare's two-way messaging, classroom-level updates, and translation features support the proactive engagement structures necessary to address attendance concerns before they become chronic. Implementation details are described in the Promoting Parent Engagement and Participation action.
3. **Coordinated Cross-Action Supports for Priority Student Groups:** Attendance interventions in 2026-27 will be coordinated with the academic acceleration work described in the Addressing Academic Needs to Accelerate Learning action, the EL and LTEL language acquisition supports described in the Supporting English Learners and Supporting Long-Term English Learners actions, the Special Education program work described in the Comprehensive SPED Program action, and the social-emotional and behavioral supports described in the Addressing SEL, Behavioral, and Mental Health Needs action. Coordination ensures that students with chronic absenteeism receive an integrated response across the school day rather than a series of disconnected interventions.
4. **IEP Behavior Plan Review for High-Need Student:** Behavior plans embedded in the IEPs of students with multiple suspensions or referrals will be reviewed in 2026-27, as described in the Comprehensive SPED Program action. Many of these students are also chronically absent, and the review will consider attendance patterns alongside behavioral data to support an integrated intervention response.
5. **Continued Special Education Family Engagement:** The Special Education department will continue hosting quarterly parent meetings and trainings that address special education policy, evidence-based practices, parent engagement, and the importance of school attendance for accessing curriculum and maintaining continuity of special education services. The Director of Exceptional Education will continue participating on the SART team to support coordination for students with IEPs.

Learning Recovery Emergency Block Grant (LREBG) 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 Los Angeles Charter School (NLACS) will expend $85,029.91 in LREBG funds across the two expenditures described in this plan, calculated as $12,977.25 plus $72,052.66, which equals $85,029.91.

Needs Assessment: NLACS's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps and the persistence of those gaps among the school's priority student groups as its most significant learning recovery priorities. On the 2025 California School Dashboard, the Students with Disabilities student group performed at the Red performance level on both the ELA and Mathematics Academic Indicators. The English Learner student group declined a full performance band on the Mathematics Academic Indicator to Red, and the Long-Term English Learner student group declined 21.6 points to a Distance from Standard of -183.6 on the Mathematics Academic Indicator while remaining at Red and improved one band to Orange on the ELA Academic Indicator while remaining at -92.7 Distance from Standard. The English Language Progress Indicator declined from Yellow at 48.4% in 2024 to Orange at 45.6% in 2025, Summative ELPAC proficiency declined from 20% in 2023-24 to 17.5% in 2024-25, and the reclassification rate remained essentially stable at approximately 17%. The English Learner, Long-Term English Learner, and Students with Disabilities student groups performed at Red on the Chronic Absenteeism Indicator, even as the schoolwide chronic absenteeism rate declined from 42.3% in 2021-22 to 19.9% in 2025. The needs assessment identified the accumulated learning gaps and limited academic language proficiency of these student groups, together with inconsistent access to scaffolded and differentiated instruction, as the primary drivers of these results, requiring sustained diagnostic monitoring and extended academic intervention.

Expenditure 1: i-Ready Diagnostic Assessments

Position (LCAP Goal and Action): i-Ready Diagnostic Assessments (Goal 1, Action 1: Assessment of Learning)

Amount of LREBG Funds: $12,977.25. The remaining cost of this assessment is funded through Title I, Part A at $1,552.75, for a total i-Ready expenditure of $14,530.00 ($12,977.25 plus $1,552.75 equals $14,530.00).

Rationale: i-Ready Reading and Mathematics serve as the school's universal screening and progress monitoring system, administered three times annually in Fall, Winter, and Spring to track student growth and identify intervention needs. The California State Board of Education has designated Curriculum Associates i-Ready as an approved verified data source. Teachers review i-Ready data individually and in collaborative teaching teams to create eight-week seminar cycle groupings for intervention, support, and enrichment, and the diagnostic results connect directly to personalized instruction and progress monitoring within the platform. By providing a layered, disaggregated picture of student need, i-Ready enables the school to direct its most intensive academic recovery supports to the students whose learning was most disrupted, with emphasis on English Learners, Long-Term English Learners, and Students with Disabilities. This expenditure is aligned with EC Section 32526(c)(2)(E) allowable uses for additional academic services for pupils, including diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Evidence Tier: Tier 2 (Moderate Evidence). i-Ready functions as both a diagnostic assessment and an adaptive instructional platform, and the California State Board of Education has designated it an approved verified data source for measuring pupil performance. Adaptive diagnostic and personalized-instruction systems of this type of carry ESSA evidence supporting their effectiveness in identifying learning gaps and accelerating growth for students performing below grade level. The school should confirm the specific ESSA evidence tier against Curriculum Associates' current published evidence documentation for its compliance records.

Metric(s): i-Ready Reading and Mathematics diagnostic results administered Fall, Winter, and Spring, including the percent of students meeting annual typical growth, disaggregated by English Learner, Long-Term English Learner, Students with Disabilities, and socioeconomically disadvantaged student groups.

Expenditure 2: After-School Tutoring and Enrichment Through the Expanded Learning Opportunities Program

Position (LCAP Goal and Action): After-School Tutoring and Enrichment Through the Expanded Learning Opportunities Program (Goal 1, Action 2: Addressing Academic Needs to Accelerate Learning)

Amount of LREBG Funds: $72,052.66. The remaining cost of this expanded learning programming is funded through the Expanded Learning Opportunities Program (ELOP).

Rationale: After-school tutoring and enrichment through the Expanded Learning Opportunities Program provide extended learning opportunities beyond the regular school day for students requiring Tier 2 and Tier 3 academic intervention in reading and mathematics, along with intersession and summer programming that delivers academic support during school breaks and transition periods. This programming ensures that students whose learning was most disrupted receive sustained academic intervention beyond the regular school day and school year, and it is intentionally aligned with the school's Multi-Tiered System of Support so that the additional time reinforces the same skill development goals identified through students' i-Ready diagnostic and intervention placement data. The school continues its partnership with TurtlEd for after-school math tutoring, which uses i-Ready data to identify and group students, with selection focused on English Learners and Students with Disabilities, and English Learners receive prioritized access to tutoring services. This expenditure is aligned with EC Section 32526(c)(2)(A) and (B) allowable uses for providing summer school or intersessional instructional programs and for accelerating progress to close learning gaps through tutoring and small-group learning supports, and it supports expanded learning opportunity program services pursuant to EC Section 46120.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through after-school, intersession, and summer programs, when delivered using structured curricula aligned to school-day instruction, produces measurable academic gains and mitigates learning loss, particularly for students from low-income households and English Learners. Studies meeting ESSA Tier 2 evidence standards demonstrate that high-dosage tutoring, and structured extended learning are among the most effective interventions for accelerating learning recovery.

Metric(s): After-school, intersession, and summer tutoring and enrichment enrollment, attendance, and participation data; i-Ready Reading and Mathematics growth data for participating students disaggregated by student group; CAASPP ELA and Mathematics Distance from Standard (Metrics 1 and 2) for participating students; chronic absenteeism rates (Metric 8) disaggregated by student group; and the English Language Progress Indicator (Metric 4) and reclassification rate (Metric 6) for English Learners.

Plan Summary

LCAP Alignment: Both expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. The i-Ready Diagnostic Assessments are included under Goal 1, Action 1, Assessment of Learning. The After-School Tutoring and Enrichment Through the Expanded Learning Opportunities Program is included under Goal 1, Action 2, Addressing Academic Needs to Accelerate Learning. The LREBG-funded portions represent components of the total action expenditures, with the remaining costs funded through Title I, Part A for the i-Ready assessments and through the Expanded Learning Opportunities Program for the after-school tutoring and enrichment.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The administrative leadership team identified continued investment in the school's assessment and intervention systems and in extended learning opportunities as learning recovery priorities. Teachers contributed to the prioritization of these investments through the Instructional Leadership Team's department budget wish list process. The use of Title funding and LREBG funds was reviewed with families and students through the Parent Advisory Committee and the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee at their April 22, 2026, meetings, and through the Student Advisory Committee at its April 20, 2026, meeting, prior to governing body adoption of the LCAP.

2024 CA School Dashboard

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

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

ELA Academic Indicator: Needs Assessment (2024 CA School Dashboard)

New Los Angeles Charter School conducted a comprehensive needs assessment with the development of this LCAP, that included a review and analysis of multiple types of local student data and state assessments including the school's performance on the 2024 CA School Dashboard with RED performance levels for the ELA Academic Indicator for the Long-term English Learner (LTEL) and Students with Disabilities (SWD) student groups. Discussions took place with the Leadership Team, teachers, parents and students.

Identified Strengths: New Los Angeles Charter School has strengthened its Multi-tiered System of Supports (MTSS) in alignment with the California Community Schools Framework to effectively support students through a whole child approach to education, including implementing universal screeners for both academic and social-emotional learning.

- The diagnostic reports (iReady) show a growth rate of 140% in ELA for all students, exceeding the expected annual growth of 100%. Most student subgroups showed strong growth, with English Learners achieving an impressive 156% growth rate in ELA.
- NLACS has established a robust intervention structure where students receive targeted intervention in ELA four times per week during an 8-week intervention cycle (extended from 6 weeks based on teacher feedback), allowing for more intensive and individualized instruction.

- Resource Specialist Teachers (RSTs) are trained in the Wilson Reading System to support literacy development, which they implement in weekly small group sessions with Students with Disabilities.
- In 2024-25 – New LA partnered with Inquiry by Design for Humanities classes to expose students to more types of literature and nonfiction texts, with teachers receiving multiple professional developments including on-site coaching. But this will not continue in 2025-26; and will adopt (more foundational support- holistic approach and integrates the Science of Reading - "EB Academics"
- Co-planning structures between resource teachers and general education teachers have become more consistent this year through regularly scheduled meetings and the use of consistent planning tools.
- NLACS has implemented a comprehensive system for monitoring IEP compliance, with weekly reports to review IEP due dates, service delivery, and tracking, along with regular meetings between case managers and the Director of Exceptional Education.

Areas of Greatest Need:

- The school's performance in ELA indicates a Yellow performance level with an average Distance from Standard (DFS) of -17 for All Students, which is below the State average of -13.2.
- Students with Disabilities showed only 84% annual growth rate in ELA, falling short of the expected 100% growth benchmark.
- The Students with Disabilities (SWD) student group received a RED performance level for the ELA Academic Indicator on the 2023 CA School Dashboard, indicating a critical area of need.
- While Long-term English Learners (LTELs) showed high growth in ELA, they continue to be identified as one of the highest need groups, especially those who are dually identified as SWD.
- There is a need to better address the language acquisition needs of LTELs, as many are struggling with foundational literacy skills including reading comprehension.
- A significant number of LTELs are dually identified as EL/SWD, requiring specialized support that addresses both learning and language needs simultaneously.
- The Assistant Director of Special Education position is currently vacant, affecting departmental leadership and some aspects of service delivery for students with disabilities.

Identified Resource Inequities:

- The vacancy in the Assistant Director of Special Education position has created leadership gaps in the Special Education Department, affecting program oversight and service delivery coordination.
- English Learners showed only 28% growth in mathematics, indicating potential inequities in how resources are allocated between ELA and math instruction for this population.
- The ELD Interventionist recently went on maternity leave in January, with the position being filled by a substitute teacher, potentially affecting the quality and consistency of ELD instruction and support for LTELs.
- NLACS did not contract with Kagan Professional Development as originally planned for implementing structures to support ELs with language acquisition.
- The Director of Academic Data position is vacant, with responsibilities redistributed to the Principal and Chief of Schools, potentially affecting the systematic collection and analysis of student performance data.

Root Cause Analysis:

- Many students come to New Los Angeles Charter in middle school already far behind grade level, requiring intensive foundational support to access grade-level content while simultaneously trying to build grade-level skills.
- NLACS continues to see an increase in students with disabilities and English Learners, many of whom are dually identified, presenting complex instructional challenges that require specialized approaches.
- While there are systems for implementing designated ELD instruction, the ELD teacher's maternity leave and staffing with a substitute has created inconsistencies in program delivery.
- Students with Disabilities' RED performance level on ELA suggests that existing interventions, accommodations, and supports have not been sufficiently effective or consistently implemented to close achievement gaps.
- While the department has adopted a book study focused on Universal Design for Learning (UDL) practices this trimester, the implementation may not yet be fully realized across all classrooms to benefit SWD and LTELs.
- LTELs are struggling with foundational literacy skills including reading comprehension, which are prerequisite skills needed to access grade-level content, and many are dually identified as SWD, compounding the challenges.

Plan of Action: 2025-26:

1. Strengthen coordination between ELD and Special Education departments

- Implement formal co-planning sessions between the ELD Interventionist and Resource Teachers to ensure alignment of ELD instructional approaches with IEP goals for dually identified students.

- Develop a structured plan for consistent collaboration between the SPED team and ELD teacher to specifically target students who are LTELs and SWD, addressing both IEP goals and language acquisition goals.

2. Enhance targeted literacy instruction for SWD and LTELs

- Recommit to the Wilson Reading Program as a support for SWD to target reading goals and increase ELA performance, ensuring fidelity of implementation.

- Utilize Universal Design for Learning (UDL) strategies to ensure LTEL/SWD students can access the curriculum to improve their language acquisition skills.

- Implement the secondary unit of the EL Achieve curriculum with focused attention on speaking and writing skills for LTELs.

3. Strengthen professional development and teacher capacity

- Research professional learning opportunities that directly support LTELs and disseminate strategies to staff during faculty meetings throughout the year.

- Ongoing professional development to general education teachers on providing accommodations in accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners, and their role on the IEP team.

4. Optimize data systems for tracking progress

- Use iReady to monitor academic progress with the SPED team looking at disaggregated data monthly in partnership with academic leadership to set goals and monitor progress.

- Utilize Interim ELPAC assessment data to identify student strengths and needs, combining it with iReady data to identify students on the cusp of advancing their English proficiency levels.

- Implement a tracking system for monitoring the effectiveness of strategies used for dually identified LTEL/SWD students.

5. Enhance parent engagement and support

- Hold quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement, and the importance of school attendance for accessing curriculum and continuity of special education services.

- Create targeted outreach to families of LTELs to connect them with resources and strategies to support language acquisition at home.

- Develop family literacy workshops specifically designed for families of SWD and LTELs to support reading at home.

Math Academic Indicator: Needs Assessment (2024 CA School Dashboard)

New Los Angeles Charter School conducted a comprehensive needs assessment with the development of this LCAP, that included a review and analysis of multiple types of local student data and state assessments including the school's performance on the 2024 CA School Dashboard with RED performance levels for the Math Academic Indicator for the Long-term English Learner (LTEL) student group. Discussions took place with the Leadership Team, teachers, parents, Parent Advisory Committee, and students.

Identified Strengths: New Los Angeles Charter School has shown improvement in math performance, growing 7 points closer to the Distance from Standard (DFS). Several student groups have shown strong annual growth in math, with Black/African American students (104%), Students with Disabilities (100%), and White students (108%) all meeting or exceeding the expected annual growth rate of 100%.

- NLACS has implemented a structured intervention program where students receive targeted math intervention four times per week in priority domains through 8-week cycles (extended from 6-week cycles based on teacher feedback), allowing more time for students to grasp content and master skills.
- NLACS utilizes iReady assessments to inform instructional planning, interventions, IEP goals, progress monitoring, and small group instruction. This system enables the school to track student progress, create action plans, and use data to drive instruction.
- NLACS has purchased IXL for math as a targeted support, which creates individualized learning paths for students based on their iReady diagnostic scores. IXL provides an interface that allows students to move through content independently and/or with their teacher in a more intentional way than the iReady individualized pathway.
- NLACS has established a partnership with TurtlEd to provide after-school tutoring in math for 40 students (across two cycles) who are 1-2 grade levels below. This virtual direct instruction tutoring occurs twice a week after school, and students who participated in the first 10-week session in Fall all grew by at least one grade level on the December diagnostic.
- Math teachers have focused on improving and standardizing their use of math notebooks, as well as their approaches to teaching vocabulary, content, and providing skill practice.

Areas of Greatest Need:

- NLACS's performance in Math indicates a Yellow performance level with an average Distance from Standard (DFS) of -81.2 for All Students, which is significantly below the State average of -47.6.
- English Learners showed only 28% annual growth rate in math, far below the expected 100% growth benchmark and significantly lower than other student groups.
- American Indian/Alaska Native students achieved only 69% of expected annual growth in math, indicating a substantial gap in progress.

- The Students with Disabilities (SWD) student group received a RED performance level for the Math Academic Indicator on the 2023 CA School Dashboard, indicating a critical area of need despite showing 100% annual growth more recently.
- NLACS has a high number of students performing 2 or more grade levels behind in math, greatly contributing to how far the school is from standard. Many students come to the middle school far behind in math and need intensive foundational math support to access grade-level content.
- There is a need to address the significant achievement gap for Long-Term English Learners (LTELs), particularly those who are dually identified as SWD, as they continue to be among the highest need groups in math performance.

Identified Resource Inequities:

- NLACS has been unable to fill the math intervention teaching position (with a permanent position but the same teacher has been providing this service), forcing a restructuring of the math intervention program to allow general education teachers to provide intervention to the highest need students while utilizing substitutes for the vacancy.
- The Assistant Director of Special Education position is currently vacant, affecting departmental leadership and potentially impacting service coordination for students with disabilities in mathematics.
- The Director of Academic Data position has not been filled after a resignation, with responsibilities being redistributed to the Principal and Chief of Schools, potentially limiting capacity for detailed data analysis to guide math instruction.
- While English Learners showed impressive growth in ELA (156%), their math growth was only 28%, suggesting a potential inequity in how resources and instructional approaches are balanced between subject areas for this population.
- The implementation of supplemental math resources appears uneven, with some tools (like IXL) being newly added while others mentioned in the LCAP may not be fully utilized across all settings.

Root Cause Analysis:

- Many students enter middle school significantly behind in math (2+ grade levels), creating a compounding challenge as they attempt to master foundational skills while simultaneously accessing grade-level content.
- The school continues to see an increase in students with disabilities and English Learners, many of whom are dually identified, presenting complex instructional challenges that require specialized approaches bridging both content and language acquisition.
- The vacancy in the math intervention teaching position has forced adaptations to the intended intervention model, potentially making it less effective than originally designed.
- There appears to be insufficient integration between math instruction and language development strategies, particularly evident in the low growth rate (28%) for English Learners in math despite their strong performance in ELA.
- The co-teaching model for Students with Disabilities is still evolving, with resource teachers partnering with 1-2 content teachers, but this approach may not be sufficiently specialized for math, which requires different scaffolding than other subjects.
- While the school has implemented several math supports (IXL, iReady, TurtlEd tutoring), these may not be sufficiently integrated or targeted to address the specific needs of LTELs and SWD in mathematics, particularly in developing mathematical language and conceptual understanding.

Plan of Action: 2025-26:

1. Strengthen mathematics instruction for LTELs and SWD

- Immediately prioritize filling the math intervention teaching position with a qualified educator experienced in working with LTELs and SWD.

- Develop and implement specific instructional protocols that integrate mathematical language development with content instruction for LTELs.

- Create explicit connections between IEP goals and math instruction for students with disabilities, ensuring accommodations and modifications are consistently implemented.

- Expand the TurtlEd after-school tutoring program to include more LTELs and SWD based on the demonstrated success of the initial cohort.

2. Enhance teacher capacity for math instruction

- Provide targeted professional development on math instruction for LTELs that emphasizes both conceptual understanding and mathematical language development.

- Strengthen co-teaching practices between math content teachers and resource specialists through structured planning time and coaching.

- Train both general education and special education teachers on effective use of IXL, particularly in creating tailored pathways for students based on specific skill deficits.

- Develop a math-specific UDL implementation guide to ensure accessibility for all learners, especially LTELs and SWD.

3. Implement focused math interventions

- Restructure math intervention blocks to provide more intensive support for LTELs and SWD, with smaller groups and increased frequency.

- Create a tiered intervention system specific to math that addresses both procedural fluency and conceptual understanding.

- Develop supplemental materials that support mathematical vocabulary development for LTELs.

○- Implement structured peer tutoring or collaborative learning opportunities using Kagan strategies to support math learning.

4. Strengthen data-driven instruction

- Create a systematic process for regular analysis of math performance data for LTELs and SWD, with specific action plans developed after each assessment cycle.

- Utilize interim assessments more frequently to monitor progress and adjust instruction for these student groups.

- Analyze item-level performance on math assessments to identify specific skills and concepts that are challenging for LTELs and SWD.

- Establish clear growth targets for each student based on baseline data, with regular progress monitoring.

5. Enhance cross-departmental collaboration

- Establish a formal collaboration structure between the math department, special education department, and ELD program to ensure integrated support for dually identified students.

- Create a math language development framework that can be used by all teachers to support mathematical discourse and vocabulary acquisition.

- Implement regular case management meetings focused specifically on math progress for LTELs and SWD.

- Develop shared instructional strategies across departments that support mathematical thinking and communication.

Chronic Absenteeism Rate Indicator: Needs Assessment (2024 CA School Dashboard)

New Los Angeles Charter School conducted a comprehensive needs assessment with the development of this LCAP, that included a review and analysis of multiple types of local data including the school's performance on the 2024 CA School Dashboard with ORANGE performance levels for the Chronic Absenteeism Indicator for the English Learners (EL), Long-term English Learner (LTEL); and Students with Disabilities (SWD) student groups. Discussions took place with the Leadership Team, teachers, parents and students.

Identified Strengths:

- New Los Angeles Charter School has successfully reduced its chronic absenteeism rate from 24.6% (as reported on the 2024 California School Dashboard) to 18.13% as of December 2024, bringing it below the state average of 18.6%. This improvement demonstrates the effectiveness of the school's attendance initiatives.
- The school has implemented a proactive approach to attendance, with the Assistant Principal holding monthly attendance meetings with parents of at-risk students beginning early in the school year (September), rather than waiting for absence patterns to become entrenched.
- NLACS has created a comprehensive PBIS-aligned attendance incentive system using Deanslist, where students with perfect weekly attendance receive Pillar Points that can be redeemed at the student store, encouraging consistent attendance.
- Advisory Class competitions have been established, rewarding classes that maintain a monthly attendance rate of 90% or higher with competition points, fostering peer encouragement for good attendance.
- NLACS has integrated attendance discussions into all parent meetings (monthly Coffee with the Principal, Open House, etc.), educating families about the definition of chronic absenteeism and its negative impacts on student outcomes.
- For Students with Disabilities, attendance is consistently addressed in IEP meetings for students with high absentee rates, with the Director of Special Education serving as part of the SART team to focus on identifying root causes and collaborating with families on solutions.
- NLACS has bilingual staff members (Administrative Assistant and Office Assistant) who translate correspondence and serve as interpreters for Spanish-speaking parents, ensuring language barriers don't impede communication about attendance concerns.
- Student Attendance Review Team (SART) meetings for the most frequently absent students are being initiated earlier in the school year, and the school has seen improvement from most of those students.

Areas of Greatest Need:

- While NLACS has improved its overall chronic absenteeism rate, New LA disaggregates for all student groups except LTEL, student groups, suggesting a need for more targeted tracking and interventions for these vulnerable populations. This is reported monthly. SWD & AA student groups continue to have the highest rates of chronic absenteeism.
- For English Learners, particularly LTELs who are struggling with foundational literacy skills, chronic absenteeism compounds their academic challenges, creating a cycle where language barriers lead to disengagement, which increases absences.
- For Students with Disabilities, the current 84% annual growth rate in ELA (below the expected 100%) may be partially attributable to chronic absenteeism affecting their access to consistent specialized academic instruction and accommodations.
- The English Learners' extremely low annual growth rate in math (28%) suggests that chronic absenteeism may be disproportionately affecting their math instruction, which requires consistent attendance to build conceptual understanding.

- Although NLACS discusses attendance at each IEP meetings for special education families the school does target outreach for families of English Learners focused specifically on attendance and discussion also takes place during ELAC meetings.

Identified Resource Inequities:

- The ELD Interventionist was on maternity leave in January, and while the position has been filled with a substitute teacher, this transition may have affected the consistency of outreach to EL families regarding attendance concerns.
- While the SPED Director participates in SART meetings and the attendance team, there is no explicit mention of ELD staff participation in these meetings, potentially leading to insufficient consideration of language and cultural factors affecting EL attendance.
- NLACS has a bilingual Administrative Assistant and Office Assistant, but no mention of dedicated family engagement personnel focused specifically on EL and LTEL families to address attendance barriers.
- However, NLACS's office staff regularly inform administrators about students with multiple absences whose parents are not responding to communications, but there's no indication of specialized approaches for contacting families of ELs or SWDs who may have unique communication needs.
- The SART team focuses on identifying root causes of chronic absenteeism, but there's no mention of specific resources allocated to address common barriers for ELs (such as transportation, family responsibilities, cultural misunderstandings) or SWDs (health issues, service-related frustrations, bullying).
- While NLACS has implemented an attendance incentive system through Deanslist, there's no indication that the rewards have been evaluated for cultural relevance to diverse student populations, including English Learners.

Root Cause Analysis:

- Many English Learners, particularly LTELs, experience academic frustration due to language barriers, potentially leading to disengagement and avoidance behaviors that manifest as school absences.
- For Students with Disabilities, health-related issues and medical appointments may contribute to higher rates of absence, particularly for students with chronic health conditions or those receiving external services.
- Students who experience social-emotional challenges (Social anxiety, depression)
- For SWD that have behavioral goals in their IEPs may have higher rates of school avoidance due to anxiety, social difficulties, or classroom behaviors that result in negative experiences.
- Dually-identified students (EL/SWD) face compounded challenges that may lead to chronic absenteeism, as they navigate both language barriers and disability-related needs that can make the school environment more challenging to engage with consistently.
- For both ELs and SWDs, a negative cycle can develop where absences lead to learning gaps, which create frustration and disengagement, leading to more absences—particularly in subjects like math where sequential learning is critical (potentially explaining the 28% growth rate for ELs in math).
- Family factors such as responsibilities for translation, childcare for younger siblings, or support for family businesses may disproportionately affect English Learners' attendance, while transportation and healthcare coordination may disproportionately affect Students with Disabilities.

