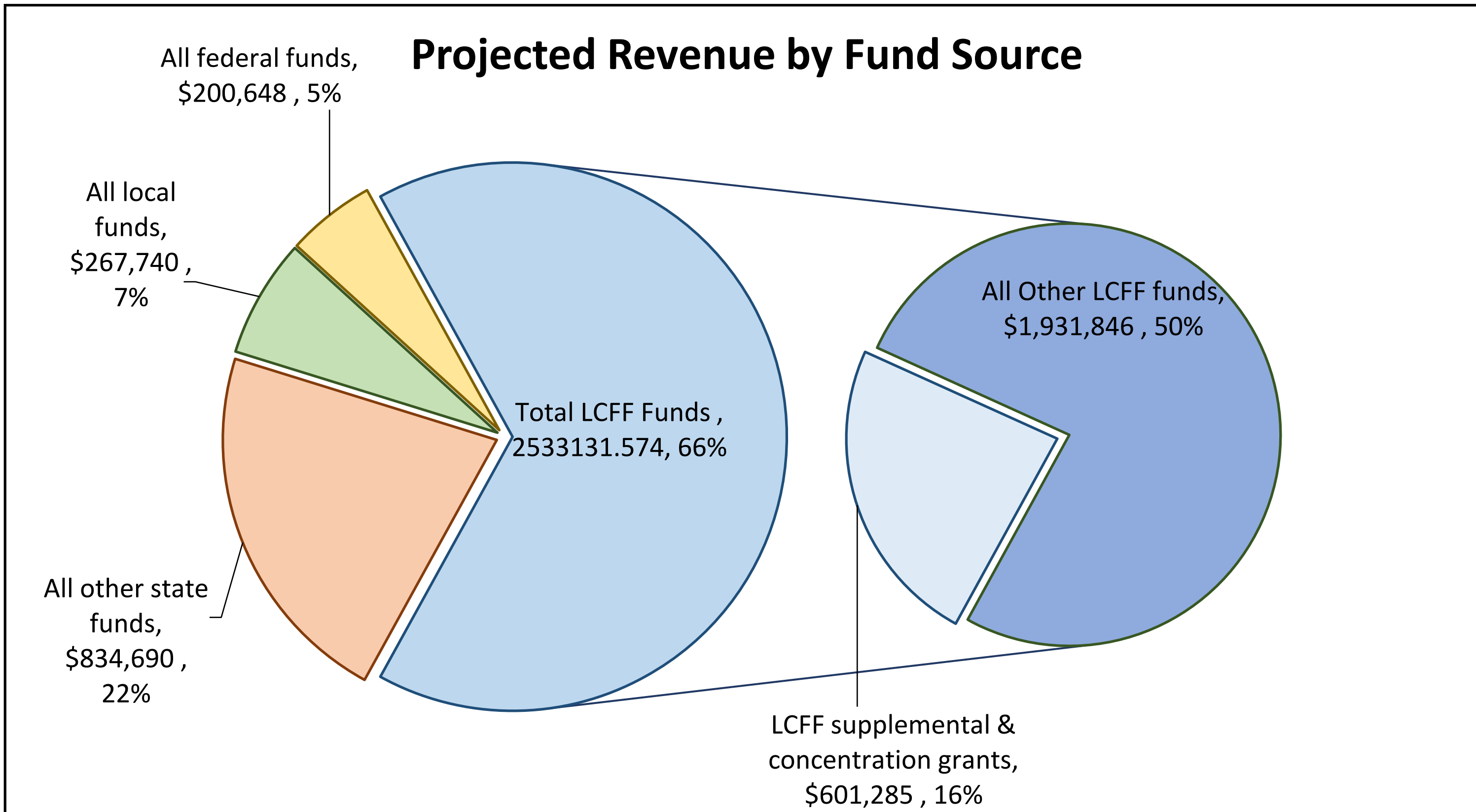
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Los Angeles Charter Elementary
CDS Code: 19647330133702
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).

Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for New Los Angeles Charter Elementary is $3,836,209.64, of which $2,533,131.57 is Local Control Funding Formula (LCFF), $834,690.14 is other state funds, $267,740.00 is local funds, and $200,647.92 is federal funds. Of the $2,533,131.57 in LCFF Funds, $601,285.21 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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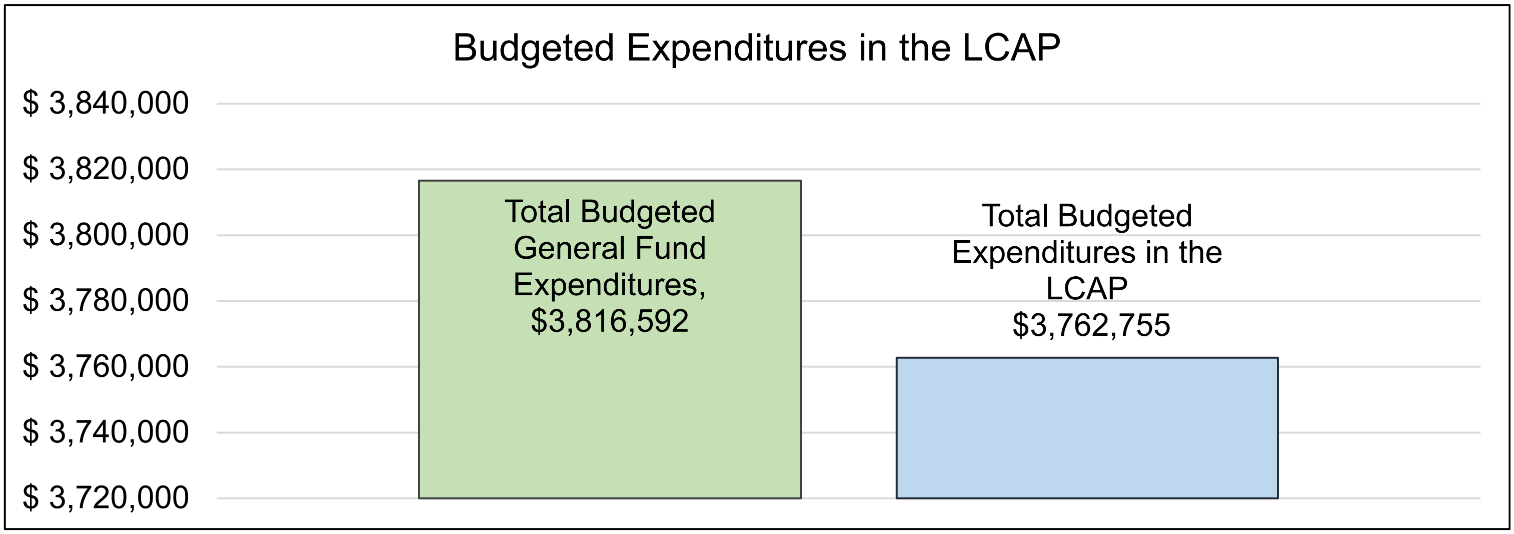
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

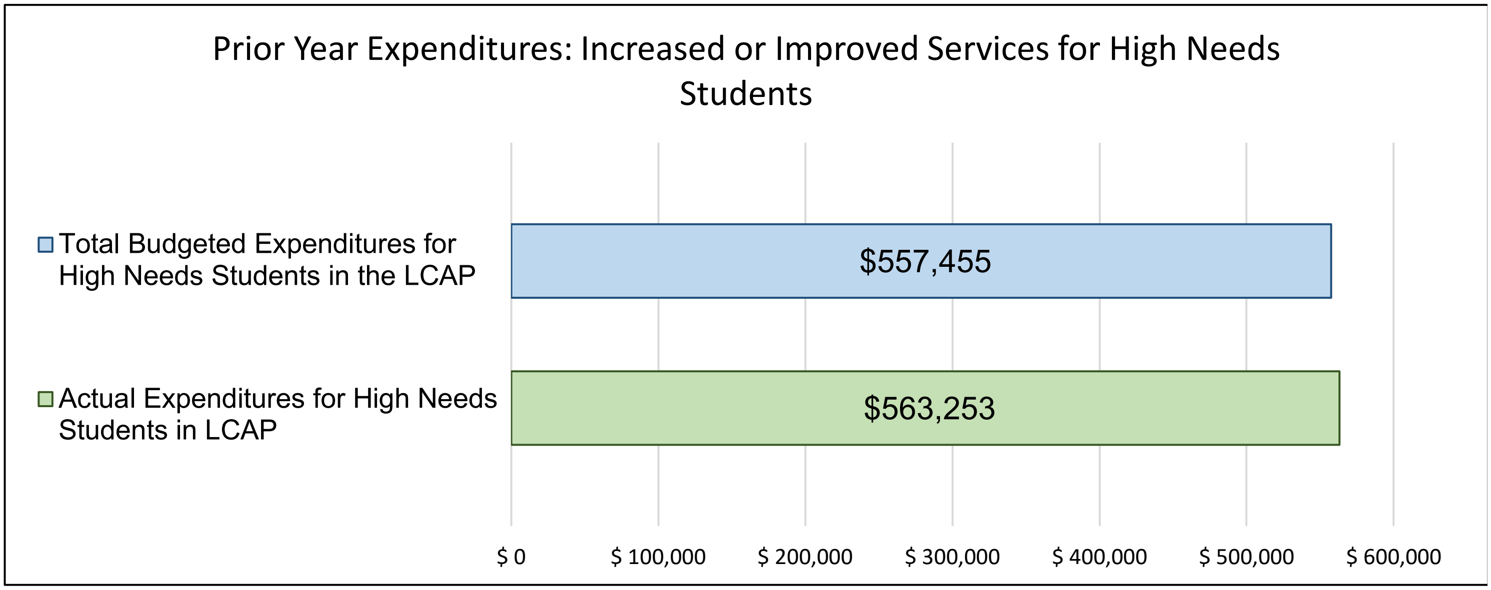
The text description of the above chart is as follows: New Los Angeles Charter Elementary plans to spend $3,816,592.36 for the 2026-27 school year. Of that amount, $3,762,755.00 is tied to actions/services in the LCAP and $53,837.36 is not included in the LCAP. The budgeted expenditures that are not 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 Elementary is projecting it will receive $601,285.21 based on the enrollment of foster youth, English learner, and low-income students. New Los Angeles Charter Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. New Los Angeles Charter Elementary plans to spend $601,285.21 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 Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Los Angeles Charter Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, New Los Angeles Charter Elementary's LCAP budgeted $557,454.70 for planned actions to increase or improve services for high needs students. New Los Angeles Charter Elementary actually spent $563,252.63 for actions to increase or improve services 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 Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.556.9500