<u>Plan of Action: 2025-26:</u>

1. Implement targeted data tracking and goal setting.

- Continue to disaggregate chronic absenteeism data by student subgroups (EL, LTEL, SWD) to establish baseline rates and set improvement targets
- Create a data dashboard that allows for real-time monitoring of attendance patterns specifically for these vulnerable student groups

- Establish an early warning system that identifies attendance concerns for ELs and SWDs after fewer absences than the general population
- Continue to set specific chronic absenteeism reduction goals for each subgroup based on their unique baseline data

2. Enhance specialized outreach and support for EL families

- Develop culturally responsive attendance communications that address common misconceptions about attendance in the primary languages of EL families
- Continue to utilize the bilingual Family Engagement Manager to focus specifically on attendance outreach to EL families (and connect families to community resources.
- Host attendance workshops specifically for EL families, addressing cultural perspectives on school attendance and providing strategies to overcome barriers

3. Strengthen attendance support for Students with Disabilities (SWD):

- Develop individualized attendance plans as part of IEPs for students with chronic absenteeism, with specific accommodations to address identified barriers
- Create a protocol for assessing the impact of absences on IEP goal progress and service delivery, with make-up sessions scheduled when critical services are missed
- Implement check-in/check-out systems for SWDs with attendance concerns, providing daily positive interactions and motivation to attend

4. Address root causes through targeted interventions.

- Continue to provide bus passes. We attempted to design carpooling schedules, but the results proved to be ineffective.
- Create flexible scheduling options for students with medical appointments or family responsibilities that impact attendance.
- Continue to offer social skills and school connection programs through our in-house counseling program, specifically for Els, and SWD's to increase their sense of belonging and motivation to attend school regularly.
- Implement trauma-informed practices that address anxiety and school avoidance behaviors common among SWD with emotional needs.

5. Integrate attendance support with academic and language development

- Develop a system to provide absent EL and SWD students with accessible make-up work that doesn't exacerbate academic frustration
- Create "catch-up" sessions during lunch or elective periods to help frequently absent ELs and SWDs maintain academic progress
- Ensure that classroom teachers understand how to re-engage ELs and SWDs after absences without drawing negative attention to their missed time
- Analyze the relationship between attendance patterns and academic growth for these subgroups, using data to refine interventions.

6. Enhance cross-departmental collaboration

- Establish a monthly attendance team meeting focused specifically on EL, LTEL, and SWD attendance, including representatives from SPED, ELD, and administration
- Create shared protocols between the ELD and SPED departments for addressing attendance concerns of dually identified students
- Develop joint home visit procedures for families of chronically absent ELs and SWDs to address barriers in a supportive, non-punitive manner
- Implement coordinated progress monitoring of attendance interventions across departments.

2023 CA SCHOOL DASHBOARD

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

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

EXCERPT FROM THE 2024-25 LCAP: Performance on the 2023 CA School Dashboard

The ***Students with Disabilities (SWD) student group*** received a RED performance level for the ***ELA and Math Academic Indicators*** on the 2023 CA School Dashboard (see above). To support academic progress the SPED team will use curricular resources such as Wilson Reading, Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will participate in 4 days of Wilson Reading PD in the summer/fall and will recommit to this reading program as a support for SWD to target reading goals and increase ELA performance for SWD. Training for other programs will be provided throughout the year by both external and internal trainers. We are adding IXL for math as a targeted support. The SPED team together with the math department will have training on the resource and will be able to use it to assign targeted practice pathways. For SWD the targeted practice can be specific to the goals outlined in their IEPs. This additional resource and training along with the instruction from the resource teachers will help address the Red performance level in Math. The SPED team will meet weekly to review compliance, best practices and participate in PD as directed by the Director of

SPED. The SPED team will participate in professional learning offered by the SELPA as well as other opportunities such as conferences and will participate in a department-wide professional read. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning. New LA Charter School will transition to the next phase of implementing a co-teaching model, using co-teaching tools. Resource teachers will partner with 1-2 content teacher (Humanities & Math teacher)

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

New Los Angeles Charter School 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 Los Angeles Charter School 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
Engaging Educational Partners – the Process: New Los Angeles Charter Middle School (NLACS) engaged educational partners across every stakeholder group required by California Education Code throughout the 2025-26 school year in the development of the 2026-27 LCAP. The school's engagement process is structured to ensure that data analysis, action design, and goal-setting are informed by the perspectives of administrators and principal leadership, teachers and instructional staff, families, students, special education partners, and community partners. Input gathered through these engagement structures was synthesized by the leadership team and incorporated into the goals, actions, and metrics described in this LCAP. Engagement with all educational partner groups included consultation on the use of federal Title funding, including Title I, Part A, Title II, Part A, and Title III, Part A as applicable to support English Learners, and on the use of the school's unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. These funding consultations are part of the school's compliance with the consultation requirements applicable to each funding stream and ensure that partner input shapes how Title and LREBG funds are aligned with the LCAP goals and actions.	
Administrators/Principal	Engagement with administrators and principal leadership occurred continuously throughout the 2025-26 school year through two recurring structures. **Weekly Meetings: Chief of Schools and Site Administrators** The Chief of Schools met weekly with NLACS site administrators throughout the 2025-26 school year to discuss student data, instructional actions, and goals for the school. These weekly meetings provided the leadership team with sustained, real-time review of in-year performance data and operational considerations, supporting iterative refinement of school priorities as the year progressed. **Monthly Meetings: Chief of Schools and Principal Leadership Team** The Chief of Schools also met monthly with the Principal Leadership Team (PLT) throughout the 2025-26 school year to review data, instructional actions, and goals across the broader organization. Monthly PLT meetings allowed for cross-site comparison, identification of shared priorities, and alignment of NLACS's instructional and operational decisions with the organization's strategic direction. **Feedback from Administrative Teams**

Educational Partner(s)	Process for Engagement
	Through these weekly and monthly meetings, administrators and principal leadership provided feedback identifying several priority areas for 2026-27 LCAP development: • Additional social-emotional learning support to address consistent issues related to student behavior. • Strengthened Special Education program supports, with attention to improving instruction delivered by general education staff and to facilitating more effective co-teaching between resource teachers and content teachers. • Tunings to the structure of the school day, including refinements to the master schedule. • Continued investment in Universal Design for Learning implementation. • Attendance support to address chronic absenteeism, with particular focus on students whose attendance challenges affect their academic outcomes. **Title Funding and LREBG Consultation with Administrators** Weekly and monthly meetings throughout 2025-26 included sustained discussion of how federal Title funding and LREBG funds will be aligned with LCAP actions. Administrative consultation specifically addressed the Title I, Part A allocation of $15,900 for i-Ready ELA and Mathematics described in the Assessment of Learning action, the Title I, Part A funded portion of the Assistant Principal role at $122,016 described in the Addressing SEL, Behavioral, and Mental Health Needs action, the Title II, Part A allocation of $9,156 for teacher induction support described in the Professional Learning Opportunities action, and the use of Title III, Part A funds in support of designated and integrated ELD programming for English Learners and Long-Term English Learners. Administrative consultation also addressed how the unexpended LREBG funds will be fully expended in 2026-27 in alignment with the school's comprehensive needs assessment, as described in the Reflections: Annual Performance section of this LCAP. **Recommendations from Administrative Teams** Administrative teams also offered two specific structural recommendations for 2026-27: • Implementation of an Attendance Recovery model. California's Attendance Recovery program, established by Senate Bill 153 (Chapter 38, Statutes of 2024) as amended by SB 176 (Chapter 998, Statutes of 2024) and codified at Education Code sections 46210-46211, is a voluntary program that allows classroom-based charter schools to offer supplemental instructional sessions outside of the regularly scheduled school day, enabling students to recoup absences for the purpose of apportionment up to the lesser of ten total absences or the total number of absences accrued during the school year. Implementation specifics for NLACS, including session structure, eligibility criteria, and integration with the school's existing tiered attendance interventions, are to be confirmed by the leadership team. • Resource teachers and interventionists will attempt to co-plan and co-teach during the Seminar and Learning Lab time blocks. This recommendation addresses the administrative team's identified priority of improving co-teaching practice and supports the academic acceleration work described in the Addressing Academic Needs to Accelerate Learning and Comprehensive SPED Program actions.

Educational Partner(s)	Process for Engagement
	How Administrative Feedback Informed the LCAP The feedback received from administrators and principal leadership shaped multiple 2026-27 LCAP actions. The social-emotional learning priority informs the Addressing SEL, Behavioral, and Mental Health Needs action, including Closegap implementation, continued PBIS professional development with tier 1 emphasis, and Yondr continuation. The Special Education priority informs the Comprehensive SPED Program action, including the new Director of Exceptional Education's expanded professional development and the co-planning teams of Humanities and Math teachers with resource teachers supported by the Principal and Director of Exceptional Education. The master schedule refinement priority informs the 7th grade designated ELD class split described in the Supporting English Learners and Supporting Long-Term English Learners actions and the integration of math instruction into designated ELD time. The UDL priority informs the continued UDL professional development delivered primarily by the administrative team in 2026-27, described in the EL and LTEL actions. The attendance priority informs the Promoting Parent Engagement and Participation action and the chronic absenteeism work described across multiple coordinated actions.
Teachers	Engagement with teachers occurred continuously throughout the 2025-26 school year through four recurring structures. **Weekly All-Staff Meetings with Administrator:** Administrators met weekly with both certificated and classified staff throughout 2025-26 to address schoolwide priorities including school culture and PBIS, instruction with an English Language Development focus, department meetings, and Diversity, Equity, Inclusion, and Justice (DEIJ). These weekly meetings provided sustained, cross-role discussion of school priorities and supported alignment of instructional and operational decisions across the staff. **Weekly Grade Level Coordinator Meeting:** Grade Level Coordinators (GLC) met weekly with the Assistant Principal throughout 2025-26 to plan for weekly grade level meetings. Topics included reviewing grade level Professional Learning Community goals, field trip planning, advisory programming, and event planning. Based on feedback gathered through this structure in the prior year, the field trip budget was increased for 2025-26 and the advisory calendar was modified. **Monthly Instructional Leadership Team Meetings:** The Instructional Leadership Team (ILT) met with the Principal once a month throughout 2025-26 to identify and review progress toward department goals. ILT members reviewed notes from the prior department meetings and planned for the next department meeting, which now occurs monthly on the school's 12:35 minimum day. ILT meetings included data analysis to identify instructional needs, tuning of Seminar instruction, sharing of best instructional practices, project planning, and planning for Passion Nights. ILT also led their department teams through protocols to identify needs and priorities for the upcoming school year, which were then incorporated into the administrative budget wish list. **Monthly Mission Pillar-Aligned Committee Meeting:** Each month during 2025-26, teachers met in one of three mission pillar-aligned committees to discuss and plan improvements to school culture, student academic progress,

Educational Partner(s)	Process for Engagement
	and student and family engagement. The three committees were the PBIS Committee, the Family Engagement Committee, and the DEIJ Committee. **Feedback from Teachers** Through these structures, teachers provided feedback identifying several priority areas for 2026-27 LCAP development: • More planning time, to be addressed through department retreat days in 2026-27. • More differentiated professional development during weekly faculty meetings. • Longer lunch period. • More coaching and feedback for teachers. • More engagement from caregivers. • Combine the separate Passion for Learning Nights into one schoolwide event. • Continued ILT input into the budget process, with ILT members leading their teams through protocols to identify needs and priorities that were incorporated into the administrative budget wish list. • From the Math department, a recommendation to undergo a math curriculum review during 2026-27. • Acknowledgement that the three mission pillar-aligned committees are valuable but vary in focus and intentionality, with the PBIS Committee identified as the strongest of the three. • From Grade Level Coordinators, continued attention to addressing behavior issues, particularly for Students with Disabilities, which has been an ongoing concern. **Recommendations from Teachers** Teachers offered the following structural recommendations for 2026-27: • Schedule one to three department retreat days, spread out across each trimester, for Humanities, Math, and Science departments. On retreat days, the Principal and Assistant Principal will lead differentiated professional development for other staff. • Move DEIJ work from a centralized committee model to grade-level team coaching by the DEIJ Coordinator on a monthly cadence. The DEIJ Committee will be removed under this structural change. • Embed planning time more consistently and recurrently into weekly professional development. • Establish a New Teacher PLC Cohort, meeting monthly during committee time and led by the Principal. • Transition family communication to the ParentSquare app for stronger family engagement. • Schedule one combined Passion Night in the middle of the school year instead of multiple separate events. • Expand PBIS Committee membership, which was small during 2025-26 with only a few members.

Educational Partner(s)	Process for Engagement
	• Conduct a Math department curriculum review during 2026-27. **Title Funding and LREBG Consultation with Teachers** Teacher engagement included consultation on the use of Title II, Part A funds for professional development and teacher induction support, and on the use of LREBG funds to support instructional recovery priorities identified in the school's needs assessment. The ILT-led department budget wish list process represents a structured mechanism through which teacher perspectives shaped how Title and LREBG funds will be aligned with LCAP actions for 2026-27. Specific dates of the Title II and LREBG consultation discussions are pending leadership team input.
Classified/Other Staff	Engagement with classified staff and other school personnel occurred continuously throughout the 2025-26 school year through the weekly all-staff meetings with administrators and through monthly mission pillar-aligned committee meetings. **Weekly All-Staff Meetings with Administrators** Administrators met weekly with both certificated and classified staff throughout 2025-26 to address schoolwide priorities including school culture and PBIS, instruction with an English Language Development focus, department meetings, and Diversity, Equity, Inclusion, and Justice (DEIJ). These weekly meetings provided classified staff with sustained access to school priority discussions and supported alignment of operational decisions, including those affecting classified roles, with the school's instructional priorities. **Monthly Mission Pillar-Aligned Committee Meetings** Classified staff also participated in the monthly mission pillar-aligned committees throughout 2025-26, contributing to the PBIS Committee, the Family Engagement Committee, and the DEIJ Committee. Classified staff input on school culture, student support, and family engagement complemented certificated staff input within these structured venues. **Feedback from Classified Staff and Other Personnel** Through these engagement structures, classified staff and other school personnel contributed to the schoolwide feedback themes described above, including more engagement from caregivers, combined Passion Night events, transition to the ParentSquare app for stronger family communication, and expanded PBIS Committee membership in 2026-27. **Title Funding and LREBG Consultation with Classified Staff and Other Personnel** Classified staff engagement included consultation on the use of Title funding and LREBG funds as those funds support staff roles, family engagement infrastructure, and instructional support functions in which classified staff are involved. Specific dates of these consultation discussions are pending leadership team input.

Educational Partner(s)	Process for Engagement
Students	Engagement with students, separate from the Student Advisory Committee described in a following section, occurred throughout the 2025-26 school year through four recurring structures: monthly Town Meetings, trimester Passion Awards, the annual Career Day in March, and the annual Panorama Education Survey in April. **Monthly Town Meetings:** Each month, administrators and the school counselor led a Town Meeting for each grade level. Topics covered included Mission pillar work, advisory challenges based on the school's mission pillars, the importance of attendance, bully prevention, clubs, social justice projects, the counseling corner, outdoor education camping trips, and Dolphin Cheers, which are student awards given by staff to recognize students who exhibit the school's mission pillars during the month. The 2025-26 school year was the third year of the current Town Meeting model, including the advisory challenges format. **Trimester Passion Awards:** Grade level teachers awarded outstanding students at the end of each trimester through the Passion Awards, which recognize students who embody the school's mission pillars in their academic engagement and community involvement. **Annual Career Day:** Every March, NLACS holds an annual Career Day in which ten or more community members present to groups of students about their careers. Prior to Career Day, the Assistant Principal distributed a survey to all students requesting the careers they would like to learn about, and student input shaped the selection of presenters. Career fields represented in 2025-26 included medical, business, and entertainment. **April 2026 Panorama Education Survey:** In April 2026, students completed the annual Panorama Education Survey. The survey results showed continued progress on school climate measures. No category score decreased from the fall 2025 survey, and six categories showed favorable response rate increases: Rigorous Expectations increased 1%, School Safety increased 2%, School Climate increased 4%, Teacher-Student Relationships increased 4%, School Belonging increased 3%, and School Engagement increased 1%. Students continued to respond most favorably to the school having rigorous expectations for them, with 66% schoolwide favorable response on this measure. Disaggregated by English Learner classification, the Rigorous Expectations favorable response rates were 62% for English Learners, 66% for English Only students, 69% for Initially Fluent English Proficient (IFEP) students, and 68% for Reclassified Fluent English Proficient (RFEP) students. The questions in this category center on teachers communicating high expectations of their students regardless of ability, race, or gender identity. NLACS attributes the overall Rigorous Expectations increase to the strong ELD, ELA, and math intervention system; strong communication from teachers to students during instructional time; and the consistent use of rubrics on projects and summative assessments. **Feedback from Students** Student feedback through these engagement structures included the following: • Students continued to engage positively with the Town Meeting and advisory challenges model in its third year of implementation. A slight dip in student engagement and awareness of the advisory challenges competition was observed as the school year progressed.

Educational Partner(s)	Process for Engagement
	• Students appreciated the opportunity to provide input on Career Day presenters through the Assistant Principal's annual survey, and the survey-based selection process is identified as a continuing structural strength. • April 2026 Panorama Education Survey results provided structured student input on school climate, with no category decreasing year over year and six categories improving, indicating broad student affirmation of the school's climate and engagement work. **Recommendations from Students** Student recommendations for 2026-27 include the following: • Create a bulletin board in the hallway to display the current status of the advisory challenges competition, addressing the slight dip in student awareness of the competition observed during 2025-26. **Title Funding and LREBG Consultation with Students** Student engagement included age-appropriate consultation on how Title funding and LREBG funds will support student-facing programs and supports for 2026-27, including i-Ready practice access, intervention and learning recovery resources, the Career Day program, the Panorama Education Survey administration, and after-school and intersession learning opportunities. Specific dates of these consultation discussions are pending leadership team input.
Student Advisory Committee (SAC)	Students engaged in LCAP development through the Student Advisory Committee (SAC) in accordance with the requirement applicable to schools serving middle school grades added to EC 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024). The Student Advisory Committee convened three times during the 2025-26 school year to review and comment on the 2026-27 LCAP prior to adoption by the governing body. **Student Advisory Committee Meeting Dates and Topics** • January 12, 2026: SAC reviewed 2025 California School Dashboard data, responded to a structured feedback question about students' feelings toward staff, different subject areas, and attendance, and completed a feedback survey on school culture. • April 20, 2026: SAC discussed state testing preparation, contributed to 2026-27 LCAP planning with specific input on IXL versus i-Ready learning platform preferences, and provided feedback on the school counseling program and the math growth mindset initiative. • May 28, 2026: SAC provided final input on the 2026-27 LCAP prior to governing body adoption. **Feedback from the Student Advisory Committee** SAC feedback through these three meetings included the following: • Students highly recommended the purchase of IXL ELA because of their positive experience with IXL Math, which they prefer over the i-Ready learning path. • Students requested stronger relationships with their advisors.

Educational Partner(s)	Process for Engagement
	• Students requested more time for community building in advisory. • Students provided structured feedback on staff relationships, individual subject areas, attendance, and school culture through the January feedback survey and discussion. • Students provided feedback on the school counseling program and on the math department growth mindset initiative. **Recommendations from the Student Advisory Committee** Based on SAC feedback, the leadership team is incorporating the following responses for 2026-27: • Build more advisor autonomy into the advisory calendar to support stronger advisor-student relationships. • Direct Grade Level Coordinators (GLCs) to discuss and develop strategies for building more community across advisories and across the school. • Add IXL ELA to the administrative budget wish list for 2026-27, with the goal of providing students the IXL platform across both math and ELA. • Continue the growth mindset initiative in the math department and explore expansion of the initiative to the Exceptional Education department. **Title Funding and LREBG Consultation with the Student Advisory Committee** SAC engagement during the April 20, 2026, meeting included age-appropriate consultation on the use of Title funding for student-facing learning platforms, including the IXL versus i-Ready discussion that directly informed the IXL ELA budget decision. In addition. SAC consultation also addressed how LREBG funds will support student-facing learning recovery activities in 2026-27.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Engagement with parents and caregivers occurred continuously throughout the 2025-26 school year through Back to School Nights, Passion for Learning Nights, Coffee with the Principals sessions, structured workshops with community partners, Outdoor Education parent meetings, and individual Student Attendance Review Team (SART) meetings, in addition to the Parent Advisory Committee, English Learner Parent Advisory Committee, and English Learner Advisory Committee engagement described in separate sections below. Parents of students identified as Unduplicated Pupils, including English Learners, foster youth, and Socioeconomically Disadvantaged students, engaged through these structures. Parents of Students with Disabilities engaged through the quarterly Special Education department parent meetings, individual IEP meetings, and SART meetings convened for SWD students with attendance concerns. **Parent Engagement Dates and Topics** • September 3, 2025: Back to School Night for 6th and 7th grade families. Topics included Deanslist (the parent communication platform in use during 2025-26), the importance of attendance, student and parent engagement, ARC, seminar including intervention and enrichment classes, and i-Ready.

Educational Partner(s)	Process for Engagement
	• September 4, 2025: Back to School Night for 8th grade families. Topics included culmination expectations, the high school counseling process, Deanslist, the importance of attendance, student and parent engagement, ARC, seminar including intervention and enrichment classes, and i-Ready. • October 9, 2025: Prevention Solutions caregiver presentations on alcohol, drug, and nicotine prevention, delivered as part of the school's partnership with Prevention Solutions documented in the Addressing SEL, Behavioral, and Mental Health Needs action. • October 22, 2025: Coffee with the Principals session focused on bully prevention. • November 13, 2025: Passion for Learning Reading Night, at which student work was exhibited by department teachers and students themselves. • January 20, 2026: Parent workshop with More Than Sex Ed (MTSE), preparing parents for the upcoming sex education classes for students. • February 12, 2026: Outdoor Education parent meeting to discuss each grade level's spring camping trip. • February 25, 2026: Passion for Learning Math and Science Night, at which student work was exhibited by department teachers and students themselves. • May 21, 2026: Passion for Learning Social Justice Night, at which student work was exhibited by department teachers and students themselves. **Feedback from Parents** Through these engagement structures, parents and caregivers provided the following feedback: • September 4, 2025, 8th grade Back to School Night: more parents of 8th grade students were aware of the high school counseling process compared to prior years, but parents were also more stressed about choosing a high school than parents in previous years. • From Back to School Night feedback across grade levels: parents of younger students requested more contact from teachers, particularly regarding instances of misbehavior. • October 22, 2025, Coffee with the Principals session on bully prevention: caregivers shared concerns about students they had heard from their children to be repeatedly unsafe or disrupting class activities. • January 20, 2026, More Than Sex Ed parent workshop: a small number of additional parents, primarily of 7th grade students, opted their child out of the sex education classes. • February 12, 2026, Outdoor Education parent meeting: caregivers raised concerns about student safety in response to Immigration and Customs Enforcement (ICE) activity in and around the Los Angeles area during the 2025-26 school year. **Recommendations from Parent Engagement** Based on parent feedback, the leadership team is incorporating the following responses for 2026-27: • Continue to encourage teachers to increase the frequency of family outreach, particularly proactive positive communication. During 2025-26, NLACS implemented a staff competition recognizing teachers who sent the highest number of positive home communications, and a similar incentive structure will continue in 2026-27.

Educational Partner(s)	Process for Engagement
	Title Funding and LREBG Consultation with Parents Parent engagement during 2025-26 included consultation on the use of Title funding and LREBG funds in support of family communication infrastructure, including the planned ParentSquare transition replacing Deanslist; student-facing intervention programs, including i-Ready and seminar intervention and enrichment classes; Outdoor Education and learning recovery activities; and partnerships with community-based organizations including Prevention Solutions, YVape, and More Than Sex Ed that support student health and safety. Specific dates of these consultation discussions with parent venues are pending leadership team input.
Parent Advisory Committee (PAC)	NLACS presented the LCAP to the Parent Advisory Committee (PAC) for review and comment per California Education Code Section 52062(a)(1). The PAC convened three times during the 2025-26 school year to review and comment on the 2026-27 LCAP prior to adoption by the governing body. **Parent Advisory Committee Meeting Dates and Topics** February 18, 2026: PAC reviewed attendance data, the 2025 California School Dashboard data and its implications for future planning, the school needs assessment, and drug prevention and healthy coping strategies in connection with the school's Prevention Solutions partnership. April 22, 2026: PAC reviewed attendance data, the state testing update for the spring 2026 assessment administration, and the 2026-27 LCAP planning process, including the use of Title funding and LREBG funds for the 2026-27 school year. June 3, 2026: PAC provided final input on the 2026-27 LCAP prior to governing body adoption. **Feedback from the Parent Advisory Committee** PAC feedback through these three meetings included the following: • Parents reported that they do not consistently receive score reports from elementary schools when their children transition to NLACS in 6th grade, which limits parents' ability to track their children's longitudinal academic progress. **Recommendations from the Parent Advisory Committee** Based on PAC feedback, the leadership team is incorporating the following responses for 2026-27: • Mail score reports to families during the summer prior to the start of the school year. • File score reports in students' cumulative academic records (cume files). • Include score reports in students' student-led conference binders for ongoing reference during the school year. **Title Funding and LREBG Consultation with the PAC** The April 22, 2026, PAC meeting specifically addressed the use of Title I for schoolwide program supports during 2026-27, including the allocation for i-Ready Assessment and the role of the Assistant Principal to support learning

Educational Partner(s)	Process for Engagement
	recovery priorities identified through the needs assessment process.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	NLACS presented the LCAP to the combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL PAC) for review and comment per California Education Code Section 52062(a)(2). At NLACS, the school-level ELAC functions in combination with the EL PAC as a single body serving parents of English Learners, and because NLACS is a single-school charter the DELAC function is also served through this combined body. The combined committee convened three times during the 2025-26 school year to review and comment on the 2026-27 LCAP prior to adoption by the governing body. **ELAC, DELAC, and EL PAC Meeting Dates and Topics** January 28, 2026: The committee reviewed attendance data, English Learner assessment data including the i-Ready winter administration, an overview of the English Language Proficiency Assessments for California (ELPAC) assessment, a review of the school's designated English Language Development (ELD) and integrated ELD programming, and ELPAC summative assessment preparation. April 22, 2026: The committee reviewed attendance data, the spring 2026 state testing update including ELPAC summative assessment administration updates, and the 2026-27 LCAP planning process, including the use of Title funding (with specific attention to Title III, Part A funds for English Learner supports) and LREBG funds for the 2026-27 school year. June 4, 2026: The committee provided final input on the 2026-27 LCAP prior to governing body adoption. **Feedback from the Combined ELAC, DELAC, and EL PAC** Parent feedback through these three meetings included the following: • Parents asked how they will know whether their child has been reclassified from English Learner to Reclassified Fluent English Proficient (RFEP) status. **Recommendations and School Responses** Based on parent feedback, the school took the following actions during 2025-26 and is incorporating the following responses for 2026-27: • During 2025-26, the school explained the reclassification process to the committee and recommunicated the English Learner status letters that families should have received from the school at the end of the prior school year and the beginning of the 2025-26 school year, with each child's current EL status. • Beginning in 2026-27, the designated ELD teacher will reach out directly to more EL caregivers to explain their child's English Learner level, services, and needs, providing a more personal point of contact for families to understand their child's EL status and progress. **Title Funding and LREBG Consultation with the Combined ELAC, DELAC, and EL PAC**

Educational Partner(s)	Process for Engagement
	The April 22, 2026, committee meeting specifically addressed the use of Title III, Part A funds in support of designated and integrated English Language Development programming for English Learners and Long-Term English Learners for 2026-27, and the use of Title I, Part A funds in support of schoolwide programs serving English Learners. The committee also addressed the use of LREBG funds to support learning recovery priorities for English Learners identified through the needs assessment process.
SELPA	NLACS receives its Special Education Local Plan Area (SELPA) services through the Los Angeles Unified School District SELPA under the Charter Option 3 framework (LAUSD SELPA Option 3), which is the structure through which LAUSD SELPA provides Special Education support to its member charter schools. NLACS consulted with the LAUSD SELPA in accordance with California Education Code Section 52062(a)(5) to ensure that specific actions for Students with Disabilities are included in the 2026-27 LCAP. SELPA consultation occurred continuously throughout the 2025-26 school year through a recurring weekly meeting structure rather than as a single discrete event. **SELPA Consultation Structure and Topics** Throughout the 2025-26 school year, the Director of Exceptional Education (Director of SPED) and the Chief of Schools met weekly with the LAUSD SELPA Charter Option 3 (COP3) specialist assigned to NLACS. Topics discussed during these meetings included Welligent technical assistance for IEP management, best practices for Special Education service delivery, student program placement, professional development opportunities for Special Education and general education staff, and other available resources to support instruction for Students with Disabilities. On May 29, 2026, the school formally shared Goal 1, Action 7 of the 2026-27 LCAP (the Comprehensive SPED Program action) with the LAUSD SELPA partner for review and comment, in connection with the LCAP development cycle for the upcoming school year. **Feedback from the LAUSD SELPA** The LAUSD SELPA COP3 partner provided the following feedback through the weekly meeting structure and the May 29, 2026, LCAP review: • Positive feedback about the strategies NLACS uses to support Students with Disabilities, with specific acknowledgment of the school's collaboration practices for supporting SWD students who are also identified as English Learners or Long-Term English Learners. • Reminder that even with the implementation of the new Woodcock-Johnson V Tests of Achievement (WJV) in 2026-27, it is important to always use multiple data points in IEP development. The reminder aligns with established Special Education assessment practice and reinforces the multi-source data approach already embedded in the school's IEP process. • Offer of LAUSD SELPA Community of Practice (COP) supports for behavior consultation, mental health consultation, and professional development. These supports are available to the school as a resource throughout the school year and can supplement the school's existing behavioral and mental health infrastructure.

Educational Partner(s)	Process for Engagement
	• Discussion of the impacts of Immigration and Customs Enforcement (ICE) raids on attendance in the school community, including how chronic absenteeism among students with IEPs may have been affected by family safety concerns tied to ICE activity during 2025-26. **Recommendations and School Response** The LAUSD SELPA did not request specific revisions to Goal 1, Action 7 or to other LCAP actions following the May 29, 2026, review. The substantive content of the SELPA's consultation centers on the affirmation of NLACS's existing SWD support strategies, the methodological reminder regarding multiple data points in IEP development, the offer of available COP resources, and the cross-cutting discussion about the impacts of ICE activity on attendance for students with IEPs. In 2026-27, NLACS will explore the LAUSD SELPA COP supports as an additional resource for behavior and mental health consultation and professional development, aligned with the Addressing SEL, Behavioral, and Mental Health Needs action and the Comprehensive SPED Program action.

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

New Los Angeles Charter Middle School engaged administrators and principal leadership, teachers, classified and other staff, students, the Student Advisory Committee, parents and caregivers, the Parent Advisory Committee, the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee, the LAUSD SELPA, and community partners throughout the 2025-26 school year. The leadership team synthesized the input gathered through these structures and incorporated it into the goals, actions, and metrics of the 2026-27 LCAP. The descriptions below identify, by goal and action where applicable, how that feedback shaped the adopted plan.

Goal 1: Community Schools Framework, MTSS, and PBIS

- **Action 2, Addressing Academic Needs to Accelerate Learning.** Student Advisory Committee members recommended the purchase of IXL ELA based on their positive experience with IXL Math, which they prefer over the i-Ready learning path. In response, the leadership team added IXL ELA to the 2026-27 administrative budget wish list, and the action reflects a planned increase of IXL implementation in ELA and Mathematics to 60 minutes or more per week for all students, pending purchase approval. Administrative feedback identifying co-teaching between resource teachers and content teachers as a priority, together with the administrative recommendation that resource teachers and interventionists co-plan and co-teach during Seminar and Learning Lab time, informed the Learning Lab tuning and the coordinated intervention structure described in this action.
- **Action 3, Addressing SEL, Behavioral, and Mental Health Needs.** Administrators and principal leadership identified additional social-emotional learning support as a priority in response to consistent student behavior concerns. This feedback informed the action's Closegap implementation, including the summer placement of Closegap professional development, the continued PBIS professional development with a tier 1 emphasis, and the continuation of Yondr. Grade Level Coordinators raised continued attention to behavior issues, particularly for students with disabilities, which informed the Assistant Principal's expanded classroom management coaching and the 2026-27 review of behavior plans embedded in IEPs. The LAUSD SELPA's offer of Community of Practice supports for behavior, and mental health consultation informed the school's plan to explore those supports in 2026-27.

- **Action 5, Supporting English Learners, and Action 6, Supporting Long-Term English Learners.** The administrative priority on master schedule refinement informed the split of the 7th grade designated ELD class into two groups and the integration of math instruction into designated ELD time. The administrative priority on Universal Design for Learning informed the continuation of UDL professional development delivered primarily by the administrative team. Input gathered through the English Learner needs assessment that the current designated ELD curriculum is dated and that its prompts and tasks do not consistently engage students informed the planned 2026-27 ELD curriculum study. Parents on the combined ELAC, DELAC, and EL PAC asked how they would know whether their child had been reclassified, and in response the school explained the reclassification process and recommunicated EL status letters during 2025-26, and beginning in 2026-27 the designated ELD teacher will reach out directly to more EL caregivers to explain their child's English Learner level, services, and needs.
- **Action 7, Comprehensive SPED Program.** Administrators and principal leadership identified strengthened special education supports, improved instruction by general education staff, and more effective co-teaching as priorities. This feedback informed the co-planning teams that pair Humanities and Math teachers with resource teachers, supported by the Principal and the new Director of Exceptional Education, and the Director's expanded professional development for both special education and general education staff. The school formally shared this action with the LAUSD SELPA on May 29, 2026. The SELPA provided positive feedback on the school's strategies for supporting students with disabilities, including those dually identified as English Learners or Long-Term English Learners, and reminded the school to use multiple data points in IEP development even with the new Woodcock-Johnson V, which reinforced the multi-source data approach already embedded in the action. The SELPA did not request specific revisions. The Student Advisory Committee's feedback on the math growth mindset initiative informed the school's plan to explore expanding that initiative to the Exceptional Education department.

Goal 2: Professional Learning

- **Action 1, Educators - Supporting the Core Educational Program.** Teachers recommended establishing a New Teacher PLC Cohort meeting monthly and led by the Principal, and this recommendation is implemented directly in the action as a monthly one-hour cohort focused on instructional planning, classroom management, and the school's instructional and behavioral priorities. Teachers requested more differentiated professional development during weekly faculty meetings, which informed the increased number of full-faculty sessions on instructional practices and differentiated planning. Teachers recommended scheduling one to three department retreat days per trimester for the Humanities, Math, and Science departments, with the Principal and Assistant Principal leading differentiated professional development, which informed the department retreat planning days. Teachers recommended moving DEIJ work from a centralized committee to grade-level team coaching by the DEIJ Coordinator on a monthly cadence, which informed the shift to direct DEIJ coaching of grade level teams. Teacher feedback requesting more coaching and feedback, more planning time, and more consistently embedded planning informed the coaching structures and the embedded planning emphasis. The targeted external professional learning at Get Your Teach On, the American School Counselor Association conference, and the College Preparatory Mathematics Math Conference provides discipline- and role-specific learning for teachers, counseling staff, and math instructors.
- **Action 2, Professional Learning Opportunities.** The action's areas of focus were selected based on analysis of student assessment data, educational partner feedback, classroom observation findings, and staff survey results, and they include differentiated instruction, i-Ready data analysis, MTSS, PBIS, restorative practices, Closegap implementation, and accommodations and modifications for students with disabilities. The action's partial funding of teacher induction expenses reinforces the early-career professional learning identified as a priority through teacher engagement.
- **Action 3, Core Curricular Needs.** The Math department recommended undergoing a math curriculum review during 2026-27, and this recommendation is implemented directly as a math curriculum review to determine whether to continue with the current curriculum or adopt a different one for 2027-28. The ELD curriculum study described in the English Learner actions is also reflected here, with the current ELD curriculum continuing in use during the study.

Goal 3: Family and Community Engagement and School Climate

- **Action 1, Promoting Student Engagement and a Safe Learning Environment.** Student Advisory Committee members requested stronger relationships with their advisors and more time for community building in advisory, which informed the leadership team's plan to build more advisor autonomy into the advisory calendar and to direct Grade Level Coordinators to develop strategies for building community across advisories and the school. Student feedback that awareness of the advisory challenges competition dipped during the year, and the related student recommendation to display the competition status, informed continued attention to advisory programming. The continuation of Yondr reflects administrative and schoolwide priorities on school climate, and the Student Advisory Committee's role in providing input on the LCAP, LCFF allocation, and Title funding decisions reflects the student voice structures emphasized through engagement.
- **Action 2, Parent Input in Decision-Making.** The advisory committee structure described in this action, including the PAC, the combined ELAC, DELAC, and EL PAC, and the Student Advisory Committee, is the set of venues through which partner input on the LCAP was gathered. Staff feedback affirming that the mission pillar-aligned committees are valuable, with the PBIS Committee identified as the strongest, and recommending expanded PBIS Committee membership, informed continued investment in these structured input venues.
- **Action 3, Promoting Parent Engagement and Participation.** Teachers and classified staff recommended transitioning family communication to ParentSquare, and this recommendation is implemented directly as the 2026-27 transition to ParentSquare as the primary parent communication platform, replacing Deanslist. Parents of younger students requested more contact from teachers, particularly regarding misbehavior, and teacher feedback requested more engagement from caregivers, which together informed the continuation of the staff incentive recognizing teachers who send the most positive home communications. The Parent Advisory Committee reported that families do not consistently receive score reports when their children transition to the school in 6th grade, and in response the school will mail score reports to families during the summer, file them in students' cumulative records, and include them in student-led conference binders. Teacher and classified feedback to combine the separate Passion for Learning Nights into one schoolwide event informed the move to a single schoolwide Passion for Learning Night. Caregiver concerns raised at the Outdoor Education parent meeting about Immigration and Customs Enforcement activity, together with the SELPA's discussion of the impact of that activity on attendance for students with IEPs, informed the action's continued emphasis on proactive, multilingual family engagement and attendance support.
- **Action 4, Maintaining Safe and Clean School Facilities.** The action provides for annual review and revision of the School Safety Plan with input from educational partners and staff, which is the structured mechanism through which partner feedback shapes the school's safety planning.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed in response to findings from the school's 2025-26 needs assessment process, multi-year California School Dashboard performance data, and the State Board of Education's adoption of the California Community Schools Framework in January 2022. The goal addresses California LCAP State Priority 5 (Pupil Engagement) through its commitment to identify and address student barriers to learning, State Priority 6 (School Climate) through MTSS, PBIS, and the supportive environmental conditions emphasized in the Framework, and State Priority 8 (Other Pupil Outcomes) by establishing the integrated student support infrastructure that strengthens outcomes across academic and behavioral domains. The goal also operationalizes the school's existing alignment with the Framework's Four Pillars and Four Key Conditions for Learning, which appear in goal language already used elsewhere in the 2026-27 LCAP.

Connection to the California Community Schools Framework: The California Community Schools Framework, adopted by the State Board of Education in January 2022, identifies Four Pillars of Community Schools that work together to support whole child development: integrated student supports, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities. The Framework also identifies Four Key Conditions for Learning that the Four Pillars support, including supportive environmental conditions that foster strong relationships and community and productive instructional strategies that support student motivation, competence, and self-directed learning. New Los Angeles Charter Middle School (NLACS) has, across multiple LCAP cycles, aligned its programmatic structure with these elements, and this goal commits the school to continued and deepened implementation across the 2026-27 school year and beyond.

Connection to Needs Assessment Findings: The needs assessment process surfaced the consistent priority student group pattern that defines the school's coordinated improvement strategy. On the 2025 California School Dashboard, the English Learner, Long-Term English Learner, and Students with Disabilities student groups performed at the Red performance level on the Chronic Absenteeism Indicator. The same three priority student groups performed at Red on multiple Academic Indicators, with the Students with Disabilities student group at Red on both the ELA and Mathematics Academic Indicators, and the

English Learner and Long-Term English Learner student groups at Red on the Mathematics Academic Indicator. The persistence of this priority student group pattern across academic, attendance, and language indicators establishes that the underlying drivers of student outcomes cut across domains and require integrated, whole-child responses rather than narrow single-domain interventions.

This finding directly justifies the goal's emphasis on strengthening MTSS, PBIS, and the integration of the Four Key Conditions for Learning with the Four Pillars of Community Schools. The needs assessment surfaced inconsistent tier 1 implementation as a contributing factor in the suspension and chronic absenteeism data, identified gaps in coordination between general education, English Language Development, and special education services across the ELA, math, science, and ELPI needs assessments, and identified the school's existing engagement, family communication, and extended learning structures as foundational strengths that warrant continued investment. The goal's emphasis on improved school responsiveness and effective identification and response to student barriers to learning operationalizes these needs assessment findings.

The needs assessment also identified the multi-year improvement trajectory on the Chronic Absenteeism Indicator, with the schoolwide rate declining from 42.3% in 2021-22 to 19.9% on the 2025 Dashboard, as evidence that integrated school responsiveness produces measurable results when sustained. This trajectory supports the goal's framing as a continuation rather than a new initiative, with 2026-27 work focused on deepening the integration across student groups whose rates have not yet improved at the same pace.

Connection to Educational Partner Input: The goal reflects input from educational partners gathered throughout the LCAP engagement process. Instructional staff and the Instructional Leadership Team (ILT) contributed analysis of student data and identified tier 1 implementation consistency, coordination between general education and special education, and integration between attendance and academic supports as priority areas. The Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Coffee with the Principal sessions, and Panorama Education survey results provided family perspectives on the school environment, school climate, and the supports their children receive. The Student Advisory Committee, town halls, and advisory discussions provided student voice on belonging, relationships, and barriers to learning that students experience. The Director of DEIJ and the DEIJ Committee contributed analysis through monthly DEIJ Committee meetings and through structured engagement with the school's strategic equity goals. Community partners including LACOE's PBIS Community of Practice, Prevention Solutions, and YVape contributed to the integrated student support infrastructure that the Framework's Pillars define.

Connection to 2026-27 Actions: The goal informs and is informed by specific 2026-27 actions across the LCAP. The Addressing SEL, Behavioral, and Mental Health Needs action describes the school's MTSS and PBIS infrastructure, continued PBIS professional development with tier 1 emphasis, classroom management coaching from the Assistant Principal, Closegap daily SEL check-ins, Panorama universal screening, and continued counseling services. The Addressing Academic Needs to Accelerate Learning action describes the school's tiered academic intervention structure, including intervention specialists, Seminar Block programming, designated English Language Development, IXL adaptive practice, Learning Lab for Students with Disabilities, and ELOP extended learning programming. The Promoting Parent Engagement and Participation action describes family and community engagement through SART, PAC, ELAC, Coffee with the Principal, the Special Education department's quarterly parent meetings, and the planned ParentSquare transition. The Promoting Student Engagement and a Safe Learning Environment action describes the school's student leadership structures, after-school clubs, field trips, transportation supports for students experiencing homelessness, Yondr, and school climate monitoring through Panorama. The Educators - Supporting the Core Educational Program and Professional Learning Opportunities actions describe the collaborative leadership and shared decision-making structures, including DEIJ Director coaching of grade level teams and department retreat planning days, that the Framework identifies as essential. Together, these actions operationalize the integrated student supports, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities that the Four Pillars of Community Schools define.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -27.8 EL -78 SED -32.2 SWD -100.8 Hispanic -29	2023-24 ELA CAASPP DFS All Students -17 EL -60.8 LTEL -105.7 SED -18.3 SWD -104.3 Hispanic -17.5	2024-25 ELA CAASPP DFS All Students -24.1 EL -56.6 LTEL -92.7 SED -28 SWD -107.4 Hispanic -26.5	2025-26 ELA CAASPP DFS All Students -23 EL -53 LTEL -90 SED -27 SWD -105 Hispanic -24	All Students: +3.7 EL: +21.4 *LTEL: N/A SED: +4.2 SWD:-6.6 Hispanic: +2.5 *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -88.4 EL -134.4 SED -91.7 SWD -164.1 Hispanic -89.1	2023-24 Math CAASPP DFS All Students -81.2 EL -115.5 LTEL -162 SED -82.8 SWD -150.3 Hispanic -78.8	2024-25 Math CAASPP DFS All Students -84.9 EL -121.1 LTEL -183.6 SED -88.6 SWD -169.7 Hispanic -85.5	2025-26 Math CAASPP DFS All Students -82 EL -119 LTEL -181 SED -86 SWD -168 Hispanic -83	All Students: +3.5 EL: +13.3 *LTEL: N/A SED: +3.1 SWD: -5.6 Hispanic: +3.6 *Not numerically significant in either Baseline or Y2 Outcome
3	CA Science Test (CAST)	2022-23 CAST % Met/exceeded All Students 27.19% SED 25.81% Hispanic 27.66% Source: CAASPP website	2023-24 CAST % Met/exceeded All Students 25.24% SED 24.49% Hispanic 27.27% Source: CAASPP website 2023-24 CAST (Science Points) All Students 52.6 EL 43.7 SED 52.5 Hispanic 53 Source: Dashboard	2025-26 CAST % Met/Exceeded All Students 17.35% SED 16.25% Hispanic 15.73% Source: CAASPP website 2024-25 CAST (Science Points) All Students 48.9 EL 42.6 SED 48.7 Hispanic 48.8 Source: 2025 Dashboard	2025-26 CAST (Science Points) All Students 50 EL 44 SED 50 Hispanic 50	All Students: -9.84% *EL: N/A SED: -9.56% Hispanic: -11.93% *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	50% Source: 2023 Dashboard	EL: 48.4% LTE: 50% Source: 2024 Dashboard	EL: 45.6% LTEL: 52.5% Source: 2025 Dashboard	2025-26: EL: 55% LTEL: 54%	EL: -4.4% *LTEL: N/A *Not numerically significant in either Baseline or Y2 Outcome
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 17.8% Proficient	2023-24: 20% Proficient	2024-25: 17.5% Proficient	2025-26: 24%	-0.3%
6	Reclassification Rate Source: CALPADS	2022-23: 31.6%	2023-24: 17.28%	2024-25: 17%	2025-26: 20%	-14.6%
7	Attendance Rate Source: CALPADS	2022-23: 91%	2023-24: 91.44%	2024-25: 93.3%	2025-26: 93.5%	+2.3%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 31.3% EL 28.2% SED 32.8% SWD 34.4% Hispanic 28.7%	2023-24: Chronic Absenteeism Rate All Students 24.6% EL 22.1% LTEL 20.5% SED 24.8% SWD 24.2% Hispanic 24.6%	2024-25: Chronic Absenteeism Rate All Students 19.9% EL 23.3% LTEL 29.3% SED 22.4% SWD 26.4% Hispanic 18.6%	2025-26 Chronic Absenteeism Rate All Students 22.0% EL 26.0% LTEL 27.0% SED 23.0% SWD 33.0% Hispanic 20.0%	All Students: -11.4% EL: -4.9% *LTEL: N/A SED: -10.4% SWD: -8% Hispanic: -10.1% *Not numerically significant in either Baseline or Y2 Outcome
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 4.8% EL 7.6% SED 5.0% SWD 9.4% Hispanic 4.5%	2023-24: Suspension Rate All Students 2.1% EL 1.4% LTEL 2.3% SED 1.7% SWD 6.0% Hispanic 0.7%	2024-25: Suspension Rate All Students 5.2% EL 9.7% LTEL 11.9% SED 6.3% SWD 8.2% Hispanic 5.3%	2025-26 Suspension Rate All Students 2.8% EL 2.0% LTEL 2.0% SED 3.0% SWD 7.5% Hispanic 2.8%	All Students: +0.4% EL: +2.1% *LTEL: N/A SED: +1.3% SWD: -1.2% Hispanic: +0.8% *Not numerically significant in either Baseline or Y2 Outcome
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
12	% students participating in an elective course. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 97%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+3%

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

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

Goal Analysis for 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: NLACS has achieved full implementation of the comprehensive assessment framework with no substantive differences from the planned approach.

i-Ready Diagnostic Assessment: The i-Ready diagnostic is administered three times annually in Fall, Winter, and Spring. Teachers review data both individually and in collaborative teaching teams, using results to create 8-week seminar cycle groupings for intervention, support, and enrichment. Assessment data is shared during SSPT meetings, IEPs, pupil-free days following each benchmark period, and professional development data days throughout the year.

We administered the Math ICA to all students for the first time in February 2026, which will be repeated in the 2026-27 school year

Math ICA Results (Feb. 2026)

- 6th grade: 7% exceeded standards, 7% met standards, 25% nearly met standards
- 7th grade: 7% exceeded standards, 15% met standards, 39% nearly met standards
- 8th grade: 6% exceeded standards, 17% met standards, 24% nearly met standards

Fall 2025 to Spring 2026 i-Ready results: For Reading – 100% of students demonstrated annual typical growth (6th grade 89%; 7th grade 100%; 8th grade 133%),

For Math (Fall 2025 to Spring 2026) 72% of students demonstrated annual typical growth (6th grades 57%, 7th grade 72%, and 8th grade 117%) The amount of growth varies by grade, however the most significant growth was seen with the Spring 2026 compared with the Winter assessment. Growth by grade level is as follows, for Reading: the grade improved from 42% to 89%; 7th grade from 59% to 400%; and 8th grade from 83% to 133%. For Math, 6th grade improved from 40% to 57%; 7th grade from 25% to 72%; and 8th grade from 60% to 117%.

Formative and Summative Assessments: Formative assessments are administered daily or weekly, while summative assessments occur at the end of each unit of study. Both are implemented across all grades in ELA, Math, and Science throughout each trimester to inform daily instruction and assess student mastery of standards. Co-teaching teams regularly bring work samples to meetings to review student progress and identify reteaching opportunities, making instructional adjustments as needed.

Exit tickets and other formative assessments have proven particularly valuable for providing teachers with insights into foundational skills, especially in math, that need to be addressed alongside grade-level standards.

Challenges and Successes: Participation in diagnostic assessments has been nearly universal, with only two students missing assessments due to attendance challenges. Some students require additional time to complete diagnostics beyond the alternative testing schedule. Despite these minor obstacles, teachers are implementing assessments with fidelity as confirmed by school leadership. Diagnostic benchmarks have proven effective for communicating student strengths and areas of growth to both students and caregivers.

Identified Performance Gap and Response: English Learners and Students with Disabilities more frequently demonstrate standards mastery in classroom formative/summative measures than on benchmark measures (i-Ready and CAASPP/IAB). To address this gap, the school is expanding use of CAASPP Tools for Teachers and administering IABs twice per year to build familiarity with standards-aligned assessment demands and strengthen performance on benchmark assessments.

The math department is implementing more targeted and differentiated groupings during both general math classes and seminar periods. In the upcoming intervention seminar cycle, more 6th grade students will be placed in math groups with a focus on foundational skills that are missing. These efforts aim to bridge the gap between classroom performance and benchmark assessment outcomes.

Action 2: This action was fully implemented. NLACS continues to strengthen its comprehensive Multi-Tiered System of Support (MTSS) by implementing tailored, tiered academic interventions designed to accelerate learning and improve student outcomes across all achievement levels. This action has been implemented with fidelity as described in the LCAP, including appropriate staffing, 8-week intervention cycles meeting four times per week, MTSS structures, and Extended Learning Opportunity Program (ELOP) components.

Strategic Focus on Priority Student Groups: Based on assessment data indicating persistent achievement gaps, the school has intentionally pivoted to offer more extended learning opportunities—including tutoring and summer school—to Students with Disabilities (SWDs) and English Learners (ELs). The school continues its partnership with TurtlEd for after-school math tutoring, which uses i-Ready data to recommend 30 students for tutoring groups each fall and spring. This year, student selection has been strategically focused on ELs and SWDs to address their specific learning needs.

Intervention Participation and Outcomes: Students who participated consistently in the 8-week intervention cycles demonstrated strong results, with at least 60% showing significant growth compared to peers with lower participation rates. For the TurtlEd after-school tutoring program, attendance has been a challenge, with fewer than 50% of the 30 enrolled students attending 60% or more of sessions. However, among students who attended at least 60% of sessions, most demonstrated a one-year growth by one grade level during the fall cycle. To build on this momentum, the same group of students has been invited to continue in the spring rather than selecting an entirely new cohort.

Current Performance Data: English Learners and Students with Disabilities student groups: Despite intervention efforts, ELs and SWDs continue to show limited growth and underperform compared to their peers on benchmark assessments such as CAASPP and i-Ready diagnostics.

On the math ICA we had 1 EL who met standards and 3 who nearly met (6th grade and 2 in 7th). On the math ICA we had 1 SWD (6th grade) who exceeded standards; 3 SWD who met standards (7th grade); and 3 who nearly met (2 in 8th and 1 in 6th) As of the spring i-Ready reading diagnostic in April 2026 (missing 3 EL student's scores as of 4/17/26): 2% of English Learners performed at early on-grade level or above, compared to 36% of their non-EL peers. In math, 2% of ELs performed at early on-grade level or above, compared to 17% of non-EL peers.

As of the spring i-Ready reading diagnostic in April 2026 (missing 4 SWD student's scores as of 4/17/26) for students with disabilities: 6% of SWD performed at early on-grade level or above (missing 4 scores), compared to 37% of their non-SWD peers. In math, 2% of SWDs performed at early on-grade level or above, compared to 34% of non-SWD peers.

Updated ELPAC Data: 14 students earned a score of 4 on the Spring 2026 Summative ELPAC, and will be assessed for reclassification.

Seminar Block Structure for Students with Disabilities: During seminar blocks, SWDs receive targeted instruction from their Education Specialist (resource teacher) focused on ELA or math support aligned to their IEP goals. Depending on individual performance levels, some students attend these specialized group two or three days per week and work with the ELA or math interventionist on remaining days. This flexible approach ensures students receive intensive, targeted instruction in their greatest area of need. Additionally, intervention teachers push into general education classrooms seven to eight times per week to provide supplemental support. Interventionists meet monthly as a department with the principal to review data, examine student work samples, and determine next instructional steps.

Successes: Despite challenges on benchmark assessments, NLACS English Learners continue to outperform both district and state averages on the ELA CAASPP. ELs achieved a Distance from Standard (DFS) of -56.6, compared to -66.9 for the district and -59.9 for the state. Long-Term English Learners (LTELs) also exceeded district and state performance, achieving -92.7 DFS compared to -113.5 for the district and -104.5 for the state.

Action 3: This action has been implemented with fidelity with no substantive differences from the planned approach. NLACS continues to prioritize student social-emotional development and school climate through systematic data collection, targeted interventions, and comprehensive attendance support systems.

Panorama Survey Administration and Data Utilization: Panorama surveys are administered to students twice per year in November and April to measure growth and identify focus areas. Caregivers and staff receive the survey once annually in the spring. Survey data is shared broadly across the school community, including at Coffee with the Principals events for caregivers, staff meetings during summer professional development, post-survey reviews in fall and spring, and with the student advisory council.

One challenge with survey data analysis is that the student population changes from year to year as 8th graders graduate and new 6th graders enter. To address this limitation, the school tracks trends by cohort, examining and comparing each grade level's data year over year to identify meaningful patterns.

New SEL and Academic Initiative: Growth Mindset in Mathematics: The school counselor has partnered with the math department to help students develop a growth mindset in mathematics. She creates and leads growth mindset lessons during all math classes a couple of times per month. The goal of this initiative is to increase student confidence in math, which is expected to positively impact performance on benchmark assessments over time.

Attendance: Challenges and Comprehensive Response: NLACS has achieved its best attendance rates since before the COVID-19 pandemic. However, recent ICE raids and viral outbreaks have presented significant challenges to maintaining this momentum.

To reduce chronic absenteeism and sustain daily attendance gains, the school has implemented a robust, multi-layered attendance monitoring system. The assistant principal tracks students with attendance challenges with support from operations staff, and the weekly operations agenda includes a dedicated attendance section where the team reviews current absences and identifies cases requiring follow-up or additional support. Attendance data is also reviewed monthly at Coffee with the Principals to keep caregivers informed and engaged.

The school maintains consistent communication with families through multiple channels to ensure parents are notified when school is in or out of session. Recognition and celebration of excellent attendance remain central to the school's approach. Students earn one Pillar Point for weekly perfect attendance, which can be redeemed at the school store. Trimester awards include Super Attendance recognition for students with no unexcused absences and few tardies. Monthly incentive campaigns, such as the "March Madness Advisory Attendance" competition, further promote consistent attendance. The school also continues to expand enrichment offerings to increase student engagement and foster a sense of belonging that motivates students to attend daily.

Successes: Improved Climate for Male Students: Panorama survey feedback revealed that male students responded more favorably than female students in every category and at higher percentages than the previous year. This improvement reflects intentional efforts made last year to create more positive experiences for male students, many of whom had previously received consistent negative attention for behavioral issues. The school implemented male-identifying-only counseling groups in the spring, which appears to have significantly strengthened their sense of belonging. This success demonstrates the impact of targeted, data-informed SEL interventions on student experience and school climate.

Action 4: NLACS provides all students with a broad course of study that extends beyond core academic subjects to ensure well-rounded educational experiences. This action has been fully implemented with fidelity. While maintaining rigorous instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, the school continues to enrich student learning through comprehensive supplementary programming and has expanded resources and partnerships this year.

New Mental Health and Wellness Resources: This year, NLACS added a subscription to the Whole Hearted Counseling program and is in its first year implementing the Close Gap mental health program, which is available to all students and staff. Close Gap allows students to share how they are feeling at any point during the day and notify the staff member from whom they would like support. Advisors provide students with dedicated time at least weekly to use the Close Gap program to check in and request support as needed. These additions strengthen the school's capacity to address student social-emotional needs in real time.

Expanded Health Education Partnerships: The school has established a new partnership with Project Lux, a UCLA student medical club, which will visit campus several times in the spring to provide medical education lessons relevant to communities of color. This partnership enhances student access to health literacy and culturally responsive wellness education.

Challenges: Timing of Prevention Education: In response to an increase in substance use incidents during the fall of the previous school year, the school moved its week-long substance prevention curriculum from spring to fall. However, experience has shown that middle school students would benefit from a second round of this education in the spring as well. Similarly, sex education classes were moved to the spring (February) to accommodate the fall substance prevention programming. Students could benefit from additional exposure to this topic throughout the year. Balancing the timing of these critical health education components remains an area for continued refinement.

Successes: Expanded Partnerships and Student-Centered Electives: NLACS has successfully expanded its network of partnerships and resources, including the addition of Project Lux and Close Gap. The school has also developed new weekly elective offerings based on direct student interest, including cooking and baking as well as robotics. These electives reflect the school's commitment to providing engaging, well-rounded learning experiences that respond to student voice and foster exploration beyond core academics.

Action 5: ELD programming and assessment were implemented as planned; however, staffing changes and a shift in professional development focus resulted in partial implementation of this action.

ELD Staffing and Instructional Support: The school's veteran ELD teacher resigned over the summer, creating an unexpected staffing challenge. A long-term substitute has been in the role since the first week of school and has remained with the school throughout the entire year. The principal, serving as instructional lead, has supported this teacher with the same level of coaching and guidance provided to any full-time contract teacher. Additionally, the school's veteran ELA interventionist has co-planned and provided ongoing instructional support to ensure continuity and quality in ELD instruction. This collaborative approach has helped maintain program stability despite the staffing transition.

Professional Development: Shift from Kagan to Universal Design for Learning: The planned Kagan professional development for all teachers did not occur as originally intended. However, the most important elements of foundational Kagan training were embedded in new teacher training during summer professional development.

In place of Kagan PD, NLACS joined New LA Elementary in partnering with Open Access for district-wide Universal Design for Learning (UDL) training. This training has been delivered throughout the school year during summer professional development and follow-up sessions in September, February, and April. The UDL framework has proven transformative in reshaping how teachers—especially veterans—provide differentiated means for students to access curriculum and demonstrate mastery. This shift represents a strategic investment in instructional practices that benefit all learners, including English Learners and Students with Disabilities.

Action 6: NLACS has made significant progress in strengthening instructional support for Long-Term English Learners through new curriculum adoption and targeted professional development, though full implementation of all planned components remains in progress.

The school has adopted EB Academics as its new ELA curriculum, which features comprehensive programs for reading, writing, grammar, vocabulary, and word study. All Humanities teachers are now using this curriculum to teach foundational literacy skills to all students. Previously, explicit foundational skills instruction was primarily available only to students enrolled in ELD or ELA intervention classes, reaching a smaller subset of learners. This shift ensures that all students—including LTELs who may not qualify for specialized intervention—have access to systematic foundational skills instruction within their core classes.

Professional Development- Integrated ELD and Accommodations: This spring, the school is implementing a series of two to three professional development sessions led by the ELD and ELA interventionists in collaboration with the Exceptional Education department. These sessions are designed to support all staff

in implementing integrated ELD strategies and accommodations with greater fidelity across general education settings. This initiative reflects the school's recognition that effective support for LTELs and Students with Disabilities requires consistent, high-quality instructional practices in every classroom.

Math Fluency Integration: For math seminar groups, all teachers—whether leading intervention, support, or enrichment groups—are embedding math fluency practice into their daily lessons. Approximately half of each grade level participates in a math seminar group during each 8-week cycle, ensuring broad access to targeted math instruction and fluency development.

Challenges: Post-Reclassification Support: A persistent challenge for LTELs in middle school is that students who have done the hard work of reclassifying often lose access to the small group intervention settings that may have contributed to their progress. Reclassification does not necessarily indicate that a student is performing at grade level, yet these students frequently transition out of the targeted support structures that helped them succeed. Ensuring continued access to appropriate instructional support for recently reclassified students remains an area requiring attention.

Successes: Strong Growth Among EL/LTEL: Despite challenges, English Learners—most of whom are LTELs—are demonstrating strong growth relative to their peers. On the winter i-Ready reading diagnostic, 72% of ELs made progress toward their annual typical growth target, compared to 50% of non-EL peers. On the winter i-Ready math diagnostic, 44% of ELs moved up in grade level placement, compared to 37% of non-EL peers.

At the classroom level, LTELs, ELs, and Students with Disabilities are demonstrating mastery on assignments and assessments with greater regularity than they demonstrate on summative and benchmark assessments. This pattern suggests that students are making meaningful academic gains in daily instruction, even when that progress is not yet fully reflected on standardized measures.

Action 7: This action was partially implemented with substantive differences due to a leadership transition. The Director of Exceptional Education resigned in September, requiring NLACS to realign roles and responsibilities to sustain service delivery and compliance. The Chief of Schools assumed primary responsibility for special education compliance and now leads weekly department meetings. The principal attends these weekly meetings, participates in IEP meetings, directly supervises and coaches the three education specialists, and joins weekly co-planning sessions between education specialists and their Humanities and math general education colleagues.

Implementation adjustments and capacity-building support: NLACS hired a Behavior Intervention Director (BID) who provides monthly professional development to Behavior Interventionists (BIIs) and visits school sites weekly to support administrators, education specialists, and grade-level teams. These supports were added to strengthen implementation and stabilize systems after the leadership change.

ELA implementation: Resource teachers are now implementing the Wilson Reading System with greater fidelity within the Learning Lab (small-group setting) several times per week to strengthen foundational reading skills for SWDs. As a department, the three resource teachers regularly share best practices and reflect on alignment and consistency of Wilson implementation. In addition, the team is prioritizing improved preparation for the CAASPP summative assessment by ensuring SWDs understand their testing accommodations and can effectively use those accommodations within the testing platform.

Challenges: The primary challenge was the redistribution of leadership duties following the Director's resignation. This shift increased the principal's responsibilities, including attending most IEP meetings, directly supervising and coaching the education specialists, and leading or coordinating professional development planning. The planned special education coordinator position also remained vacant, increasing compliance and IEP development demands on education specialists and reducing available time for instructional strategy and direct student support.

Successes: Instructional collaboration systems are operating consistently. Co-planning teams review student work samples weekly to guide instructional decisions, and the principal observes co-teaching and provides feedback through coaching. Education specialists are also delivering multiple spring professional development sessions for the full faculty to strengthen implementation of supports and accommodations for SWDs.

NLACS is maintaining compliance through routine monitoring. The team reviews the "300 report" during weekly department meetings and reports remaining in compliance throughout the year. Attendance has also improved schoolwide, including improved attendance among SWDs, which was an identified need in prior years.

Key SWD implementation priorities this year: NLACS is strengthening SWD instructional supports through structured co-planning and data use. General education teachers bring work samples from at least one SWD to each co-planning meeting, and resource teachers bring work from their small groups to compare performance and plan targeted instruction. The school also implemented a schoolwide SMARTIE goal to increase CAASPP summative growth by at least 2% for SWDs and English Learners, strengthened co-planning/co-teaching practices with emphasis on foundational math fluency, and is piloting additional sixth-grade intervention group configurations to increase targeted math fluency practice.

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.

Of the seven actions implemented under Goal 1 during the 2025-26 school year, one action resulted in estimated actual expenditures that materially exceeded budgeted expenditures, as described below.

Action 7: Comprehensive SPED Program: Estimated actual expenditures exceeded budgeted expenditures for this action due to outsourced contracted special education services delivered to Students with Disabilities. These contracted services included related services and specialized supports required by student Individualized Education Programs (IEPs) that were not fully anticipated in the original budget development. The contracted services were necessary to deliver each student's free appropriate public education (FAPE) in compliance with the Individuals with Disabilities Education Act (IDEA) and with each student's IEP. The resulting expenditures materially exceeded the budgeted amount for this action.

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

Action 1: The i-Ready diagnostic serves as an effective benchmark and universal screening tool for monitoring student progress toward grade-level standards and identifying intervention needs. Data-driven decision-making is now embedded across instructional planning, student support processes, and program evaluation, enabling the school to systematically address learning gaps and support all student subgroups.

Action 2: The tiered intervention system is demonstrating measurable impact. As of the spring i-Ready reading diagnostic in April 2026 (missing 3 EL student's scores as of 4/17/26): 2% of English Learners performed at early on-grade level or above, compared to 36% of their non-EL peers. In math, 2% of ELs performed at early on-grade level or above, compared to 17% of non-EL peers. As of the spring i-Ready reading diagnostic in April 2026 (missing 4 SWD student's scores as of 4/17/26) for students with disabilities: 6% of SWD performed at early on-grade level or above (missing 4 scores), compared to 37% of their non-SWD peers. In math, 2% of SWDs performed at early on-grade level or above, compared to 34% of non-SWD peers.

These gains indicate that the strategic focus on ELs and SWDs through targeted interventions and extended learning opportunities is beginning to yield positive results, though continued attention to closing achievement gaps remains a priority.

Action 3: The combination of regular climate surveys, strategic SEL programming, and comprehensive attendance support systems has contributed to meaningful improvements in school culture. Continued attention to survey data trends, targeted interventions for specific student populations, and sustained attendance initiatives will remain priorities as the school works to ensure all students feel connected, supported, and motivated to engage in their learning.

Action 4: The continued expansion of mental health resources, health education partnerships, and interest-based electives demonstrates NLACS's commitment to educating the whole child. By providing students with access to social-emotional support tools, culturally relevant health programming, and diverse enrichment opportunities, the school ensures that all students receive a comprehensive educational experience that prepares them for success both academically and personally.

Action 5: Despite the staffing challenges, the ELD program continues to demonstrate positive outcomes for students over time. On last year's ELPAC assessment, 15 out of 20 eighth-grade English Learners (75%) scored a 3, indicating that students experience meaningful language development growth throughout their years in the school's ELD program. This outcome reflects the cumulative impact of consistent ELD instruction and support structures, even as the school navigates staffing transitions and evolves its professional development approach.

Action 6: The adoption of EB Academics, combined with embedded math fluency instruction and upcoming professional development on integrated ELD and accommodations, represents a comprehensive effort to strengthen support for LTELs across all instructional settings. The strong i-Ready growth data among ELs indicates that current strategies are yielding positive results, while the continued focus on bridging classroom performance to benchmark outcomes will guide future refinements. NLACS reports spring i-Ready diagnostic growth rates of 128% in ELA and 77% in math for ELs.

Action 7: Implementation is effective thus far based on mid-year i-Ready outcomes and observed instructional practice. NLACS reports Spring diagnostic i-Ready growth rates of 126% in ELA and 52% in math for SWDs, with math growth outpacing overall growth. Improved co-planning and co-teaching practices have also been documented through principal observations and coaching sessions.

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 L.A. Charter School develops a one-year LCAP on an annual basis, grounded in feedback from its educational partners and analysis of local, internal, state, and California School Dashboard indicators. Based on this year's reflection on prior practice, the school is not making changes to Goal 1, to its target outcomes, or to its actions. The goal, the desired outcomes, and the actions associated with the goal remain as previously adopted.

One change has been made at the metric level. For the metric measuring and reporting results on the California Science Test (metric #3), the California State Board of Education (SBE) added the science academic indicator to the 2025 California School Dashboard with performance levels, or colors. Because the school's LCAP aligns to the California School Dashboard, the reporting method for the California Science Test metric has been updated accordingly. Rather than reporting results as the % of students who met and exceeded standard, the school will report results through science points so that the metric aligns to the methodology used on the Dashboard.

Although the actions associated with Goal 1 remain unchanged, the school's reflection on prior practice has informed how several actions will be carried out in the coming year. In the 2026 to 2027 school year, the school will conduct a curriculum study to identify a new English Language Development curriculum that meets the needs of its students and its instructional model. The school will also continue its co-planning teams, in which humanities and math teachers collaborate with a resource teacher to strengthen planning and instructional practices for students with disabilities. In addition, the school plans to hire an additional Behavior Interventionist to provide further support with behavioral issues and behavior plans.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENT OF LEARNING	To systematically address learning gaps and reduce achievement disparities among all student groups, the school implements a comprehensive assessment system that uses universal screeners, internal benchmark assessments, and California's standards-aligned interim assessments. This multi-tiered approach enables educators to establish annual student growth targets, continuously monitor academic progress, and evaluate program effectiveness across all instructional areas. **Assessment Implementation Framework** **Universal Screening and Progress Monitoring** • **i-Ready Reading and Mathematics** (Title I funded: $1,552.75; LREBG funded $12,977.25): administered three times annually to track student growth and identify intervention needs. • **Formative and Summative Assessments**: ongoing evaluation in English Language Arts, Mathematics, and Science to inform daily instruction. • **Interim Assessment Blocks (IAB)**: standards-aligned CAASPP interim assessments in ELA, Mathematics, and Science that provide detailed performance data on targeted clusters of standards. • **Interim Comprehensive Assessments (ICA)**: administered to all students in ELA and Mathematics. The ICA mirrors the format, length, and rigor of the summative CAASPP and provides the school with an annual within-year measure of summative readiness disaggregated by student group. ICA results are used to identify standards in need of reteaching and to inform instructional adjustments before summative administration. **i-Ready Assessment System Integration** The California State Board of Education has designated Curriculum Associates i-Ready as an approved verified data source, which ensures alignment with state accountability requirements. i-Ready functions as a combined assessment and instructional platform and provides educators with research-based resources to support all student populations. The system's diagnostic results connect directly to personalized lesson assignments and progress monitoring tools, allowing teachers to translate assessment data into targeted instruction within the same platform.	$15,030	N

Action #	Title	Description	Total Funds	Contributing
		Key System Features • **Diagnostic Integration**: diagnostic results connect to personalized instruction delivery within the platform. • **Differentiated Instruction Support**: adaptive lesson assignments support individualized learning pathways in every classroom. • **Actionable Data Dashboards**: reporting tools that provide educators with clear information on individual student strengths and growth areas. • **Adaptive Online Instruction**: tailored lessons and practice opportunities aligned to each student's identified skill needs. **Data-Driven Instructional Impact** The assessment system enables teachers to make informed instructional decisions by providing a foundational understanding of each student's academic profile, supporting targeted intervention strategies, and informing evidence-based program modifications. The combination of i-Ready diagnostics, classroom formative and summative assessments, IABs, and ICAs creates a layered data picture that allows educators to identify needs at multiple grain sizes, from individual standards to schoolwide trends across student groups.		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	On the 2023 Dashboard, the Students with Disabilities (SWD) student group performed at the Red performance level on both the English Language Arts and Mathematics Academic Indicators. On the 2024 Dashboard, SWD remained at Red for ELA and improved to Orange for Mathematics, while the Long-Term English Learner (LTEL) student group, which was newly reported on the 2024 Dashboard, performed at Red for both ELA and Mathematics. On the 2025 Dashboard, SWD performance declined further, with the student group performing at Red on both the ELA and Mathematics Academic Indicators. The English Learner (EL) student group declined a full performance band on the Mathematics Academic Indicator and joined LTELs at Red. The persistence of Red performance for SWD across three consecutive Dashboards, combined with the Red performance for EL and LTEL students on Mathematics in 2025, defines the priority student groups for this action and the urgency of the interventions that follow. **Multi-Tiered System of Support (MTSS) Framework** The school strengthens its comprehensive Multi-Tiered System of Support by implementing tailored, tiered academic interventions designed to accelerate	$592,708	Y

Action #	Title	Description	Total Funds	Contributing
		learning and improve student outcomes across all achievement levels. This systematic approach ensures appropriate support intensity based on individual student needs and comprehensive assessment data. The MTSS framework integrates universal classroom instruction with differentiated support at Tier 1, targeted small-group interventions at Tier 2, and intensive individualized interventions at Tier 3, with flexible movement between tiers based on ongoing progress monitoring. **Specialized Intervention Staffing** A dedicated Reading Intervention Specialist provides intensive Tier 2 reading support for students demonstrating below grade-level literacy skills, and a Mathematics Intervention Specialist delivers tiered mathematical support for struggling learners. Student placement in these intervention services is determined through multiple assessment measures, including i-Ready diagnostic results, CAASPP assessment outcomes, and ongoing progress monitoring data that tracks student growth and intervention effectiveness. Learning Lab instruction for Students with Disabilities will be tuned in 2026-27 based on 2025-26 outcomes data to move more SWD students closer to grade-level performance on standardized assessments. The tuning will focus on aligning intervention activities more precisely to the specific skill deficits identified through diagnostic and progress monitoring data, and on strengthening coordination between the Learning Lab, the intervention specialists, and general education teachers. **Designated ELD and English Learner-Specific Intervention** Designated ELD instruction continues in 2026-27 as the school's primary intervention for English Learners and Long-Term English Learners, with structural refinements informed by 2025-26 outcomes. The 7th grade designated ELD class will be split into two separate groups to enable more small group instruction within the block, which directly addresses the instructional time and attention needs surfaced in the ELPI needs assessment. Targeted math intervention will be provided to designated ELD students intermittently throughout the year, ensuring that language development and math intervention are coordinated rather than competing for instructional time. This integrated approach responds to the 2025 Dashboard Red performance for EL and LTEL students on the Math Academic Indicator. **Seminar Block Programming**		

Action #	Title	Description	Total Funds	Contributing
		The master schedule incorporates an eight-week intensive intervention cycle focused on English Language Arts and Mathematics skill development. Students participate in four sessions per week of concentrated academic support, with placement determined by i-Ready assessment performance to ensure appropriate groupings and intervention intensity levels. The eight-week cycle allows for two within-year placement reviews, supporting flexible movement of students between intervention groups as their progress monitoring data warrants. **Adaptive Practice Through IXL ELA and Mathematics** IXL implementation in ELA and Mathematics will increase to 60 minutes or more per week for all students in 2026-27, pending budget approval for IXL ELA. IXL provides adaptive practice aligned to each student's identified skill needs, generating supplemental practice that complements core instruction, intervention specialist delivery, and Seminar Block work. The adaptive design enables students to spend practice time on the specific skills their diagnostic and progress monitoring data indicate, which is particularly valuable for SWD, EL, and LTEL students whose skill profiles vary substantially. Adoption is contingent on confirmation of the IXL ELA purchase and on integration with the existing IXL Math implementation. **Foundational Skills Emphasis in Core Instruction** Core math instruction in 2026-27 will place sustained emphasis on foundational skills, particularly number sense, and on explicit instruction in how to organize mathematical thinking. This shift addresses the root cause identified in the math needs assessment that students cannot reliably solve multi-step problems because they lack automaticity with underlying operations and have not been taught structured approaches to organizing their reasoning. General education math classes will incorporate more small group instruction to provide differentiated support within the core block, extending the school's Tier 1 differentiation capacity. Consistent data-driven math practice routines will be implemented across grade levels to strengthen vertical alignment and reduce the skill gaps that currently compound across 6th, 7th, and 8th grade. **Cross-Content Literacy Supports in Science** Because reading comprehension and writing ability are necessary to access the California Science Test (CAST) regardless of science content knowledge, science teachers will receive more instructional support around reading and writing instruction in 2026-27. This support extends the school's Tier 1 differentiation work into science classrooms, addresses the reduction in embedded writing associated with the school's adoption of the FOSS curriculum, and serves the		

Action #	Title	Description	Total Funds	Contributing
		same SWD, EL, and LTEL students who are the priority for ELA and math intervention. The structure of the support, including coaching, professional development, and collaboration with the ELA team, is being developed in coordination with the school's broader literacy initiatives. **Expanded Learning Opportunities Program (ELOP)** Comprehensive academic enrichment programming extends learning beyond the traditional school day through the ELOP (ELOP funded: $122,049.08; LREBG funded: $72,052.66; ASES funded $152,832), the after-school academic support and enrichment activities, intersession learning opportunities during school breaks and transition periods, and summer programming that provides extended-year academic acceleration and skill maintenance. ELOP programming is intentionally aligned with the school's MTSS priorities so that the additional time students receive supports the same skill development goals identified through their diagnostic and intervention placement data. **Multi-Tiered Structure: Tiers 1, 2, and 3** The tiered approach includes universal classroom instruction with differentiated support for all students at Tier 1, targeted small-group interventions for students requiring additional academic support at Tier 2, and intensive individualized interventions for students with significant learning gaps at Tier 3. Tier 1 differentiation in 2026-27 is strengthened by the foundational math skills emphasis, the small group instruction within general education math classes, and the cross-content literacy supports extending into science. Tier 2 supports include the Reading Intervention Specialist, Mathematics Intervention Specialist, Seminar Block placement, designated ELD, and IXL adaptive practice. Tier 3 intensive supports include Learning Lab for SWD, and individualized intervention plans for students with significant learning gaps. The framework ensures responsive support through flexible intervention placement based on ongoing assessment data. **Expected Outcomes and Progress Monitoring** The action focuses on systematic closure of academic skill gaps through targeted intervention, measurable growth in reading and mathematics proficiency, and comprehensive support opportunities extending beyond traditional school hours. The school anticipates measurable Dashboard movement for the SWD, EL, and LTEL student groups on the ELA and Mathematics Academic Indicators, increased percentages of students meeting their annual i-Ready typical growth goals and improved within-year movement on Interim Assessment Blocks and the Interim Comprehensive Assessment. In science, the 8th grade CAST Interim Assessments		

Action #	Title	Description	Total Funds	Contributing
		may be administered earlier in 2026-27 to give students additional CAST-format practice in advance of the summative administration and to give the 8th grade science teacher more instructional time to reteach the domains and skills where students show weakness on the interim. Regular assessment cycles will ensure intervention effectiveness and appropriate student placement adjustments, maintaining focus on accelerated learning outcomes for all participating students while strengthening the schoolwide MTSS approach to meeting diverse student academic needs.		
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	On the 2025 California School Dashboard, New Los Angeles Charter Middle School (NLACS) performed at the Red performance level on the Chronic Absenteeism Indicator for the English Learner, Long-Term English Learner, and Students with Disabilities student groups. This Red performance level for chronic absenteeism affects the same priority student groups that perform at Red on the Academic Indicators for ELA and Mathematics, which reinforces the conclusion that EL, LTEL, and SWD students require coordinated supports that integrate attendance, academic, and social-emotional interventions. NLACS continues implementing Student Attendance Review Team (SART) meetings to improve daily attendance and reduce chronic absenteeism rates. The Assistant Principal has developed attendance incentives through Deanslist that recognize perfect attendance with weekly Pillar Points as part of the PBIS system, redeemable at the student store. Advisory class competitions award points to classes achieving 90% or higher Average Daily Attendance, creating peer motivation for consistent school attendance. The Assistant Principal (Title I Funded: $134,186.25) conducts monthly attendance meetings with families of at-risk students and leads SART meetings to provide targeted intervention support. During every parent meeting, administrators discuss the importance of daily attendance and educate families about the impacts of chronic absenteeism on academic outcomes, socialization, and behavioral risks for students. Updated chronic absenteeism and Average Daily Attendance figures for 2025-26 are pending leadership team input and will be incorporated prior to final LCAP submission. **Social-Emotional Learning and Mental Health Framework** The school provides comprehensive social-emotional and behavioral supports to address student mental health needs through systematic screening and intervention. Panorama surveys serve as universal SEL screeners for students while also collecting input from staff and families regarding school climate,	$379,660	Y

Action #	Title	Description	Total Funds	Contributing
		connectedness, and sense of belonging across the school community. Panorama provides the periodic, comprehensive measure of school climate that informs schoolwide planning and family engagement work. The Assistant Principal leads the schoolwide PBIS team and initiative, ensuring that social-emotional learning and mental health needs are addressed while implementing evidence-based strategies to reduce chronic absenteeism rates. The school continues participation in LACOE's PBIS Community of Practice training to strengthen implementation and sustainability of positive behavioral supports. Multiple PBIS professional development sessions will continue throughout the 2026-27 school year, with explicit emphasis on tier 1 consistency across classrooms, which 2025-26 analysis identified as the largest implementation gap. The Assistant Principal will also provide more coaching of staff around classroom management in 2026-27, particularly for the cohort of teachers in their second year of teaching at NLACS following the school's 2025-26 onboarding of six new general education teachers. **Daily SEL Check-Ins Through Closegap** Closegap is an SEL program that allows students to complete daily online check-ins regarding their emotional state. Student responses populate a dashboard accessible to school staff, and students can use the platform to request referrals to specific supports. Closegap functions as a complement to Panorama: where Panorama provides periodic comprehensive screening, Closegap provides daily, student-initiated information that enables more responsive support. In 2026-27, Closegap implementation will be expanded to provide more intentional SEL support for students. To ensure fidelity of use and program effectiveness across staff, professional development on Closegap will be delivered during summer professional development before the 2026-27 school year begins. The summer placement of this professional development is intended to support higher utilization of the program from the start of the school year and to address utilization gaps identified during 2025-26 implementation. **Counseling and Mental Health Services** The school counselor provides comprehensive SEL and mental health services, including small group counseling interventions for students requiring additional support and classroom SEL lessons delivered across grade levels. These services are already in place during 2025-26 and form the core of the school's direct mental health service delivery.		

Action #	Title	Description	Total Funds	Contributing
		Due to scheduling challenges, the Share and Care partnership may not continue in 2026-27. The school has determined that existing school counselor capacity is sufficient to address the service area covered by Share and Care, since the small group counseling and classroom SEL lessons that would substitute for Share and Care services are already in place. The leadership team will confirm the final status of the Share and Care partnership prior to final LCAP submission. The school continues implementing Deanslist as a comprehensive PBIS rewards tracking program that integrates attendance monitoring and referral systems for both discipline and counseling services, aligning with the Multi-Tiered System of Support framework. Deanslist, Closegap, and the school counselor's caseload together create a coordinated referral and tracking infrastructure for student SEL and mental health needs. **Yondr Cell Phone Pouches** NLACS will continue using Yondr cell phone pouches in 2026-27 to promote student wellness and wellbeing. The Yondr model creates a phone-free school day by securing student cell phones in magnetically locked pouches during instructional time. Implementation during 2025-26 has been associated with reductions in on-campus cyberbullying, harassment, and other forms of misbehavior at the school. The leadership team should confirm year-end 2025-26 data on incident type counts before final LCAP submission to substantiate the effectiveness claim for the authorizer record. **Professional Development and Behavioral Support** The Behavior Interventionist provides ongoing professional development focused on addressing student behavioral challenges and implementing consistent classroom structures that foster a culture of community and respect. This professional development is coordinated with the classroom management coaching provided by the Assistant Principal and with the schoolwide PBIS professional development described above, producing a coordinated approach to building staff capacity in tier 1 behavioral expectations. In 2026-27, the school will maintain access to Los Angeles Institute of Restorative Practices (LAIRP) materials and resources to support continued staff development in restorative practices, while no longer engaging LAIRP for direct onsite coaching and training. The materials remain available to support relationship-centered conflict resolution and community building, and the practices established during prior years of LAIRP engagement continue to inform classroom and schoolwide approaches to discipline.		

Action #	Title	Description	Total Funds	Contributing
		Evidence-Based Program Implementation The school continues implementing Responsive Classroom, a student-centered social and emotional learning approach to teaching and discipline comprising research- and evidence-based practices designed to create safe, engaging classroom and school communities for both students and teachers. The school also maintains the Olweus Bullying Prevention Program, an evidence-based comprehensive program focused on long-term change that supports a positive school climate. Together, Responsive Classroom and Olweus provide the schoolwide programmatic foundation that complements the universal screening (Panorama), daily check-ins (Closegap), targeted intervention (counselor, Behavior Interventionist), and structural supports (Yondr) described in the sections above. **Individualized Behavioral Intervention** The Behavior Interventionist provides additional support through the development and implementation of individualized Behavioral Intervention Plans (BIPs), addressing specific behavioral concerns that inhibit students' ability to learn and participate successfully in the school environment. This targeted approach ensures students receive appropriate interventions matched to their specific social-emotional and behavioral needs. Behavior plans embedded in the Individualized Education Programs (IEPs) of students with multiple suspensions or referrals will be reviewed in 2026-27 to ensure that the plans are producing the behavioral outcomes they are designed to produce. The review will consider the design of the plans, the consistency of their implementation across general education classrooms, and the coordination between special education and general education staff in monitoring and adjusting them. This review responds directly to the suspension needs assessment finding that the behavior plans included in IEPs for some students with multiple suspensions are not consistently producing the intended outcomes.		
4	BROAD COURSE OF STUDY	New Los Angeles Charter Middle School (NLACS) provides all students with a broad course of study consistent with California Education Code requirements, extending beyond core academic subjects to ensure well-rounded educational experiences. While maintaining rigorous instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, the school enriches student learning through comprehensive supplementary programming that develops students' creative, communicative, and social-emotional capacities alongside their academic skills.	$79,630	N

Action #	Title	Description	Total Funds	Contributing
		Rotating Electives Program In 2026-27, NLACS will offer a rotating electives program that provides all students with structured access to enrichment experiences across the school year. The rotating model ensures that students experience multiple disciplines and modes of learning rather than committing to a single elective for the full year. The 2026-27 electives are: • Cooking and Baking • Speech and Debate • Games and Craft • Art • Sports • Counseling and SEL Support These electives extend the broad course of study by adding applied arts (Cooking and Baking; Games and Craft), visual arts (Art), communication and reasoning (Speech and Debate), physical activity and teamwork (Sports), and structured social-emotional learning (Counseling and SEL Support). Together, the electives support the school's broader goals of student engagement, identity development, and belonging, which complement the academic and SEL initiatives described in other LCAP actions. **Expected Outcomes** Through the combination of rigorous core academic instruction and the rotating electives program, the school anticipates increased student engagement, broader exposure to disciplines that support a well-rounded education, and stronger connections between students' interests and their school experience. Progress will be monitored through student engagement indicators including Panorama survey results on connectedness and sense of belonging, elective participation data, and feedback collected from students through the Student Advisory Committee and town halls.		
5	SUPPORTING EL – LANGUAGE ACQUISITION	On the 2025 Dashboard, the English Learner Progress Indicator (ELPI) declined from Yellow at 48.4% in 2024 to Orange at 45.6% in 2025. The English Learner student group performed at the Red performance level on both the 2025 Mathematics Academic Indicator and the 2025 Chronic Absenteeism Indicator. ELPAC overall proficiency declined from 20% in 2023-24 to 17.5% in 2024-25, and the reclassification rate remained essentially stable at approximately 17%	$133,262	Y

Action #	Title	Description	Total Funds	Contributing
		across the two most recent years. The combination of Red performance on the Chronic Absenteeism Indicator and Red performance on the Mathematics Academic Indicator for the same English Learner student group reinforces the conclusion that EL students require coordinated supports that integrate attendance, academic, and language development interventions across multiple LCAP actions. In 2025-26, NLACS served 57 English Learners. The school's EL student group includes students at varying levels of English proficiency, ranging from students who arrived in the country relatively recently with lower English proficiency to students who have been classified as ELs across multiple grade levels. This range of profiles within the EL student group informs the differentiated and tiered approach described in this action. **Specialized Language Development Staffing** NLACS employs a dedicated English Language Development (ELD) Interventionist who provides tiered language support to English Learners during intervention blocks and connects with EL families to inform them of students' language needs and effective strategies for supporting language acquisition at home. English Learners receive prioritized access to after-school tutoring services to accelerate their academic and linguistic development. In 2026-27, the 7th grade designated ELD class will be split into two separate groups to enable more small group instruction within the block. This structural change addresses the instructional time, and attention need surfaced in the ELPI needs assessment and creates the conditions necessary for the differentiated small group instruction that English Learners require to make meaningful progress toward proficiency. **Designated ELD Programming and 2026-27 Refinements** The school currently implements EL Achieve as the designated ELD curriculum. The ELD teacher has received complete training in this curriculum to support effective implementation. In 2026-27, NLACS will conduct a curriculum study to identify a new ELD curriculum that meets the needs of the school's English Learner population and instructional model. The curriculum study responds to the finding in the ELPI needs assessment that the current designated ELD curriculum is dated and that prompts and tasks do not consistently engage students. The study will evaluate candidate curricula against criteria including alignment to the school's English Learner population, integration of academic literacy and language structures, engagement quality of tasks and prompts, and compatibility with the small group instructional model being implemented in		

Action #	Title	Description	Total Funds	Contributing
		2026-27. Selection criteria, the review committee, and the adoption timeline are to be confirmed by the leadership team. In 2026-27, NLACS will integrate math instruction into designated ELD time to provide ELD students with additional math support comparable to what other students receive during the schoolwide seminar and intervention block. Because ELD students attend designated ELD during the period that other students access seminar and intervention, this integration is designed to close the math support gap created by scheduling. The math content delivered in designated ELD will be coordinated with the math intervention specialists and aligned to the foundational skills and mathematical reasoning emphasis described in the broader academic acceleration action. IXL ELA implementation will be incorporated into the designated ELD class, pending purchase approval. IXL ELA provides adaptive practice aligned to each student's identified language and literacy needs and is intended to strengthen the alignment between designated ELD activities and the skills measured on CAASPP, ELPAC, and i-Ready, which the ELPI needs assessment identified as a misalignment requiring attention. Both designated and integrated ELD classes will also increase the volume and rigor of reading and writing practice, addressing the gap between current practice and the demands of the assessments used to determine reclassification eligibility. **Professional Development for Integrated Support** All teachers participate in advanced Kagan Structures professional development to implement research-based cooperative learning strategies in their classrooms that support English Learners with language acquisition throughout the school year. Teachers gain access to specialized instructional tools that can be incorporated into classroom instruction to enhance language development across content areas. The 2026-27 professional development cycle will feature integrated ELD content earlier in the school year. During 2025-26, integrated ELD professional development was delivered later in the spring, which limited the number of months during which teachers could apply the strategies in their classrooms. Placing integrated ELD content in the fall of 2026-27 lengthens the application window and addresses the sequencing issue identified in the ELPI needs assessment. Universal Design for Learning (UDL) professional development will continue in 2026-27 and will be delivered primarily by the school's administrative team rather than by external providers. The shift to admin-delivered UDL professional		

Action #	Title	Description	Total Funds	Contributing
		development builds internal capacity for sustained UDL coaching and integrates UDL instruction more directly with the school's instructional priorities. Science teachers will also receive instructional support around reading and writing instruction in science, since the literacy demands of the California Science Test (CAST) create cross-content barriers for the EL students who are the priority for this action. This cross-content literacy support extends the integrated ELD work into science classrooms. **Assessment and Goal Setting** The ELD Interventionist administers ELPAC Interim Assessments to create individualized learning goals prior to summative ELPAC administration. This interim assessment data informs instructional goal development for general education teachers, enabling them to provide targeted support that helps students progress toward proficiency on the summative ELPAC assessment. Interim assessment cycles also serve as within-year leading indicators for ELPI progress, allowing the leadership team to identify students whose growth has slowed and to adjust supports in real time. **Family Engagement and Extended Learning** Family engagement on the ELPI focus area occurs through the English Learner Advisory Committee (ELAC), which is the primary structured venue for EL family input, and through Coffee with the Principal sessions. The ELD Interventionist connects with EL families to communicate students' language needs and effective strategies for supporting language acquisition at home. English Learners also receive prioritized access to after-school tutoring services, which extend learning time beyond the regular school day and provide additional opportunities for academic and linguistic development. **Data-Driven Instruction and Monitoring** Internal assessments are systematically disaggregated by student group, including English Learners, to assess EL performance, monitor growth, identify achievement gaps, and determine specific instructional needs. Data analyzed includes ELPAC results by domain and overall proficiency level, i-Ready ELA and Math diagnostics by grade level, designated ELD student work samples, ELPAC Interim Assessments, and reclassification rate trends. This data analysis strengthens the delivery of instruction and supports for English Learners across all academic areas. **Comprehensive Language Acquisition Framework**		

Action #	Title	Description	Total Funds	Contributing
		This multi-faceted approach ensures English Learners receive both designated language development instruction and integrated support across all content areas, while engaging families as partners in the language acquisition process. The combination of specialized staff, the planned curriculum study to identify ELD materials better matched to the school's English Learner population, integrated math support within designated ELD, adaptive practice tools, increased reading and writing practice, restructured small group ELD instruction, fall placement of integrated ELD professional development, internal UDL capacity building, and data-driven decision making creates a coordinated system for accelerating English Learner academic and linguistic success.		
6	SUPPORTING LTEL - LANGUAGE ACQUISITION	The Long-Term English Learner (LTEL) student group received a Red performance level on both the ELA and Mathematics Academic Indicators on the 2024 California School Dashboard. On the 2025 California School Dashboard, the LTEL student group improved one performance band on the ELA Academic Indicator to Orange, with a 13 point gain to -92.7 Distance from Standard (DFS), while remaining at the Red performance level on the Mathematics Academic Indicator, where the group declined 21.6 points to -183.6 DFS. The LTEL student group also performed at the Red performance level on the 2025 Chronic Absenteeism Indicator. The combination of Red performance for LTEL on math and chronic absenteeism, alongside the still-significant absolute distance from standard on ELA even after the one-band improvement, defines the scale and urgency of this action. The population composition of English Learners at New Los Angeles Charter Middle School (NLACS) shapes this action. In 2025-26, NLACS served 57 English Learners. Of these, 47 students were classified as LTEL and 3 students were classified as At-Risk LTEL, meaning that approximately 88% of the EL population had been classified as ELs for a sufficient period of time to be designated as LTEL or At-Risk LTEL. Because LTEL and At-Risk LTEL students together represent approximately 88% of the school's EL population, the school's English Learner Progress Indicator (ELPI) work and language acquisition strategy are, in practice, LTEL acceleration work. Analysis of LTEL academic performance identifies significant struggles with foundational literacy skills, particularly reading comprehension and academic writing. Many LTEL students are dually identified as English Learners with disabilities (EL/SWD), which compounds language and learning needs and requires coordinated language development and special education supports. LTEL students at NLACS require accelerated literacy intervention, explicit academic	$0	N

Action #	Title	Description	Total Funds	Contributing
		writing instruction, meta-cognitive strategy development, and identity-affirming instruction to rebuild academic confidence and to move past the language development plateau that defines the LTEL designation. **Specialized Intervention Staffing** NLACS employs a dedicated English Language Development (ELD) Interventionist who provides targeted, tiered instruction specifically designed to address the complex language acquisition needs of Long-Term English Learners through intensive small group instruction. The ELD Interventionist collaborates closely with resource teachers to ensure instructional alignment between ELD programming and Individualized Education Program (IEP) goals, addressing both language and learning needs simultaneously for dually identified EL/SWD students. In 2026-27, the 7th grade designated ELD class will be split into two separate groups to enable more small group instruction within the block. This structural change is particularly consequential for LTEL students, since accelerating students past a language plateau requires differentiated instruction that targets specific reading comprehension, academic writing, and language structure deficits, and that differentiation depends on smaller group sizes than the prior single-class structure permitted. **Curriculum and Instructional Approach** The ELD Interventionist currently implements the secondary unit of the EL Achieve curriculum with concentrated focus on speaking and writing skill development to address the specific academic language needs of the LTEL student population. The ELD Interventionist also implements Universal Design for Learning (UDL) strategies to ensure LTEL students with disabilities can access curriculum content while developing language acquisition skills. UDL professional development will continue in 2026-27 and will be delivered primarily by the school's administrative team rather than by external providers, which builds internal capacity for sustained UDL coaching and integrates UDL instruction more directly with the school's LTEL-focused priorities. In 2026-27, NLACS will conduct a curriculum study to identify a new ELD curriculum that meets the needs of the school's LTEL-concentrated population and instructional model. The curriculum study responds to the finding in the ELPI needs assessment that the current designated ELD curriculum is dated and that prompts and tasks do not consistently engage students. The study will evaluate candidate curricula against criteria including alignment to the school's LTEL-concentrated population, integration of academic literacy and language structures		

Action #	Title	Description	Total Funds	Contributing
		appropriate for students who have plateaued in their language development, engagement quality of tasks and prompts, and compatibility with the small group instructional model being implemented. Selection criteria, the review committee, and the adoption timeline are to be confirmed by the leadership team. In 2026-27, math instruction will be integrated into designated ELD time to provide LTEL students with additional math support comparable to what other students receive during the schoolwide seminar and intervention block. Because LTEL students attend designated ELD during the period when other students access seminar and intervention, this integration is designed to close the math support gap created by scheduling. The integration directly addresses the 21.6 point math decline for LTEL on the 2025 Dashboard and is coordinated with the math intervention specialists and the foundational skills emphasis described in the broader academic acceleration action. IXL ELA implementation will also be incorporated into the designated ELD class, pending purchase approval, to provide adaptive practice aligned to each LTEL student's identified language and literacy needs. Both designated and integrated ELD classes will increase the volume and rigor of reading and writing practice, addressing the gap between current practice and the demands of the assessments used to determine reclassification eligibility. **LTEL-Specific Instructional Strategies** Beyond the structural and curricular elements above, instruction for LTEL students at NLACS is shaped by four specific strategy categories drawn from the ELPI needs assessment. Accelerated literacy intervention targets the specific comprehension barriers that have prevented progression toward academic language mastery. Explicit academic writing instruction develops text structures and language patterns that appear across content areas. Meta-cognitive strategy development builds the self-monitoring and comprehension repair skills that LTEL students need to navigate complex texts independently. Identity-affirming instruction addresses the psychological impact of long-term language struggles by rebuilding academic confidence, which is a meaningful contributor to disengagement among students who have been classified as English Learners since elementary school. Together, these four strategy categories address the underlying drivers of the LTEL plateau rather than only the surface symptoms. Cross-content literacy support extends LTEL acceleration into science classrooms. Because the California Science Test (CAST) is structurally a mix of ELA, math, and science, and because LTEL students at NLACS face a 14.3 point gap below the schoolwide level on the 2025 Dashboard Science Indicator, science teachers will		

Action #	Title	Description	Total Funds	Contributing
		receive more instructional support around reading and writing instruction in 2026-27. This support extends Tier 1 differentiation into science classrooms and addresses the cross-content impact of the literacy gaps that define the LTEL designation. **Collaborative Professional Support and Professional Development** The ELD Interventionist participates in department-wide planning meetings to support general education teachers with implementing evidence-based strategies for LTEL instruction, including structured co-planning sessions between classroom teachers and grade-level resource teachers. The ELD Interventionist also researches and identifies professional learning opportunities specifically targeting LTEL support, disseminating best practices to staff during faculty meetings throughout the academic year. The 2026-27 professional development cycle will feature three sequencing changes. First, integrated ELD content will be delivered earlier in the year. During 2025-26, integrated ELD professional development was delivered later in the spring, which limited the number of months during which teachers could apply the strategies in their classrooms. Placing integrated ELD content in the fall of 2026-27 lengthens the application window and addresses the sequencing issue identified in the ELPI needs assessment. Second, professional development to support Students with Disabilities will also be sequenced earlier in the school year. Because many LTEL students at NLACS are dually identified as EL/SWD, earlier SWD professional development directly serves the LTEL population covered by this action and complements the ELD Interventionist's existing work to align ELD programming with IEP goals. Third, UDL professional development will continue with internal admin-team delivery as described above. **Extended Learning Support** Paraprofessionals provide additional instructional support during the school day through targeted small group instruction designed to strengthen English language proficiency among LTEL students. Long-Term English Learners receive prioritized access to after-school tutoring services, extending learning opportunities that reinforce classroom instruction and accelerate academic progress. **Comprehensive Support Framework** This multi-layered approach addresses the unique challenges faced by Long-Term English Learners through specialized staffing, evidence-based curriculum implementation with a planned curriculum study, collaborative professional development sequenced for maximum impact, LTEL-specific instructional		

Action #	Title	Description	Total Funds	Contributing
		strategies targeting the underlying drivers of language plateau, integrated math support within designated ELD, adaptive practice tools, restructured small group ELD instruction, and extended learning opportunities. The integration of special education support for dually identified EL/SWD students, paired with earlier sequencing of SWD professional development, ensures that students with both language and learning needs receive coordinated services that address both dimensions simultaneously. The combination of these elements creates a comprehensive system for accelerating LTEL academic and linguistic success.		
7	COMPREHENSIVE SPED PROGRAM	The Students with Disabilities (SWD) student group has performed at the Red performance level on the California School Dashboard for ELA across three consecutive years and has experienced declining performance on the Mathematics Academic Indicator. On the 2023 California School Dashboard, the SWD student group performed at the Red performance level on both the ELA and Mathematics Academic Indicators. On the 2024 California School Dashboard, the SWD student group performed at the Red performance level on the ELA Academic Indicator and improved to the Orange performance level on the Mathematics Academic Indicator. On the 2025 California School Dashboard, the SWD student group performed at the Red performance level on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Chronic Absenteeism Indicator. The 2025 Dashboard results indicate that the SWD math improvement reflected in 2024 was not sustained, with SWD math returning to Red, and that chronic absenteeism for SWD students has emerged as a new area requiring focused intervention alongside ELA and math. This action responds to the multi-year pattern with coordinated supports across instructional, behavioral, and attendance domains. **Special Education Program Direction and 2026-27 Updates** New Los Angeles Charter Middle School (NLACS) has conducted a comprehensive review of its Special Education program and is implementing program changes that began in 2025-26 and continue into 2026-27. The school remains committed to a full inclusion model and is strengthening its co-teaching practice through the use of structured co-planning tools. Resource teachers partner with one or two content teachers, specifically the Humanities and Math teachers, to ensure that instruction in inclusive settings meets the language, learning, and behavioral needs of SWD.	$811,037	N

Action #	Title	Description	Total Funds	Contributing
		Leadership of the Special Education program in 2026-27 will be provided by the new Director of Exceptional Education, who will deliver expanded professional development to support staff capacity in evidence-based practices for SWD. The department's first professional development session for the broader staff will be sequenced earlier in the 2026-27 school year, in the fall rather than later in the year, to maximize the months during which teachers can apply the strategies in their classrooms. This sequencing change parallels the broader school commitment to placing critical professional development content earlier in the school year. **Academic Assessment Updates for 2026-27** For 2026-27, NLACS will implement the Woodcock-Johnson V as its academic assessment for Students with Disabilities. NLACS staff have received training on the Woodcock-Johnson V from LAUSD. The Woodcock-Johnson V will provide NLACS's special education team with current, standardized academic assessment data to inform IEP goal-setting, eligibility determinations, and progress monitoring across reading, mathematics, and written language domains. **Special Education Team Structure and Staffing** The Special Education Team is composed of the Director of Exceptional Education, Education Specialists, a Speech and Language Pathologist (SLP), Behavior Intervention Implementers (BIIs), paraprofessionals, and contracted service providers. Together this team provides all required services to SWD to ensure that academic, social-emotional, and behavioral needs are met and that support services are delivered. NLACS ensures that all providers meet state credentialing and training requirements and that the school observes required caseload limits across the team. The Director of Exceptional Education ensures IEP compliance and timelines, communicates with families, and oversees the vision of the Special Education program. The Director supports Special Education staff with IEP compliance, co-teaching practice, lesson development that focuses on IEP goals, and general education implementation of IEP accommodations within lessons and assessments. The Director also supports general education staff in planning universally designed lessons that include SWD. Members of the Special Education team participate in LAUSD SELPA Option 3 committees and professional development. **Co-Teaching and Co-Planning Model**		

Action #	Title	Description	Total Funds	Contributing
		Co-teaching at NLACS pairs resource teachers with one or two content teachers, specifically the Humanities and Math teachers, to deliver inclusive instruction that addresses both IEP goals and grade-level standards. In 2026-27, co-planning teams will improve their planning and co-teaching practices with the structured support of the Principal and the Director of Exceptional Education. This support is intended to deepen co-planning routines, strengthen the use of co-planning tools across pairs, and increase the consistency of co-teaching delivery in classrooms. Co-teaching capacity-building is a core lever for addressing the persistent SWD ELA Red and the 2025 return of SWD math to Red, since inclusive instructional practice in the general education classroom is where most SWD students receive the majority of their academic instruction. All Education Specialists participate in weekly grade level meetings with the general education teachers of the students they serve. These meetings keep Education Specialists informed of grade-level topics and curriculum and create regular opportunities for co-planning and co-teaching. General education teachers also participate in professional development provided by the Special Education department throughout the year, addressing accommodations in accordance with IEPs, co-planning and co-teaching models, evidence-based instructional practices for diverse learners, and the role of the general education teacher on the IEP team. **Curriculum, Instructional Resources, and Targeted Practice** To support academic progress, the Special Education team uses curricular resources including Wilson Reading, while ensuring that SWD have full access to core and supplemental materials used in general education classrooms. The continued use of IXL for math provides an additional layer of targeted practice. The Special Education team uses IXL to assign targeted practice pathways, and for SWD, these pathways can be configured to address the specific skills identified in their IEP goals. This combination of resources, paired with direct instruction from resource teachers and inclusive co-teaching in general education, is intended to address the 2025 return of SWD math to Red performance level by strengthening both the differentiated practice students receive and the alignment of practice to individual IEP goals. In 2026-27, IXL implementation across ELA and Mathematics will increase to 60 minutes or more per week for all students. This expansion provides additional adaptive practice that complements core instruction, resource teacher delivery, and the targeted IEP-aligned practice paths described above. The expansion is coordinated with the broader academic acceleration action and is particularly		

Action #	Title	Description	Total Funds	Contributing
		consequential for SWD students given the persistent SWD ELA Red performance level. **Professional Development** Special Education staff participate in all schoolwide professional development and also receive professional development designed specifically for the Special Education department. The Special Education team meets weekly to review compliance, share best practices, and participate in professional development as directed by the Director of Exceptional Education. The team also participates in professional learning offered by the SELPA and in additional opportunities including conferences and engages in a department-wide professional read each year. In 2026-27, professional development delivered by the new Director of Exceptional Education will be expanded both in volume and in earlier sequencing. The Director will deliver more total professional development to staff than in prior years, and the department's first professional development to the broader staff will be delivered in fall 2026 rather than later in the year. This sequencing change addresses the same root cause identified in the ELPI needs assessment regarding integrated ELD professional development sequencing: placing critical professional development content earlier in the year extends the application window for teachers and increases the cumulative instructional impact across the school year. Continued Option 3 (COP3) Behavior Specialist professional development is delivered on responding to behaviors in and out of the classroom environment, supporting the social-emotional needs of all students and providing staff with shared strategies for addressing behaviors that can interfere with learning. **Behavior Support and Coordination** The Special Education team provides instructional, social-emotional, and behavioral support as outlined in each student's IEP. In addition to supports outlined in the IEP, NLACS provides Tier 1 and Tier 2 academic supports both to students with disabilities and to students who are not identified for special education services. BIIs and the Behavior Intervention Developer(BID) follow the behavior plans written into each IEP with fidelity to meet the cognitive, social-emotional, and physical needs of students with disabilities. To address behavior schoolwide, the Special Education team implements Behavior Intervention Plans (BIPs) with fidelity and collaborates with the Assistant Principal and the PBIS committee to ensure that tier 1 supports for all students are		

Action #	Title	Description	Total Funds	Contributing
		in place to create a safe learning environment. BIDs participate in grade level meetings to support teams in providing tier 1 supports and conducive learning environments for SWD. When a behavior challenge emerges for a student with a disability, the team assesses the need and may amend the BIP, behavior goals, or behavior services on the IEP, develop a safety plan for the student, and engage in alternatives to suspension in response to actions that may require a consequence. In some cases, student behavior may result in a recommendation for re-evaluation. NLACS continues to collaborate with and consult the behavior team at the SELPA to both prevent behavior incidents and respond appropriately when an incident occurs. Behavior plans embedded in the IEPs of students with multiple suspensions or referrals will be reviewed in 2026-27 to ensure that the plans are producing the behavioral outcomes they are designed to produce. The review will consider the design of the plans, the consistency of their implementation across general education classrooms, and the coordination between special education and general education staff in monitoring and adjusting them, addressing the suspension needs assessment finding that some behavior plans are not consistently producing intended outcomes. **Coordination with English Learner Services** Resource teachers collaborate with the ELD teacher to specifically target students who are dually identified as Long-Term English Learners with disabilities. This collaboration ensures that resource instruction and ELD instruction simultaneously address IEP goals and language acquisition goals, providing coordinated services to students whose language and learning needs are deeply intertwined. The 2026-27 sequencing of SWD-focused professional development earlier in the school year, described above, directly serves the LTEL/SWD dually identified students because many LTEL students at NLACS are also identified for special education services. **Chronic Absenteeism Response for SWD Students** With the SWD student group performing at the Red performance level on the 2025 Dashboard Chronic Absenteeism Indicator, attendance support for SWD students is an area of focused emphasis in 2026-27. NLACS implements its attendance policy with fidelity, including responding to absences quickly with supportive measures before attendance becomes a chronic issue. All parents are informed of the importance of attendance and are contacted when absences occur.		

Action #	Title	Description	Total Funds	Contributing
		For students with IEPs who have high absentee rates, attendance is consistently addressed at IEP meetings, and the Director of Exceptional Education participates on the Student Attendance Review Team (SART), which focuses on identifying the root causes of chronic absenteeism and collaborating with the student and family to find solutions. The Special Education department also hosts quarterly parent meetings and trainings to support understanding of special education policy, evidence-based practices, parent engagement, and the importance of school attendance for accessing the curriculum and maintaining continuity of special education services as outlined in each student's IEP. **Data-Driven Progress Monitoring and Family Engagement** NLACS uses i-Ready to monitor academic progress, and the Special Education team analyzes disaggregated data from the i-Ready platform alongside other formative data on a monthly basis. This regular review supports the team in setting department-level and individual student goals and in monitoring progress toward those goals. Through student-led conferences, school committees, and the IEP process, NLACS ensures that student and family voice is included in decision-making and feedback regarding the Special Education program. These structures, combined with the comprehensive review of the Special Education program and the leadership transition to the Director of Exceptional Education, aim to improve delivery of instruction, student academic outcomes, and the pace of student learning for SWD.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

The needs assessment process identified Tier 1 differentiation, well-scaffolded instruction, and formative assessment use as the most consequential schoolwide instructional improvement opportunities for 2026-27. On the 2025 California School Dashboard, New Los Angeles Charter Middle School (NLACS) performed at the Red performance level on the ELA and Mathematics Academic Indicators for the Students with Disabilities student group, and at Red on the Mathematics Academic Indicator for both the English Learner and Long-Term English Learner student groups. The persistence of Red performance for these priority student groups across multiple Academic Indicators, combined with the multi-year pattern of declining math performance for every priority group on the 2025 Dashboard, identifies the consistency of differentiated, scaffolded core instruction across classrooms as a primary lever for improvement.

The needs assessment also identified the alignment between formative assessment and summative outcomes as an area requiring focused attention. Across the ELA, math, and science needs assessments, a persistent gap was observed between formative and summative results: i-Ready growth and classroom-level mastery rates frequently exceeded what state assessments reflected. This pattern indicates that teachers need additional support in using formative assessment data to drive instructional decisions, in checking for understanding throughout instruction, and in scaffolding tasks toward the rigor and format of summative assessments. These specific instructional practices, well-scaffolded instruction and the use of formative assessments to check for understanding, are named directly in this goal.

The 2025-26 school year added an additional consideration to this goal. NLACS onboarded six new general education teachers in 2025-26, including three new 7th grade teachers (one math and two Humanities), two 6th grade Humanities teachers (one of whom left in the fall and was replaced by another new teacher), and a long-term substitute serving in the designated ELD teacher role. The 2026-27 school year will be the second year of teaching at NLACS for this cohort, which creates both opportunity and need for sustained professional learning that supports their continued development. The new Director of Exceptional Education will also begin in 2026-27, expanding the school's leadership capacity for delivering professional learning aligned to the needs of Students with Disabilities, and this goal supports the expanded professional learning the new Director will provide.

The needs assessment process additionally identified sequencing as a contributing factor to professional learning impact. Integrated ELD professional development during 2025-26 was delivered in spring rather than fall as originally planned, which limited the months during which teachers could apply the strategies. The 2026-27 sequencing changes, placing integrated ELD content and Students with Disabilities professional development earlier in the school year, address this finding directly and operationalize the goal's commitment to sustained professional learning across the academic year.

Connection to Educational Partner Input: The goal reflects direct input from educational partners gathered through the LCAP engagement process. Instructional staff identified Tier 1 differentiation, classroom management, and data-driven decision-making as priority professional learning needs during structured data conversations and professional development sessions led by the leadership team. The Instructional Leadership Team (ILT) participated in cross-

departmental analysis of student performance data and instructional practice. The Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Coffee with the Principal sessions, and Panorama Education survey results provided family perspectives on classroom instruction and the consistency of supports their children receive. The Student Advisory Committee, town halls, and advisory class discussions provided student voice on classroom experience, and the supports students find most helpful. The combined input from these venues consistently identified continued investment in professional learning, with sustained emphasis on differentiated instruction and formative assessment use, as a high-priority direction for 2026-27.

Connection to 2026-27 Actions: The goal informs and is informed by specific 2026-27 actions across the LCAP. The Educators - Supporting the Core Educational Program action expands the schoolwide professional learning structure with summer professional learning, weekly professional development, three non-instructional data analysis days, increased full-faculty sessions on instructional practices and differentiated planning, department retreat planning days for Humanities, Math, and Science, direct DEIJ coaching of grade level teams, and targeted external professional learning at Get Your Teach On, the American School Counselor Association conference, and the College Preparatory Mathematics Math Conference. The Professional Learning Opportunities action describes the comprehensive content focus areas, including EB Academics implementation, differentiated instruction, i-Ready data analysis, DEIJ, MTSS, PBIS, restorative practices, the Olweus Bullying Prevention Program, accommodations and modifications for Students with Disabilities, and Closegap implementation. The Supporting English Learners and Supporting Long-Term English Learners actions describe earlier-sequenced integrated ELD professional development and continued Universal Design for Learning training delivered by the administrative team. The Comprehensive SPED Program action describes the new Director of Exceptional Education's expanded professional development for Special Education staff and general education staff. The Addressing SEL, Behavioral, and Mental Health Needs action describes continued PBIS professional development with tier 1 emphasis and classroom management coaching from the Assistant Principal. Together, these actions operationalize the goal's commitment to sustained professional learning on academic content standards and evidence-based instructional strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84%	2022-23: 60%	2023-24: 84.9%	2024-25: 95%	+0.9%
15	% 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%
16	Implementation of the State Academic content & performance	2023-24 ELA: 4	2024-25: ELA: 5	2025-26: ELA: 5 ELD: 5	2026-27: ELA: 5 ELD: 5	ELA: +1 ELD: +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	ELD: 3 Math: 3 Social Science: 3 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: N/A	ELD: 4 Math: 5 Social Science: 5 Science: 4 CTE: N/A Health: 4 PE: 5 VAPA: 5 World Language: N/A	Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: N/A	Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: N/A	Math: +2 Social Science: +2 Science: +1 CTE: N/A Health: +1 PE: +1 VAPA: +1 World Language: N/A

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 as planned. New LA Charter School employed a principal and appropriately credentialed teachers to deliver comprehensive instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education for all students throughout the 2025–26 academic year.

Professional learning was also implemented in full to strengthen instructional quality and data-driven practice. All teachers participated in five days of summer professional learning in Summer 2025, and new teachers received ten days of training to support onboarding and instructional alignment. During the school year, staff engaged in three non-instructional days focused on assessment and data analysis to inform instructional decision-making, along with ongoing weekly professional learning sessions.

Action 2: This action was partially implemented with substantive differences. While the overall professional development structure was implemented as planned, fewer special education-focused professional development sessions were delivered than originally expected due to the vacancy in the Director of Special Education position.

NLACS implemented Universal Design for Learning (UDL) professional development through Open Access, including a full-day summer training for the full faculty and three pupil-free days dedicated to UDL learning in September, February, and April. The school also implemented a consistent weekly professional development rotation that includes instructional practices, PBIS, DEIJ, special education, and department meetings. This structure supports regular check-ins, planning, and follow-up, and several sessions are delivered workshop-style in small groups, including teacher-led ELD and SWD workshops.

Challenges: The primary challenge was the reduced number of planned special education professional development sessions due to the Director of Special Education vacancy. To mitigate this gap, the principal has provided special education professional development directly, and the Chief of Schools has participated in SELPA trainings and supported training and guidance for the special education team.

Successes: The PD calendar maintained a strong rotation across core focus areas (DEIJ, SWD, ELD, school culture/PBIS, and departments), with an increase in PBIS professional development delivered at this point in the year compared to prior years. NLACS also expanded differentiated, teacher-led learning opportunities, allowing more targeted professional development aligned to varying teacher experience and performance levels. In addition, the principal attended Relay GSE's National Principal Supervisors Academy this summer and has begun implementing associated practices to strengthen coaching and instructional support for teachers.

Action 3: This action was fully implemented with fidelity. NLACS provides all students with access to high-quality, standards-aligned curriculum and instructional materials across academic disciplines, ensuring comprehensive coverage of the California State Standards, including the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the California History–Social Science Standards.

To strengthen standards-aligned instruction, NLACS adopted new core resources, including FOSS for science and EB Academics for ELA/Humanities. Required subscriptions and instructional materials for these programs were purchased and implemented schoolwide. During the prior-year budget planning process, teachers provided input on which instructional applications and subscriptions to continue in order to maintain alignment, usability, and instructional value.

The transition to FOSS was also responsive to stakeholder feedback. The move to FOSS as the science curriculum was based on input from both students and staff requesting more hands-on learning experiences. Thus far, students have informally and formally communicated that they prefer FOSS over the previous Amplify science curriculum. While FOSS requires additional physical materials and ongoing replenishment after experiments, the school has found the trade-off worthwhile given increased student engagement in science classes.

Implementation has included ongoing operational and instructional supports. Because FOSS lessons are materials-based, supplies must be replenished as needed following experiments; teachers address these needs through classroom budgets to ensure materials remain available for continued instruction. As with any new curriculum adoption, teachers also require time and support to learn the instructional design and pacing expectations to ensure consistent implementation across classrooms.

Action 4: This action was fully implemented with fidelity. NLACS provides comprehensive technology access so all students can fully participate in digital learning opportunities and consistently access curricular and instructional materials during the school day and through expanded learning programs.

NLACS supplies a technology device for every student and maintains systems to ensure devices remain functional and available. Student devices are maintained and repaired as needed to minimize disruption to instruction and preserve continuous access to digital learning tools. To strengthen accountability and reduce preventable damage, the school implemented a longitudinal device assignment model: students are issued a device in sixth grade and retain the same device through all three years of middle school. This shift has reduced device sharing and has helped lessen damage.

Challenges: Chromebooks continue to present durability limitations, resulting in a higher-than-anticipated volume of repairs.

Successes: The school benefits from having a dedicated tech coordinator onsite twice per week, strengthening responsiveness to student and staff technology needs and supporting timely repairs and troubleshooting.

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.

Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures Of the four actions implemented under Goal 2 during the 2025-26 school year, no actions resulted in material differences between budgeted expenditures and estimated actual expenditures. All four actions were implemented within the budgeted amounts.

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

Action 1: Together, these staffing and professional development systems ensured educators consistently interpreted student performance data, identified learning needs, and adjusted instruction to support diverse learners while sustaining high-quality core programming across all content areas.

Action 2: Staff report that increased department meeting time has strengthened collaboration and coherence across grade levels. Departments demonstrate improved vertical alignment in instructional routines and strategies, including consistent use of notebooks and shared instructional and assessment practices such as stations and differentiated math groupings.

Action 3: Overall, implementation has yielded clear instructional gains. FOSS has expanded hands-on science learning and increased use of strategies such as Sensemaking Circles, which strengthen academic discourse and support multilingual learners' speaking and listening development. EB Academics has increased instructional rigor while providing improved scaffolds, stronger instructional resources, and more robust assessments compared to prior curriculum materials.

Action 4: The action is effective as evidenced by the school's Chromebook repair tracking process. Teachers submit repair tickets that allow staff to identify which student's device is damaged and the nature of the issue. This system also supports monitoring patterns over time, including repeat damage by the same student, which can trigger proactive follow-up and, when appropriate, partnership with families to reinforce expectations for device care.

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 L.A. Charter School develops a one-year LCAP on an annual basis, grounded in feedback from its educational partners and analysis of local, internal, state, and California School Dashboard indicators. Reflection on prior practice has informed several changes to the school's professional development approach for the 2026 to 2027 school year.

In the coming year, teachers who are new to the school will be part of the monthly one-hour PLC cohort supervised by the principal. The areas of focus for professional development include instruction and planning, along with classroom management, carried out in conjunction with other schoolwide priorities. Professional development will also focus on instructional practices, including differentiated planning. In addition, the school is adding Closing the gap professional development and providing targeted conferences for teachers, counseling staff, and math instructors.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	New Los Angeles Charter Middle School (NLACS) will employ a Principal and appropriately credentialed teachers to deliver comprehensive instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education for all students during the 2026-27 academic year. Credentialing and assignment compliance are monitored to ensure that every student receives instruction from a properly authorized teacher in every required course. **Professional Development Infrastructure for 2026-27** Professional development at NLACS is structured around four sustained components. First, all teachers will participate in five days of summer professional learning during Summer 2026 to prepare for the academic year. New teachers will receive an additional five days for a total of ten days of summer professional learning, which supports onboarding to the school's instructional model, schoolwide expectations, and operational systems. Second, three non-instructional days during the academic year will focus on data analysis to inform instructional decision-making, allowing the full staff to review schoolwide assessment data, identify priority student groups, and adjust instructional plans. Third, weekly professional learning continues throughout the 2026-27 academic year and serves as the primary structure for sustained, job-embedded teacher development. Fourth, additional targeted professional learning is delivered through new initiatives described in the sections below. **Enhanced Professional Development Programming for 2026-27** Several enhancements to the 2026-27 professional development calendar respond to needs identified through the needs assessment process and to the priorities of the school's leadership team. A New Teacher PLC Cohort will meet monthly for one hour, supervised by the Principal. The PLC focuses on instructional planning, classroom management, and the school's broader instructional and behavioral priorities, providing a structured forum for new teachers to develop in the areas most predictive of first-year effectiveness. This cohort complements the additional summer professional	$1,624,592	Y

Action #	Title	Description	Total Funds	Contributing
		learning days new teachers receive, and the coaching support provided through other school leadership roles. The yearlong professional development calendar will feature an increased number of full-faculty professional development sessions on instructional practices and differentiated planning. This expansion addresses the schoolwide need for stronger Tier 1 differentiation surfaced across the ELA, math, science, and ELPI needs assessments, where the consistency of differentiation across classrooms was identified as a contributing factor to gaps for SWD, EL, LTEL, SED, and Hispanic student groups. The Humanities, Math, and Science departments will each have one or more retreat planning days during the 2026-27 academic year, with a target of one retreat per trimester per department where scheduling permits. Department retreat days create the extended, focused time required for vertical alignment work, curriculum implementation planning, and analysis of student work that cannot be accomplished within the regular weekly professional learning structure. The Director of Diversity, Equity, Inclusion, and Justice (DEIJ) will coach grade level teachers directly in 2026-27, with one grade level team supported per trimester, to ensure that instruction is DEIJ-aligned and equitable. Direct grade level coaching shifts DEIJ work from periodic schoolwide sessions to sustained engagement with specific instructional teams, allowing the DEIJ Director to address curriculum, instructional practice, and classroom culture in the contexts where students experience them. Professional development on Closegap will be delivered during summer professional learning to support higher staff utilization of the platform during 2026-27. Closegap is the school's SEL daily check-in tool described in the Addressing SEL, Behavioral, and Mental Health Needs action. The summer placement of Closegap professional development is intended to ensure fidelity of use and effectiveness across staff from the start of the 2026-27 school year. **Targeted External Professional Learning Opportunities** NLACS will support targeted external professional learning for staff in 2026-27 to complement internal professional development with discipline- and role-specific learning. Planned external opportunities include Get Your Teach On for general teacher professional development, the American School Counselor Association (ASCA) conference for school counseling staff, and the College Preparatory Mathematics (CPM) Math Conference for mathematics teachers. Attendance at external conferences expands the school's exposure to current evidence-based		

Action #	Title	Description	Total Funds	Contributing
		practices in instruction, counseling, and mathematics education and supports the cross-departmental priorities described in this and related actions. **Coordination with Subject-Specific and Programmatic Professional Development** This action describes the schoolwide professional development infrastructure that supports all teachers. Subject- and program-specific professional development threads are described in the related LCAP actions where they are most consequential. Integrated ELD professional development sequenced earlier in 2026-27 is described in the Supporting English Learners and Supporting Long-Term English Learners actions. Universal Design for Learning professional development delivered by the school's administrative team is described in the same EL-focused actions. Professional development delivered by the Director of Exceptional Education, sequenced earlier in 2026-27, is described in the Comprehensive SPED Program action. Continued PBIS professional development with tier 1 emphasis, classroom management coaching from the Assistant Principal, and behavior-specific professional development from the Behavior Interventionist are described in the Addressing SEL, Behavioral, and Mental Health Needs action. Together, these subject- and program-specific threads, anchored by the schoolwide infrastructure described in this action, comprise the school's full 2026-27 professional development plan. **Continuous Improvement Framework** This combination of qualified staffing, internal professional development infrastructure, enhanced programming for 2026-27, and targeted external learning opportunities is designed to ensure that teachers can effectively interpret assessment data, identify student learning needs, and adjust instruction to meet diverse student needs while maintaining high-quality core educational programming throughout the 2026-27 school year. The three non-instructional days dedicated to data analysis, paired with the weekly professional learning structure and the new Tier 1 differentiation focus, provide the recurring opportunities for teachers to translate assessment results into instructional adjustments that the school's needs assessment process identified as essential to closing achievement gaps for priority student groups.		
2	PROFESSIONAL LEARNING OPPORTUNITIES	New Los Angeles Charter Middle School (NLACS) is committed to implementing a comprehensive, evidence-based professional learning program that strengthens instructional practices and supports student achievement. The school's multi-tiered approach includes intensive summer programming, ongoing weekly	$207,120	Y

Action #	Title	Description	Total Funds	Contributing
		sessions, and targeted professional development days throughout the academic year. **Professional Development Structure** • **Summer Institute (10 Days)** provides intensive foundational training to prepare educators for the upcoming school year while establishing consistent practices and building collaborative culture. • **Weekly Professional Learning** supports ongoing skill development and practice refinement throughout the academic year through collaborative planning and reflection sessions. • **Professional Development Days (3 Days)** offer deep-dive training sessions during non-instructional time, creating opportunities for extended learning and implementation planning. **Areas of Focus** Based on comprehensive analysis of student assessment data, educational partner feedback, classroom observation findings, and staff survey results, professional development will concentrate on several key areas. Academic excellence initiatives include reading instruction through the evidence-based EB Academics framework, differentiated instruction strategies to meet diverse learner needs, and effective i-Ready implementation with data analysis to drive instructional decisions. Equity and inclusion efforts encompass Diversity, Equity, Inclusion, and Justice (DEIJ) work to build culturally responsive learning environments and culturally responsive teaching practices that integrate students' cultural assets into instruction. Student support systems focus on implementing a comprehensive Multi-Tiered System of Supports (MTSS) framework for academic and behavioral interventions, Positive Behavioral Interventions and Supports (PBIS) for proactive schoolwide behavior management, restorative practices and justice approaches to build community and address conflicts constructively, the Closegap SEL daily check-in platform with summer professional development to support effective staff utilization, and the evidence-based Olweus Bullying Prevention Program to create safe school environments. Special education excellence includes accommodations and modifications training to support Students with Disabilities (SWD) through individualized approaches. **Targeted External Professional Learning Opportunities**		

Action #	Title	Description	Total Funds	Contributing
		NLACS will support targeted external professional learning opportunities for staff in 2026-27 to complement internal professional development with discipline- and role-specific learning. Planned external opportunities include Get Your Teach On for general teacher professional development, the American School Counselor Association (ASCA) conference for school counseling staff, and the College Preparatory Mathematics (CPM) Math Conference for mathematics teachers. Attendance at these external conferences expands the school's exposure to current evidence-based practices in instruction, counseling, and mathematics education and supports the cross-departmental priorities described in this and related LCAP actions. **Leadership and Support Structure** • **Administrative Mentorship:** The Chief of Schools will provide direct mentorship and coaching to the Principal and Director of Special Education, ensuring strong leadership capacity and consistent implementation of schoolwide initiatives. • **Data-Driven Decision Making:** The Chief of Schools will collaborate with site leadership to systematically collect and analyze both formative and summative data, identifying specific areas of academic need through comprehensive data review. This role includes developing targeted goals and actionable plans to address identified needs, establishing robust progress monitoring systems throughout the school year, and providing training and ongoing support for staff in utilizing data tools and reports to foster a culture of data-driven instructional decisions. The Director of Academic Data will provide additional support through comprehensive data reporting and analysis for external accountability requirements, compliance reporting and documentation, survey data collection and analysis, and data support for teacher evaluation and professional development planning. • **Equity Implementation:** The Director of DEIJ will partner with site and organizational leadership to implement the New LA Strategic Plan for Equity while conducting regular analysis of school progress toward strategic equity goals. This leadership role encompasses developing and sequencing staff-wide professional development in DEIJ practices, collaborating with leadership to facilitate high-quality professional development sessions, and designing age-appropriate DEIJ, and social justice curriculum aligned with strategic priorities. Additionally, the		

Action #	Title	Description	Total Funds	Contributing
		Director will foster authentic partnerships with families and school staff to ensure welcoming, inclusive spaces for all community members. **Support for Teacher Effectiveness and Retention** To further support teacher effectiveness, retention, and credential clearance, NLACS will partially fund induction expenses for teachers. Induction support reinforces the early-career professional learning provided through the Summer Institute, weekly professional learning, and the New Teacher PLC Cohort described in the Educators - Supporting the Core Educational Program action. **Expected Outcomes** This comprehensive professional learning approach is intended to result in enhanced instructional quality across all content areas, increased cultural responsiveness in teaching practices, and strengthened systems for supporting all learners. Additional intended outcomes include improved school climate and student engagement, greater alignment between equity goals and daily practices, and data-informed decision making at all levels of the school. Progress toward these outcomes will be monitored through California School Dashboard results, i-Ready diagnostic placements and typical growth attainment, Panorama Education survey results on staff and student perceptions of school climate, and classroom observation data collected by the school's leadership team.		
3	CORE CURRICULAR NEEDS	New Los Angeles Charter Middle School (NLACS) will provide all students with access to high-quality, standards-aligned curriculum and instructional materials across all academic disciplines. The school will ensure comprehensive coverage of California State Standards, including the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the California History-Social Science Standards. Standards alignment is the foundation of the school's curriculum work and informs every adoption, review, and replacement decision described in this action. **Curriculum and Materials** NLACS will maintain current instructional materials for all core subjects, including English Language Arts, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Physical Education, and Career Technical Education. Materials include both print and digital resources to support diverse learning needs and technological literacy. Print materials provide consistent access regardless of device availability, and digital resources support adaptive	$22,776	N

Action #	Title	Description	Total Funds	Contributing
		practice, differentiation, and integration with the school's assessment and data systems. **2026-27 Curriculum Reviews and Adoptions** Several curriculum decisions are scheduled or underway for the 2026-27 school year, with implications for adoptions in 2026-27 and beyond. These decisions are coordinated across LCAP actions and described in detail in the actions where they are most consequential. NLACS will conduct a math curriculum review during 2026-27 to determine whether to continue with the current Open Up Resources math curriculum for 2027-28 or to adopt a different curriculum. The review responds to the multi-year math performance patterns visible on the California School Dashboard, including the 2025 declines across every priority student group, and to the foundational skills emphasis described in the Addressing Academic Needs to Accelerate Learning action. Review criteria, the review committee, and the selection timeline are to be confirmed by the leadership team. NLACS will also conduct an English Language Development (ELD) curriculum study during 2026-27 to identify a new ELD curriculum that meets the needs of the school's English Learner population and instructional model. The current designated ELD curriculum, EL Achieve, will continue in use during 2026-27 while the study is conducted. Detailed review criteria and timeline are described in the Supporting English Learners and Supporting Long-Term English Learners actions. The school will enter the second year of implementation of two curriculum adoptions made during 2025-26. The EB Academics structured literacy framework, adopted for ELA, enters Year 2 in 2026-27, with deepened teacher fluency expected to increase the consistency of structured literacy practices across classrooms. The FOSS science curriculum, also adopted during 2025-26, enters its second year of implementation, with the integrated model continuing to support cross-grade coverage of physical science, life science, and earth and space science as preparation for the California Science Test (CAST). Supplemental writing supports for the FOSS curriculum are being developed in 2026-27 to address the reduction in embedded writing relative to the previous science curriculum, as described in the science needs assessment. **Resource Management** Annual assessments will identify curricular gaps and determine necessary updates or replacements. The school will purchase consumable materials such as		

Action #	Title	Description	Total Funds	Contributing
		workbooks, laboratory supplies, art materials, and digital subscriptions as needed throughout the academic year. All materials undergo review by educational leadership and teachers to ensure quality, alignment with instructional goals, and consistency with the school's priorities for English Learners, Students with Disabilities, and other priority student groups identified through the needs assessment process. Adaptive digital subscriptions are integrated with the school's broader instructional and intervention infrastructure. IXL implementation across ELA and Mathematics is planned to increase to 60 minutes or more per week for all students in 2026-27, pending purchase approval for IXL ELA, as described in the Addressing Academic Needs to Accelerate Learning action. Additional supplemental resources used by the Special Education team include Wilson Reading, Read Naturally, Co-writer, and Snap and Read, as described in the Comprehensive SPED Program action.		
4	CLOSING THE DIGITAL DIVIDE	New Los Angeles Charter Middle School (NLACS) will provide comprehensive technology access to ensure all students can fully participate in digital learning opportunities. The school will supply technology devices to every student for accessing curricular and instructional materials both during the school day and through expanded learning programs. Equitable access to functional technology is essential because the school's instructional model integrates digital platforms, adaptive practice tools, and online assessments across content areas, and gaps in access translate directly into gaps in learning opportunity. **Technology Access and Connectivity** NLACS will provide Wi-Fi hotspots to students who lack reliable internet access at home, ensuring continuous connectivity for after-school learning, intersession programming, summer programming, and homework completion. Hotspot distribution is intentionally targeted to families that report or are identified as lacking sufficient home connectivity, addressing one of the most consequential dimensions of the digital divide for middle school students. Professional technical support maintains proper bandwidth schoolwide and ensures that all devices function effectively throughout the instructional day. **Device Management and Lifecycle** Technology devices will be regularly updated and maintained to support current educational software and platforms. The technical support team manages device distribution, maintenance, and replacement cycles to support reliable access for all students during regular instruction and extended learning opportunities.	$64,356	N

Action #	Title	Description	Total Funds	Contributing
		Replacement cycles are planned to align with the typical lifespan of student devices and with budget cycles, so that aging hardware does not become a barrier to access for individual students or grade levels. **Technical Support and Issue Resolution** New for 2026-27, NLACS will implement Zendesk as the school's ticketing system to streamline reporting and response for technology issues. The Zendesk platform allows staff, and where appropriate students and families, to submit tickets for tech issues, allows the technical support team to triage and respond to those tickets systematically, and provides visibility into common issue types and response time trends. The implementation directly addresses equity by ensuring that tech issues do not disproportionately disrupt access for students whose families may have less capacity to advocate informally for resolution. Implementation details, including who is authorized to submit tickets, how tickets are routed, and the expected response time standards, will be confirmed by the leadership and technical support teams before the start of the 2026-27 school year. **Digital Platform Subscriptions** NLACS will maintain necessary subscriptions for virtual meeting platforms and educational software to support both in-person and remote learning needs. These resources support access to digital curriculum and enable effective communication between students, families, and educators regardless of location or circumstances. Subscription decisions are coordinated with the curriculum and instructional priorities described in the Core Curricular Needs and Addressing Academic Needs to Accelerate Learning actions, including the planned IXL ELA and Mathematics expansion to 60 minutes or more per week for all students in 2026-27, pending purchase approval for IXL ELA.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed in response to a convergence of findings from the school's 2025-26 needs assessment process, multi-year California School Dashboard performance data, and direct input from the educational partners engaged in the development of this LCAP. The goal addresses California LCAP State Priority 3 (Parental Involvement), which requires local educational agencies to seek input from parents and guardians in district decision-making and to promote parental participation in programs and connects directly to State Priority 5 (Pupil Engagement) by acknowledging that strong family engagement is one of the most consistent levers for improving attendance and engagement outcomes for students.

Connection to Needs Assessment Findings: The needs assessment process surfaced family engagement and communication as a cross-cutting factor in the outcomes for the school's priority student groups. On the 2025 California School Dashboard, New Los Angeles Charter Middle School (NLACS) performed at the Red performance level on the Chronic Absenteeism Indicator for the English Learner, Long-Term English Learner, and Students with Disabilities student groups, even as the schoolwide chronic absenteeism rate continued a four-year decline from 42.3% in 2021-22 to 19.9% in 2025. The divergence between strong schoolwide attendance progress and worsening attendance for three priority student groups indicates that the existing family engagement infrastructure has supported the broader student population but has not yet reached the families whose children's attendance challenges are entangled with academic, language, or disability-related drivers. The needs assessment also identified the existing parent communication platform as a structural limitation that has constrained the school's ability to engage families proactively before attendance, behavioral, or academic concerns escalate. These findings make strengthened parent engagement a central focus of the 2026-27 LCAP.

The needs assessment further surfaced the depth of the school's commitment to multilingual family engagement as both a strength and an area for expansion. NLACS provides all family correspondence in English and Spanish through the primary language survey process, and the school's bilingual Administrative Assistant and Office Assistant provide Spanish-language interpretation during meetings and conferences. Given that the school's English Learner population is concentrated at the Long-Term English Learner level, with approximately 88% of ELs designated as LTEL or At-Risk LTEL, the family engagement infrastructure must continue to support families across multiple generations of language acquisition and varying levels of English proficiency.

Connection to Educational Partner Input: The goal also reflects direct input from educational partners gathered through the LCAP engagement process. The Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) provided input on family engagement priorities through structured review and comment sessions. Coffee with the Principal sessions throughout 2025-26 surfaced caregiver perspectives on what is working in the school's

communication and engagement practices and where they want to see improvements. The Student Advisory Committee, recognized in LCAP educational partner engagement requirements effective July 1, 2024, provided student voice on how their families experience communication and partnership with the school. Caregivers also completed the annual Panorama Education survey on school climate, connectedness, and engagement, providing schoolwide quantitative input on family experience. The combined input from these venues consistently identified strengthened, more responsive, and more accessible family engagement as a priority for 2026-27.

Connection to 2026-27 Actions: The goal informs and is informed by specific 2026-27 actions across the LCAP. The transition to ParentSquare as the primary parent communication platform addresses the structural communication limitations identified in the needs assessment. The shift to a single schoolwide Passion for Learning Night focuses family engagement on a higher-impact event rather than dispersing it across the year. The continued operation of the bilingual Administrative Assistant and Office Assistant roles, alongside interpreter services for families speaking languages other than English or Spanish, supports meaningful participation regardless of home language. The Director of Exceptional Education's participation in SART meetings ensures family engagement is coordinated between general education and special education for students with IEPs. The Special Education department's quarterly parent meetings provide a structured venue for families of Students with Disabilities to engage with the school's program. Together, these and other actions in the LCAP operationalize the relationship-centered engagement, education, communication, and collaboration that this goal commits the school to advancing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Good	2026-27: Exemplary	Good
18	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	2023-24: 9. 4 10. 3 11. 4 12. 3	2024-25: 9. 4 10. 4 11. 5 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	9. +1 10. +2 11. +1 12. +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool.					
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 4 3. 4 4. 4	2024-25: 1. 4 2. 5 3. 4 4. 5	2025-26: 1. 5 2. 5 3. 5 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. +1 2. +1 3. +1 4. +1
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 58% Sense of Safety 35% School connectedness	2024-25: 57% Sense of Safety 40% School Connectedness	2025-26: 60% Sense of Safety 42% School Connectedness	2026-27: 65% Sense of Safety 50% School Connectedness	+2% Sense of Safety +7% School Connectedness
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 80% Sense of Safety 86% School connectedness	2024-25: 85% Sense of Safety 99% School Connectedness	2025-26: 86% Sense of Safety 88% School Connectedness	2026-27: 90% Sense of Safety 90% School Connectedness	+6% Sense of Safety +2% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness	2023-24: 60% Sense of Safety 81% School connectedness	2024-25: 100% Sense of Safety 100% School Connectedness	2025-26: 80% Sense of Safety 90% School Connectedness	2026-27: 85% Sense of Safety >90% School Connectedness	+20% Sense of Safety +9% School Connectedness

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

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 with fidelity, with minor adjustments to activities and staffing that did not change the core intent or delivery of the action. NLACS maintained its established student clubs and enrichment structures and expanded student-led opportunities by adding a Stitch and Print Club and a Busy Bee's life skills club that was created and led by students. The school also continued implementation of Passion for Social Justice Night in May, which began last year, and is refining its family engagement programming by combining Passion for Science and Math Night into a single STEM Passion Night.

Implementation continued despite a staffing adjustment, as the school operated with one campus aide this year instead of two in prior years. The school sustained its student leadership and engagement efforts, including WEB and club programming, which staff identify as contributing to improved student belonging and likely supporting stronger attendance, based on patterns observed in attendance data, Panorama survey feedback, and Student Advisory Council input.

Challenges: The primary implementation challenge this year has been the sharp increase in bus costs for field trips. As a result, grade levels reduced the number of field trips from three to two in order to manage costs while preserving other engagement priorities.

Action 2: This action was fully implemented with fidelity. NLACS ensures meaningful parent input in decision-making through formal advisory committees that provide diverse perspectives on school policies, programs, and the LCAP development. The school maintains required English Learner committees—including ELAC, DELAC, and EL-PAC—to provide input on programs and services for English Learners in accordance with California Education Code 52062(a)(2). NLACS also maintains a Parent Advisory Committee (PAC) as the primary forum for parent input on school governance and the LCAP, consistent with California Education Code 52062(a)(1).

NLACS ensures parents representing Unduplicated Pupils, including English Learners, low-income students, and foster youth, are actively represented on advisory committees. Parents of Students with Disabilities are also included to ensure broad and inclusive participation in schoolwide decision-making. To remove language barriers, translation of materials and interpreter services are provided by bilingual administrators for all committee meetings and when requested by families, ensuring families can participate meaningfully regardless of language background.

Implementation has been ongoing throughout the year. No challenges were identified beyond routine membership transitions as eighth-grade parents exit and new families join. This has been relatively seamless to recruit and onboard new committee members from sixth and seventh grade families as needed.

Action 3: This action was fully implemented with fidelity. New Los Angeles Charter School provides comprehensive opportunities for all parents, including families of Unduplicated Pupils (English Learners, low-income students, and foster youth) and Students with Disabilities, to actively engage in their child's education through ongoing communication systems, schoolwide events, and targeted supports designed to accommodate varied family schedules and needs.

Family communication has been implemented consistently and bilingually. The principal sends a weekly Friday message to families through Mailchimp, which is then re-sent via DeansList, in both English and Spanish. The principal also sends a Sunday text blast each week to communicate upcoming events, adjusted dismissal times, and reminders about which days school is in session to support planning and promote improved attendance.

NLACS also expanded family education supports through external partnerships. While additional workshops exceed the capacity of site staff alone, the family engagement coordinator secured four parent workshops through Planned Parenthood on stress management, values and sexuality, youth mental health, and substance use disorder and prevention. These workshops will be hosted at the school after hours and scheduled during student-led conference days to maximize accessibility for caregivers.

Implementation has also been strengthened through shared planning and leadership. NLACS is in its second year of a caregiver-staff committee that meets monthly to plan engagement activities and events. This committee scheduled an upcoming Family Game Night on February 5, demonstrating sustained caregiver involvement in school community-building.

Action 4: This action was fully implemented with fidelity. New Los Angeles Charter School provided all students and staff with safe, clean, and well-maintained facilities that support positive learning and working conditions. Professional custodial staff maintained consistent daily cleaning schedules for classrooms, common areas, restrooms, and outdoor spaces, including routine sanitization of high-touch surfaces and proper waste management.

Implementation was strengthened this year through facilities improvements. In addition to sustaining daily maintenance systems, NLACS addressed several longstanding repair needs, improving overall site conditions. The school also benefited from having consistent custodial staffing throughout the year, which supported reliability in cleaning routines and campus upkeep.

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.

Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures: Of the actions implemented under Goal 3 during the 2025-26 school year, one action resulted in budgeted expenditures that materially exceeded estimated actual expenditures, as described below.

Action 1: The budgeted expenditures for this action exceeded the estimated actual expenditures during the 2025-26 school year. The material difference resulted from a lower participation rate in the school meal program than was anticipated when the original budget was developed, which produced a corresponding savings to the school.

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

Action 1: School climate feedback reflects positive momentum. The Spring 2025 Panorama caregiver survey showed increases in every category compared to the prior year, including 89% favorable for Barriers to Engagement, 85% favorable for School Safety, and 75% favorable for School Climate. NLACS also reviewed discipline data and noted a suspension rate of 5.2% compared to 2.9% for the state. The school attributes last year's higher suspension outcomes in part to several high-level group incidents (including a vaping incident in October) that resulted in multiple simultaneous suspensions. In response, NLACS

strengthened family engagement in restorative practices, including the use of family circles. As of April 2026, a total of 7 students have been suspended this school year, a decline from 17 in the previous 2024-25 school year. Of the students that were suspended; three are SWD; and two are ELs. One of the students no longer attends our school.

To proactively reduce incidents, NLACS shifted substance prevention programming from spring to fall so students receive education on substance abuse risks earlier in the year. The school continues its partnership with Prevention Solutions to deliver this programming. In parallel, NLACS is increasing Tier 1 and Tier 2 restorative practices in classrooms through ongoing professional development and weekly implementation within grade-level teams. Administrators are also engaging families earlier in the discipline process for higher-level offenses to increase the likelihood of restorative responses and reduce reliance on suspension. For SWDs, the school is leveraging additional BID support to strengthen the development and fidelity of behavior plan implementation.

Action 2: NLACS continue to experience strong attendance across its mandated parent committees and reports diverse representation across language, race/ethnicity, grade level, and student groups, including EL and SWD families. The action is effective as evidenced by consistently high participation from committee members and sustained engagement in advisory processes.

Action 3: Family participation data indicate strong engagement in key events. Approximately 75% of eighth-grade families attended the school's high school fair, which included participation from more than 20 high schools. Back-to-School Night participation was approximately 50% in September, reflecting meaningful turnout and continued progress in caregiver engagement. As of April 2026, more than 95% of caregivers attended their child's student-led conference in Trimester 1 (Nov) and Trimester 2 (March). More than 90% of 8th grade caregivers attended their high school counseling meeting. About 40 caregivers attended each spring event including Passion for STEM Night, Black History Month Paint Night by Black Student Union, Family Game Night. Monthly Coffee with the Principals on Zoom averages about 40 caregivers. We also have offered 4 in person parent workshops for Spanish speaking families via Planned Parenthood.

Action 4: The campus has been well maintained day-to-day as evidenced by regular site walkthroughs conducted by the operations manager and custodial team. Families have also provided positive feedback during in-person events, including open houses for prospective families, noting the strong appearance and cleanliness of the campus.

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 L.A. Charter School develops a one-year LCAP on an annual basis, grounded in feedback from its educational partners and analysis of local, internal, state, and California School Dashboard indicators. Based on this year's reflection on prior practice, the school is not making any changes to the plan, the goal metrics, the target outcomes, or the actions for the coming year.

Reflecting on prior practice, these actions have been very successful and highly effective. Parents have participated at very high rates in schoolwide events, including parent nights held both virtually and in person. The school will continue these events and engagement practices in the upcoming school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	New Los Angeles Charter Middle School (NLACS) will create a comprehensive environment that fosters student engagement through diverse learning opportunities while maintaining strong standards of safety and security for all community members. The action coordinates engagement, school culture, and safety initiatives so that students experience the school as a place where they belong, where their voice contributes to important decisions, and where the physical and emotional conditions for learning are protected. **Student Engagement Initiatives** • **Academic and Cultural Programming:** The school will implement monthly grade-level town halls to build community and address student concerns. Spirit weeks will align with meaningful causes and awareness campaigns, including Earth Day, LGBTQ+ Pride, Black History Month, and Bullying Prevention Month, to promote inclusivity and social awareness. Major schoolwide events will include Career Day and trimester-based Passion Nights celebrating Reading (trimester 1), Mathematics (trimester 2), and Science (trimester 3) to showcase student learning and build excitement around academics. • **Student Leadership and Voice:** The WEB (Where Everybody Belongs) 8th grade leadership club will serve as school ambassadors and function as the school council, providing peer mentorship and leadership development opportunities. The Student Advisory Committee will offer meaningful input on the school's Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF) allocation, and Title funding decisions, ensuring student voice in important school decisions and supporting the educational partner engagement requirements of the LCAP process. • **Extracurricular Opportunities:** After-school clubs will be established based on student interest and requests, including organizations such as the Queer Club, Black Student Union, Yearbook Committee, and Student Runners. These clubs provide spaces for identity affirmation and shared interests while building community connections. • **Extended Learning Experiences:** Field trips and after-school club activities will offer real-world learning opportunities that allow students to apply	$204,696	N

Action #	Title	Description	Total Funds	Contributing
		academic standards through authentic experiences beyond the traditional classroom setting. • **Transportation and Accessibility:** Students will receive TAP cards at no additional cost to support transportation access. Students experiencing homelessness will receive bus passes as needed to support consistent school attendance regardless of housing circumstances, consistent with the school's obligations under the McKinney-Vento Homeless Assistance Act. **School Culture and Environment** • **Technology Management:** NLACS has implemented Yondr cell phone pouches, requiring students to secure their cell phones in magnetically locked pouches during the school day with access restored after dismissal. Implementation during 2025-26 has been associated with reductions in on-campus cyberbullying, harassment, and other forms of misbehavior, as described in the Addressing SEL, Behavioral, and Mental Health Needs action. Yondr will continue in use in 2026-27. • **School Identity:** The school will implement a uniform policy while providing spirit t-shirts to build school pride and community identity. **Safety and Security Measures** • **Comprehensive Safety Planning:** The School Safety Plan will undergo annual review and revision with input from educational partners and staff. Every classroom will maintain sufficient emergency supplies and equipment to support preparedness for various emergency scenarios. • **Campus Supervision and Security:** Campus aides will provide ongoing supervision throughout school facilities to maintain a safe learning environment. The Raptor Visitor Management System will identify and manage all school visitors, supporting campus security protocols. The Hall Pass app will track student movement when leaving classrooms for office visits, providing relevant information about student needs and supporting accountability. • **Assessment and Continuous Improvement:** NLACS will administer Panorama Social-Emotional Learning (SEL) surveys to students, staff, and families to assess school connectedness, safety, satisfaction, and engagement levels. Panorama is also the school's universal SEL screener as described in the Addressing SEL, Behavioral, and Mental Health Needs action, providing periodic comprehensive data that complements the		

Action #	Title	Description	Total Funds	Contributing
		daily check-ins available through Closegap. Panorama results will be analyzed and reported in the school's LCAP and Local Indicators report to inform ongoing improvements and to support responsive programming that meets community needs.		
2	PARENT INPUT IN DECISION-MAKING	At New Los Angeles Charter School, parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • **English Learner Advisory Committee (ELAC)/DELAC:** Advises on programs and services for English Learners at the site level. • **EL-PAC:** Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable. • **Parent Advisory Committee (PAC):** Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1). • **Student Advisory Committee (SAC):** Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024), **Language Accessibility** Translation of materials and interpreter services will be provided by bilingual administrators for all committee meetings and when requested by families. This ensures that language barriers do not prevent meaningful participation in school governance and decision-making. This comprehensive advisory structure will ensure that all parent voices, particularly those representing the school's most vulnerable student populations, have meaningful opportunities to influence school policies, programs, and resource allocation decisions.	$3,470	N
3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	New Los Angeles Charter Middle School (NLACS) will provide comprehensive opportunities for all parents and guardians, including those of Unduplicated Pupils (English Learners, low-income students, and foster youth) and Students with Disabilities (SWD), to actively engage in their child's education through	$219,197	N

Action #	Title	Description	Total Funds	Contributing
		diverse activities, events, and support systems. The action coordinates parent engagement events, attendance support, and communication systems so that families experience the school as accessible, responsive, and welcoming regardless of language, schedule, or circumstance. **Family Engagement Events and Activities** • **Schoolwide Events:** The school will host annual Back to School Nights to welcome families and provide important information about the upcoming academic year. Eighth-grade families will participate in High School Night to support successful transition planning. In 2026-27, NLACS will host one schoolwide Passion for Learning Night that celebrates student achievement in academic content areas and provides families with strategies to support learning at home. This single schoolwide event replaces the prior trimester-based Passion for Learning Night structure. • **Ongoing Communication Opportunities:** Monthly Coffee with the Principal sessions create informal opportunities for families to connect with school leadership, ask questions, and provide feedback on school programs and policies. Coffee with the Principal is one of the primary structured venues for parent input, complementing the English Learner Advisory Committee (ELAC) and the Parent Advisory Committee (PAC). • **Parent Education Workshops:** The school will offer targeted parent workshops addressing relevant topics, including engaging in difficult conversations with adolescents, social media and digital awareness, setting healthy boundaries, improving attendance, connecting with teenagers, restorative practices, bullying prevention, understanding i-Ready assessments, drug and alcohol prevention, and comprehensive sex education. These workshops are designed to support parents in navigating the challenges of raising middle school students. **Addressing Chronic Absenteeism** On the 2025 California School Dashboard, NLACS performed at the Red performance level on the Chronic Absenteeism Indicator for the English Learner, Long-Term English Learner, and Students with Disabilities student groups. Addressing chronic absenteeism for these student groups, and for the broader student population, is a focused emphasis of this action and is coordinated with the attendance interventions described in the Addressing SEL, Behavioral, and Mental Health Needs action and the Comprehensive SPED Program action.		

Action #	Title	Description	Total Funds	Contributing
		• **Attendance Policy Implementation:** To address chronic absenteeism rates, the Administrative Assistant will collaborate with the Assistant Principal to implement and communicate the school's Attendance Policy, ensuring that all parents understand expectations and procedures. • **Intervention and Support Systems:** The Assistant Principal and Leadership Team will participate in Student Attendance Review Team (SART) meetings, maintain regular contact with families, identify root causes of attendance challenges, and provide tiered interventions based on individual student needs. When necessary, staff will participate in parent meetings and workshops focused on attendance improvement and truancy prevention. For students with IEPs who have high absentee rates, attendance is consistently addressed at IEP meetings, and the Director of Exceptional Education participates on the SART team to support coordination across general education and special education contexts. • **Multilingual Support:** The Administrative Assistant will translate correspondence and serve as an interpreter for Spanish-speaking parents during meetings and conferences. The Office Assistant will serve as the initial point of contact for families and will contact families within one hour when a student is absent, providing reports to the Administrative Assistant and Principal. The bilingual Office Assistant will also provide interpretation services during parent meetings to ensure clear communication. **Communication Systems** • **Digital Platforms:** In 2026-27, NLACS will transition parent communication to ParentSquare, replacing Deanslist as the school's primary parent communication platform. ParentSquare enables teachers to communicate with families in a more engaging and interactive manner than the prior platform and supports two-way messaging, classroom-level updates, and translation features. Deanslist continues in use for its PBIS rewards tracking, attendance monitoring, and referral system functions as described in the Addressing SEL, Behavioral, and Mental Health Needs action, but no longer serves as the parent communication platform. Families will have access to the PowerSchool Parent Portal to monitor their child's academic progress, attendance records, and communicate directly with school staff regarding grades and academic information. • **Language Accessibility:** All correspondence sent to families and guardians will be provided in both English and Spanish, as identified through the		

Action #	Title	Description	Total Funds	Contributing
		primary language survey. Interpreter services will be available upon request for families who speak languages other than English or Spanish, supporting meaningful participation in their child's education regardless of home language.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	New Los Angeles Charter Middle School (NLACS) will provide all students and staff with safe, clean, and well-maintained school facilities that support optimal learning and working conditions. This action addresses California LCAP State Priority 1 (Conditions of Learning) and the facilities-in-good-repair requirement of the Williams Act, which requires schools to maintain physical facilities sufficient to support teaching and learning. Coordinated daily maintenance, annual inspection through the Facility Inspection Tool, and responsive repair processes together support a baseline of physical conditions that allow all other LCAP actions to operate effectively. **Daily Maintenance** Professional janitorial staff will maintain daily cleaning schedules for classrooms, common areas, restrooms, and outdoor spaces, including regular sanitization of high-touch surfaces and proper waste management. Daily maintenance protocols are designed to support a clean and hygienic environment for students and staff and to address concerns identified through ongoing classroom and facility observations before they accumulate into larger repair or remediation issues. **Annual Facility Inspection Tool (FIT) Assessment and Reporting** The school will complete the annual Facility Inspection Tool (FIT) report to evaluate facility conditions and safety systems, including structural components, electrical systems, plumbing, restrooms, gas leaks, hazardous materials, pest infestation, sewer, and fire safety, as required by the Williams Settlement. NLACS aims to maintain a FIT rating of Good or Exemplary, which is the standard performance level for facilities under LCAP State Priority 1. FIT results will be reported through the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the Local Indicators Report submitted to the school's authorizer. **Responsive Maintenance and Repairs** All findings and deficiencies identified through the FIT report or through daily operations will be addressed promptly through appropriate maintenance, repairs, or facility improvements. The school maintains a process for tracking identified deficiencies through to resolution, and budget planning includes contingency for	$672,109	N

Action #	Title	Description	Total Funds	Contributing
		facility repairs that cannot be deferred. Responsive maintenance is essential not only for compliance with the Williams Act and LCAP Priority 1 standards but also for supporting the day-to-day environment that the engagement, instructional, and safety actions described elsewhere in this LCAP depend on.		

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
$1,119,514	$133,017

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
33,67%	0%	$0	33.67%

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	The unduplicated student groups served by this action are English Learners, including Long-Term English Learners, low-income students, and foster youth. Their identified needs are documented through the school's 2025-26 needs assessment and multi-year California School Dashboard performance data. On the 2025 California School Dashboard, the English Learner student group declined a full performance band on the Mathematics Academic Indicator and joined Long-Term English Learners at the Red performance level. The Long-Term English Learner student group declined 21.6 points to a Distance from Standard of -183.6 on the Mathematics Academic Indicator while remaining at Red, and although it improved one band to Orange on the ELA Academic Indicator, it remained at -92.7	The action grows services for unduplicated students in both quantity and quality and connects each component to a documented need. It strengthens the Multi-Tiered System of Support so that placement and intensity are determined by i-Ready diagnostics, CAASPP results, and ongoing progress monitoring, which directs the most intensive supports to the unduplicated students performing furthest below grade level. A Reading Intervention Specialist and a Mathematics Intervention Specialist deliver Tier 2 small-group instruction to students with below grade-level literacy and mathematics skills, and the Seminar Block provides four sessions per week across eight-week cycles with placement set by i-Ready performance, allowing two within-year placement reviews so that support follows students as their data changes.	The metrics to monitor effectiveness are: • #1: ELA CAASPP • #2: 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
	Distance from Standard, an absolute gap that the needs assessment identifies as still significant. The English Language Progress Indicator declined from Yellow at 48.4% in 2024 to Orange at 45.6% in 2025, and Summative ELPAC proficiency declined from 20% in 2023-24 to 17.5% in 2024-25. Because approximately 88% of the school's English Learners are classified as Long-Term English Learners or At-Risk Long-Term English Learners, the school's English Learner population is concentrated among students whose language development has plateaued. Low-income students are identified among the student groups with documented achievement gaps in the school's needs assessment process. Beneath these indicators, the needs assessment identifies the underlying needs that the action is designed to address. Many unduplicated students arrive with accumulated learning gaps from interrupted or inconsistent prior education, limited academic language proficiency needed to access grade-level texts and mathematical problem solving, and limited background knowledge for grade-level content. Engagement among struggling readers and struggling math students is low, particularly when tasks require independent reading or extended writing, and scaffolding across content areas has been insufficient. In mathematics, students lack automaticity with foundational operations and have not been taught structured approaches for organizing their reasoning, which prevents reliable multi-step problem solving.	Several components are specific to English Learners and Long-Term English Learners. The 7th grade designated ELD class will be split into two groups to enable more small-group instruction within the block, which addresses the instructional time and attention need surfaced in the English Language Progress Indicator needs assessment. Math instruction will be integrated into designated ELD time so that English Learners and Long-Term English Learners receive math support comparable to what other students access during seminar and intervention, closing the math support gap created by the schedule and responding directly to the Red Mathematics performance for these groups. IXL implementation in ELA and Mathematics will increase to 60 minutes or more per week for all students, providing adaptive practice aligned to each student's identified skills, which is particularly consequential for unduplicated students whose skill profiles vary widely. Core mathematics instruction will place sustained emphasis on foundational skills, particularly number sense, and on explicit instruction in organizing mathematical thinking, with more small-group instruction within the core block to extend Tier 1 differentiation. Cross-content literacy support extends reading and writing instruction into science classrooms, serving the same English Learner and Long-Term English Learner students whose literacy gaps create barriers across content areas. Finally, the Expanded Learning Opportunities Program, funded through ELOP, LREBG, and ASES, extends academic acceleration through after-school, intersession, and summer programming aligned to the same MTSS priorities, and English Learners receive prioritized access to after-school tutoring. Together these components increase the quantity of instructional time and adaptive practice unduplicated students receive and improve its quality through data-driven placement, small-group instruction, and targeting to documented skill gaps. **Why the Action Is Provided on a Schoolwide Basis** The action is provided schoolwide because the unduplicated students it is principally directed toward are enrolled across every grade level and classroom and receive the majority of	

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
		their instruction within the general education program and the schoolwide master schedule. The needs assessment identifies the consistency of Tier 1 differentiated, scaffolded instruction as a root cause of the gaps for unduplicated student groups, and Tier 1 instruction by definition occurs in every classroom. Embedding the foundational mathematics emphasis, the small-group instruction within core classes, and the cross-content literacy supports into the schoolwide instructional program is therefore the only way to reach unduplicated students consistently throughout the day, because a limited pull-out program cannot change the quality of the core instruction where these students spend most of their time. Although the structure operates schoolwide, the services are calibrated to deliver more to unduplicated students, which is how the action is intended to improve their outcomes as compared to all students. Placement in intervention, Seminar Block groupings, and Learning Lab is determined by diagnostic and progress monitoring data, so the unduplicated students performing below grade level receive the most intensive and most frequent support. Designated ELD instruction, the 7th grade ELD class split, integrated math within ELD time, and prioritized after-school tutoring reach only English Learners and Long-Term English Learners. The result is a schoolwide framework whose intensity is concentrated on the unduplicated students whose Dashboard performance is lowest, rather than a uniform service distributed equally to all students.	
Goal 1, Action 3	The unduplicated student groups served by this action are English Learners, including Long-Term English Learners, low-income students, and foster youth. Their identified needs are documented through the school's 2025-26 needs assessment and the 2025 California School Dashboard. On the 2025 Dashboard, the English Learner and Long-Term English Learner student groups performed at the Red performance level on the Chronic Absenteeism Indicator, the same student groups that perform at Red on the ELA and	The action grows services for unduplicated students in both quantity and quality and ties each component to a documented need. To address chronic absenteeism, the school continues Student Attendance Review Team meetings, and the Assistant Principal conducts monthly attendance meetings with the families of at-risk students and leads the SART process, concentrating attendance outreach on the students who are chronically absent, who are disproportionately English Learners and Long-Term English Learners. Attendance incentives delivered through the PBIS	The metrics to monitor effectiveness are: • #7: Attendance Rate • #8 Chronic Absenteeism Rates • #10: Suspension 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
	Mathematics Academic Indicators. This pattern across attendance and academic indicators establishes that these students require coordinated supports that integrate attendance, academic, and social-emotional interventions rather than single-domain responses. The needs assessment identifies the underlying drivers behind these indicators. A pattern of English Learners exhibiting consistent defiant behavior is plausibly linked to academic frustration tied to the literacy and language gaps documented across the ELA, math, and English Language Progress Indicator needs assessments, where repeated academic difficulty contributes to disengagement, which in turn contributes to both behavioral incidents and absences. The needs assessment also identifies family-level circumstances, including health concerns, transportation, housing instability, family schedules, and competing caregiving responsibilities, as contributors to absence that the school can support but cannot fully resolve. These barriers fall disproportionately on low-income and foster youth families. The 2025-26 analysis additionally identified inconsistent Tier 1 implementation of positive behavioral supports across classrooms as the largest implementation gap affecting school climate.	system, including Pillar Points for perfect attendance and advisory class competitions for classes reaching 90% or higher average daily attendance, increase the structured supports and motivation available to improve attendance. To address social-emotional and mental health needs, Panorama surveys serve as a universal SEL screener that identifies students needing support and gathers climate input from students, staff, and families, while Closegap provides daily, student-initiated check-ins that allow students to request referrals to specific supports. In 2026-27, Closegap implementation will be expanded for more intentional SEL support, with professional development delivered during summer to raise utilization from the start of the year, increasing both the frequency and the responsiveness of SEL support. The school counselor provides small-group counseling and classroom SEL lessons, directing more intensive mental health services to students who need them. To address the behavioral drivers documented for English Learners and to close the Tier 1 implementation gap, the action provides continued PBIS professional development with an explicit Tier 1 emphasis, expanded classroom management coaching from the Assistant Principal, and the evidence-based Responsive Classroom and Olweus Bullying Prevention programs, while the Behavior Interventionist delivers behavior-focused professional development and develops individualized Behavioral Intervention Plans. Yondr cell phone pouches support climate and safety, with implementation associated with reductions in on-campus cyberbullying, harassment, and other misbehavior. Behavior plans embedded in the IEPs of students with multiple suspensions or referrals will be reviewed in 2026-27 to ensure they produce their intended outcomes. Together these components increase the quantity of attendance, behavioral, and SEL supports and improve their quality through universal screening, daily student-initiated check-ins, Tier 1 consistency, and targeting to the students whose data shows the greatest need. **Why the Action Is Provided on a Schoolwide Basis**	

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 action is provided schoolwide because chronic absenteeism, behavioral, and social-emotional and mental health needs arise across every grade level and classroom, and the systems that address them, universal Panorama screening, daily Closegap check-ins, schoolwide PBIS, classroom management practice, and the attendance infrastructure, are by their nature schoolwide structures embedded in the daily program. The 2025-26 analysis identifies inconsistent Tier 1 implementation as the largest gap affecting climate, and Tier 1 behavioral expectations and supports occur in every classroom, so improving their consistency requires a schoolwide approach. The unduplicated students this action is principally directed toward experience school climate, behavioral expectations, and attendance routines in those same classrooms throughout the day, and a limited program operating outside the core school environment could not change the Tier 1 conditions where these students spend their time. Although the structure operates schoolwide, the intensity of services is concentrated on unduplicated students with the greatest need, which is how the action is intended to improve their outcomes as compared to all students. The Assistant Principal's monthly meetings target the families of at-risk students, focusing attendance support on the chronically absent groups that include English Learners and Long-Term English Learners at Red on the Dashboard. Closegap referrals and the school counselor's small-group counseling direct support to students who self-identify or screen as needing it. The behavior plan review targets students with multiple suspensions or referrals, a group the needs assessment links to academic frustration among English Learners. The family-level outreach through SART and attendance meetings reaches the low-income and foster youth families most affected by the health, transportation, and housing barriers the needs assessment identifies. The result is a schoolwide framework whose most intensive supports are directed to the unduplicated students whose attendance, behavioral, and	

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
		engagement needs are greatest, rather than a uniform service distributed equally to all students.	
Goal 2, Action 1	The unduplicated student groups served by this action are English Learners, including Long-Term English Learners, low-income students, and foster youth. The need this action addresses is the quality and consistency of the core instruction these students receive across classrooms. The school's 2025-26 needs assessment identified Tier 1 differentiation, well-scaffolded instruction, and the use of formative assessment to check for understanding as the most consequential schoolwide instructional improvement opportunities, and it identified the consistency of differentiation across classrooms as a contributing factor to the gaps for the Students with Disabilities, English Learner, Long-Term English Learner, socioeconomically disadvantaged, and Hispanic student groups. On the 2025 California School Dashboard, the English Learner and Long-Term English Learner student groups performed at the Red performance level on the Mathematics Academic Indicator, which gives the differentiation-consistency finding direct urgency for these unduplicated groups. The needs assessment further identified a persistent gap between formative and summative results, where i-Ready growth and classroom-level mastery frequently exceeded what state assessments reflected, indicating that teachers need additional support in using formative data to drive instruction, checking for understanding throughout lessons, and scaffolding tasks toward the rigor and format of summative assessments. A staffing factor compounds this need. The school onboarded six new general education teachers in 2025-26 who will be in their second year of teaching at the school in 2026-27, creating both the opportunity and the need for sustained professional learning that supports their continued development in	The action improves services for unduplicated students by improving the quality of the core instruction they receive in every classroom, with each professional development component connected to a documented need. The increased number of full-faculty professional development sessions on instructional practices and differentiated planning directly addresses the schoolwide Tier 1 differentiation gap that the ELA, math, science, and English Language Progress Indicator needs assessments tie to the gaps for English Learner, Long-Term English Learner, and socioeconomically disadvantaged students. The three non-instructional data analysis days require the full staff to review schoolwide assessment data, identify priority student groups, and adjust instructional plans, which builds the formative-to-instruction practice the needs assessment found lacking and applies it specifically to the data of unduplicated students. The professional development infrastructure of five summer days, with five additional days for new teachers, weekly job-embedded professional learning, and the New Teacher PLC Cohort that meets monthly under the Principal, builds the capacity of the second-year teacher cohort in instructional planning and classroom management, improving the instruction unduplicated students receive from those teachers across classrooms. Department retreat days for the Humanities, Math, and Science departments create the extended time required for vertical alignment, which reduces the skill gaps that compound across grade levels for unduplicated students. The Director of DEIJ's direct grade level coaching shifts equity work into sustained engagement with instructional teams, addressing curriculum, instructional practice, and classroom culture in the settings where students experience them, which supports the culturally responsive instruction the English Learner needs assessment identifies as necessary for access and engagement. Targeted external professional learning concentrates discipline-specific capacity where unduplicated-group needs are most acute,	The metrics to monitor effectiveness are: • #14: % fully credentialed and appropriately assigned teachers • #16: Implementation of the State Academic Content and Performance standards

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 instructional practices most predictive of effectiveness for unduplicated students.	including the College Preparatory Mathematics conference for mathematics teachers in response to the Red Mathematics performance for English Learners and Long-Term English Learners, the American School Counselor Association conference for counseling staff, and Get Your Teach On for general instructional practice. The summer placement of Closegap professional development raises staff utilization of the school's SEL check-in tool from the start of the year. Together these components grow services in quality by producing more consistent, better differentiated, better scaffolded, more data-driven, and more culturally responsive core instruction for the unduplicated students whom inconsistent Tier 1 instruction most affects. **Why the Action Is Provided on a Schoolwide Basis** The action is provided schoolwide because it improves the quality of Tier 1 core instruction, which is delivered in every classroom, and unduplicated students are enrolled across all grade levels and receive the majority of their instruction within that core program. The needs assessments identify the consistency of differentiation across classrooms, not the practice of individual teachers in isolation, as the factor contributing to the gaps for English Learner, Long-Term English Learner, and socioeconomically disadvantaged students. Consistency across classrooms can only be achieved when all teachers improve their differentiation, scaffolding, and formative assessment practice, so the professional development that produces it must reach the entire faculty. A professional development effort limited to some teachers could not produce the schoolwide consistency the data identifies as the lever for unduplicated-group improvement, because unduplicated students move through multiple classrooms each day and experience the instruction of many teachers. Although teachers are the immediate recipients of the professional development, the action is designed to improve outcomes for unduplicated students as compared to all students because its content is targeted to the specific instructional practices whose inconsistency the data ties to	

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
		unduplicated-group gaps. The differentiation and scaffolding focus, the data analysis days that require staff to identify and respond to priority student groups, the culturally responsive instruction developed through DEIJ coaching, and the mathematics-specific external learning all concentrate the benefit on the English Learner, Long-Term English Learner, and low-income students whose performance the documented instructional inconsistencies most affect, even as the delivery structure operates across the whole school.	
Goal 2, Action 2	The unduplicated student groups served by this action are English Learners, including Long-Term English Learners, low-income students, and foster youth. The need this action addresses is teacher and leadership capacity to deliver the specific instructional practices that the school's needs assessment ties to outcomes for these groups. The 2025-26 needs assessment identified Tier 1 differentiation, well-scaffolded instruction, and the use of formative assessment to check for understanding as the most consequential schoolwide instructional improvement opportunities, and it named the consistency of differentiation across classrooms as a contributing factor to the gaps for the English Learner, Long-Term English Learner, and socioeconomically disadvantaged student groups, among others. On the 2025 California School Dashboard, the English Learner and Long-Term English Learner student groups performed at the Red performance level on the Mathematics Academic Indicator. The English Learner needs assessment additionally identified culturally responsive teaching practices that connect academic content to students' background knowledge and lived experiences as necessary for the engagement and access of English Learners and Long-Term English Learners, and it identified persistent literacy gaps among these groups. Because many	The action improves services for unduplicated students by building the staff capacity required to deliver the instruction these students need, with each content focus connected to a documented need. Professional learning on reading instruction through the evidence-based EB Academics framework and on differentiated instruction strategies builds capacity to address the literacy gaps and the differentiation-consistency gap documented for English Learners, Long-Term English Learners, and socioeconomically disadvantaged students. Professional learning on effective i-Ready implementation with data analysis builds the formative-data-to-instruction practice the needs assessment found lacking, applied to the data of priority student groups. Diversity, Equity, Inclusion, and Justice work and culturally responsive teaching practices that integrate students' cultural assets into instruction respond directly to the English Learner needs assessment finding that culturally responsive instruction is necessary for the engagement and access of English Learners and Long-Term English Learners. Professional learning on accommodations and modifications builds capacity to serve students with disabilities, including the dually identified Long-Term English Learner students within the English Learner group. Professional learning on the Multi-Tiered System of Support, PBIS, restorative practices, the Closegap SEL platform, and the Olweus Bullying Prevention Program strengthens the behavioral and social-emotional supports that	The metrics to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP • #16: Implementation of the State Academic Content and Performance standards

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
	Long-Term English Learners at the school are dually identified as English Learners with disabilities, their needs also include teacher capacity to deliver accommodations and modifications. The needs assessment further surfaced a gap between formative and summative results, indicating that staff need stronger capacity to analyze assessment data and translate it into instructional decisions for priority student groups. The action's areas of focus were selected based on analysis of student assessment data, educational partner feedback, classroom observation findings, and staff survey results, which directly links the professional learning content to these documented needs.	the school's needs assessments link to engagement and attendance for these same groups. The action also grows the leadership and data infrastructure that improves how the school identifies and responds to unduplicated-student need. The Chief of Schools collaborates with site leadership to collect and analyze formative and summative data, identify areas of academic need, develop targeted goals and plans, and train staff in using data tools, while the Director of Academic Data provides data reporting and analysis, including survey data, that supports instructional and professional development planning. The Director of DEIJ implements the school's Strategic Plan for Equity and analyzes progress toward strategic equity goals, develops and sequences DEIJ professional development, designs culturally responsive curriculum, and fosters welcoming, inclusive partnerships with families and staff. Finally, the action partially funds teacher induction expenses, supporting the effectiveness, retention, and credential clearance of teachers, including the early-career teachers who instruct unduplicated students. Together these components grow services in quality by producing better-prepared teachers and a stronger data and equity infrastructure, both targeted to the literacy, differentiation, culturally responsive instruction, and data-use needs that the school's analysis ties specifically to its unduplicated student groups. **Why the Action Is Provided on a Schoolwide Basis** The action is provided schoolwide because it improves the quality of the core instruction delivered in every classroom, and unduplicated students are enrolled across all grade levels and receive the majority of their instruction within that core program. The needs assessments identify the consistency of differentiated, scaffolded, culturally responsive instruction across classrooms as the factor contributing to the gaps for English Learner, Long-Term English Learner, and socioeconomically disadvantaged students, and that consistency can only be achieved when the full faculty develops these practices. A professional learning effort	

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
		limited to some teachers could not produce the schoolwide consistency the data identifies as the lever for unduplicated-group improvement, because unduplicated students experience the instruction of many teachers across the school day. The data-analysis and equity infrastructure likewise operate schoolwide because the priority student groups whose data drives the work are present across the school, not concentrated in a single setting. Although teachers and leaders are the immediate recipients of the professional learning, the action is designed to improve outcomes for unduplicated students as compared to all students because its content and its equity infrastructure are targeted to the practices and the student groups the school's analysis identifies as highest need. The structured literacy and differentiation focus, the culturally responsive teaching practices, the accommodations training that reaches dually identified Long-Term English Learners, the data-analysis routines that require staff to identify and respond to priority student groups, and the explicit work toward strategic equity goals all concentrate the benefit on the English Learner, Long-Term English Learner, and low-income students whose performance the documented gaps most affect, even as the delivery structure operates across the whole school.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 5	This Limited action is provided to the English Learner student group, which includes Long-Term English Learners for the purpose of this requirement. The identified needs are documented through the school's 2025-26 needs assessment and the 2025 California School Dashboard. The English Language Progress Indicator declined from Yellow at 48.4% in 2024 to Orange at 45.6% in 2025. The English Learner student group performed at the Red performance level on both the 2025 Mathematics Academic Indicator and the 2025 Chronic Absenteeism Indicator. Summative ELPAC overall proficiency declined from 20% in 2023-24 to 17.5% in 2024-25, and the reclassification rate remained essentially stable at approximately 17% across the two most recent years. In 2025-26, the school served 57 English Learners across a range of proficiency levels. The English Language Progress Indicator needs assessment identified the specific drivers behind these results. English Learners need more small-group instructional time and attention within designated English Language Development than the prior single-class structure permitted. The current designated ELD curriculum is dated, and its prompts and tasks do not consistently engage students. There is a misalignment between designated ELD activities and the reading and writing skills measured on the assessments used to determine reclassification. English Learners attend designated ELD during the period when other students access seminar and intervention, which creates a math support gap. Because the California Science Test combines English Language Arts, mathematics, and science demands, the literacy gaps of English Learners create cross-content barriers in science as well.	The action increases and improves services for English Learners, with each component connected to a documented need. It increases services in quantity through several structural changes. The 7th grade designated ELD class will be split into two groups to enable more small-group instruction within the block, directly addressing the instructional time and attention need surfaced in the English Language Progress Indicator needs assessment. Math instruction will be integrated into designated ELD time so that English Learners receive math support comparable to what other students access during seminar and intervention, closing the math support gap created by the schedule and responding to the Red Mathematics performance for the group. IXL ELA will be incorporated into the designated ELD class, pending purchase approval, providing adaptive practice aligned to each student's identified language and literacy needs, and both the designated and integrated ELD classes will increase the volume and rigor of reading and writing practice to address the gap between current practice and the demands of the reclassification assessments. English Learners also receive prioritized access to after-school tutoring, which extends learning time beyond the regular school day. The action improves services in quality through targeted instructional and capacity-building work directed at English Learner outcomes. A dedicated ELD Interventionist provides tiered language support during intervention blocks and administers ELPAC Interim Assessments to create individualized learning goals before the summative administration, with that interim data informing the targeted support that general education teachers provide. In 2026-27, the school will conduct a curriculum study to identify a new ELD curriculum better matched to its English Learner population and small-group instructional model, responding to the finding that the current curriculum is	The metrics to monitor effectiveness are: • #4: ELPI • #5: ELPAC Summative • #6: Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		dated and unengaging. Integrated ELD professional development will be sequenced earlier in the year, in the fall rather than the spring, to lengthen the window during which teachers can apply the strategies, and all teachers participate in Kagan Structures cooperative learning professional development that supports language acquisition across content areas. Universal Design for Learning professional development continues with delivery by the administrative team, and science teachers receive support around reading and writing instruction to address the cross-content literacy barriers English Learners face on the California Science Test. The ELD Interventionist also connects with English Learner families through the English Learner Advisory Committee and Coffee with the Principal to communicate students' language needs and effective home strategies. Internal assessments are disaggregated by English Learner status, including ELPAC results by domain, i-Ready diagnostics, designated ELD work samples, ELPAC Interim Assessments, and reclassification trends, so that instruction can be adjusted in response to English Learner data.	

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

Not applicable

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to fund an Reading Interventionist (Goal 1, Action 2), and Math intervention Teacher (Goal 1, Action 2.

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,974,948.00	$ 4,929,383.21

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	ASSESSMENT OF LEARNING	No	$ 15,900	$ 14,320
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 220,324	$ 181,685
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 379,781	$ 394,416
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 206,252	$ 195,163
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	$ 139,016	$ 136,294
1	4	BROAD COURSE OF STUDY	No	$ 72,615	$ 72,615
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 98,330	$ 98,330
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Yes	$ 34,279	$ 34,279
1	7	COMPREHENSIVE SPED PROGRAM	No	$ 742,108	$ 872,116
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 381,441	$ 216,865
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	No	$ 1,066,861	$ 1,202,471
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 114,228	$ 114,228
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	No	$ 105,388	$ 101,488
2	3	CORE CURRICULAR NEEDS	No	$ 13,967	$ 13,967
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 31,004	$ 30,384
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 208,501	$ 208,501
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	$ 309,730	$ 205,750
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	$ 162,723	$ 162,683
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 672,500	$ 673,829

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,049,052	$ 1,263,355	$ 1,049,052	$ 214,303	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	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 220,324	$ 181,684.80	0.000%	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 206,252	$ 195,163.20	0.000%	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 98,330	$ 98,330.00	0.000%	0.000%
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	Yes	$ 34,279	$ 34,279.00	0.000%	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 381,441	$ 216,865.15	0.000%	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	$ 114,228	$ 114,228.00	0.000%	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	$ 208,501	$ 208,501.42	0.000%	0.000%

2025-26 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)
$ 3,164,464	$ 1,049,052	0.000%	33.151%	$ 1,049,052	0.000%	33.151%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	$ 3,325,009	$ 1,119,514	33.670%	0.000%	33.670%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,296,773	$ 1,518,607	$ -	$ 214,264	$ 5,029,643.73	$ 3,386,569	$ 1,643,075

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENT OF LEARNING	All	No				2026-27	$ -	$ 15,030	$ 500	$ 12,977	$ -	$ 1,553	$ 15,030	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	NLA-MS	2026-27	$ 219,437	$ 26,338	$ 245,774	$ -	$ -	$ -	$ 245,774	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2026-27	$ 21,382	$ 325,551	$ -	$ 346,934	$ -	$ -	$ 346,934	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	NLA-MS	2026-27	$ 220,718	$ 24,756	$ 245,474	$ -	$ -	$ -	$ 245,474	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No				2026-27	$ 134,186	$ -	$ -	$ -	$ -	$ 134,186	$ 134,186	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2026-27	$ 55,980	$ 23,650	$ 36,993	$ 42,637	$ -	$ -	$ 79,630	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	English Learners	Yes	Limited	English Learners	NLA-MS	2026-27	$ 133,262	$ -	$ 133,262	$ -	$ -	$ -	$ 133,262	0.000%
1	6	SUPPORTING LtEL - LANGUAGE ACQUISITION	All	No				2026-27	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	7	COMPREHENSIVE SPED PROGRAM	All	No				2026-27	$ 456,983	$ 354,054	$ 298,591	$ 433,921	$ -	$ 78,525	$ 811,037	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	Yes	Schoolwide	All	NLA-MS	2026-27	$ 110,471	$ 56,175	$ 166,646	$ -	$ -	$ -	$ 166,646	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No				2026-27	$ 1,457,947	$ -	$ 1,277,188	$ 180,758	$ -	$ -	$ 1,457,947	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	Yes	Schoolwide	All	NLA-MS	2026-27	$ 162,756	$ -	$ 162,756	$ -	$ -	$ -	$ 162,756	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No				2026-27	$ 18,500	$ 25,864	$ -	$ 44,364	$ -	$ -	$ 44,364	0.000%
2	3	CORE CURRICULAR NEEDS	All	No				2026-27	$ -	$ 22,776	$ 22,776	$ -	$ -	$ -	$ 22,776	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2026-27	$ 29,072	$ 35,284	$ 34,662	$ 29,694	$ -	$ -	$ 64,356	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	Yes	Schoolwide	All	NLA-MS	2026-27	$ 44,190	$ 121,412	$ 165,602	$ -	$ -	$ -	$ 165,602	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No				2026-27	$ -	$ 39,094	$ 19,494	$ 19,600	$ -	$ -	$ 39,094	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2026-27	$ 3,470	$ -	$ 3,470	$ -	$ -	$ -	$ 3,470	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	No				2026-27	$ 209,842	$ 9,355	$ 219,197	$ -	$ -	$ -	$ 219,197	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No				2026-27	$ 108,373	$ 563,736	$ 264,387	$ 407,722	$ -	$ -	$ 672,109	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,325,009	$ 1,119,514	33.670%	0.000%	33.670%	$ 1,119,514	0.000%	33.670%	**Total:**	$ 1,119,514
								LEA-wide Total:	$ -
								Limited Total:	$ 133,262
								Schoolwide Total:	$ 986,252

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	NLA-MS	$ 245,774	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLA-MS	$ 245,474	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	Limited	English Learners	NLA-MS	$ 133,262	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	Schoolwide	All	NLA-MS	$ 166,646	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	Schoolwide	All	NLA-MS	$ 162,756	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Yes	Schoolwide	All	NLA-MS	$ 165,602	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).