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 Elementary School (NLACES) demonstrates a fierce commitment to social justice and serves every student who enrolls. The school's 175 students in grades TK-5 access a rigorous, standards-aligned academic program that inspires passion for reading, social justice, coding, music, and the arts. Internal data indicates that NLACES students experience consistent annual growth, with students with disabilities and English Learners maintaining pace with their peers. The school is currently revising its strategic plan.

Student Demographics

The student population at NLACES is composed of 63% Hispanic students, 26% African American students, 5% White students, 3% students identifying as Two or More Races, and 1% Filipino students. Student group enrollment includes 22% students with disabilities, 19% English Learners, 3% homeless youth, and 83% socioeconomically disadvantaged students, reflecting the diversity of the surrounding community.

Mission Statement

New Los Angeles Charter Elementary School develops a diverse community of students who are passionate about learning, engaged in their community, and demonstrate respect for themselves and others. As a nurturing, standards-based school, NLACES maintains a rigorous curriculum, fosters respect for human life and provides relevant life experiences. The school culture creates a shared sense of mission that reinforces students' love of learning, commitment to social action, and deep respect for others.

Core Educational Pillars

Passion for Learning: Rigor. NLACES believes that college preparation begins in kindergarten and that students' future academic success depends on a strong elementary foundation. Every NLACES student receives the academic foundation necessary for college-preparatory middle and high school success, with the ultimate goal of college and career readiness. The school's approach to rigorous intellectual development focuses on cultivating habits of mind rather than information retention alone. Students demonstrate mastery of concepts and skills through collaborative, real-life projects rather than test-taking. For example, students develop math skills by creating and operating a student store, which requires them to track personal budgets and manage inventory. NLACES implements an effective model of rigorous, standards-based instruction designed to ensure that all students achieve mastery of Common Core State Standards by the end of each grade level.

Engagement in the Community: Relevance. NLACES embraces John Dewey's belief that "education is the fundamental method of social progress." Students are challenged to pursue goals of equality and justice while working to promote progress in their local and global communities. They learn to use their knowledge and skills to work toward a just, equitable, and compassionate world by connecting learning to real-life experiences. Students volunteer both within and beyond the school community, gaining meaningful social action experience. Primary grade students participate in neighborhood walking field trips to collect litter under teacher facilitation. Older students serve as mentors and tutors for younger students while engaging with the broader community under teacher and parent guidance. Community engagement projects include creating earthquake preparedness pamphlets for neighborhood distribution and organizing school food drives to assemble care packages for homeless community members. These experiences instill in every student the belief that young people have the power to change the world.

Respect for Self and Others: Relationships. Students require safe spaces to take academic, creative, and moral risks for optimal growth. NLACES encourages vigorous debate and individual voice expression while emphasizing active listening and conflict resolution techniques. Through project-based learning and strategic thematic integration, the school develops young people with the skills, knowledge, and resources to work with diverse groups in leading their communities toward social justice.

School Climate and Recognition

NLACES has been recognized as a recipient of Silver PBIS (Positive Behavioral Interventions and Supports) recognition and has applied for Gold status. This acknowledgment reflects the school's commitment to creating positive, supportive learning environments that foster both academic achievement and social-emotional development.

Governance and Compliance

NLACES has developed a Local Control and Accountability Plan (LCAP) that also serves as its School Plan for Student Achievement (SPSA) and meets educational partner engagement requirements outlined in California Education Code 64001(j). The school has fulfilled requirements per California Education Code 52062(a) as applicable to charter schools through consultation with its SELPA per California Education Code 52062(a)(5), establishment of a Parent Advisory Committee (PAC) per California Education Code 52062(a)(1), and creation of an English Learner Parent Advisory Committee per California Education Code 52062(a)(2). NLACES provides written responses to each committee regarding input and recommendations received, ensuring meaningful educational partner engagement throughout the planning process.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, NLACES has $137650.70 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

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

Suspension Rate Performance: Achieving and Sustaining Zero Suspensions Through Integrated MTSS: On the 2025 California School Dashboard, New Los Angeles Charter Elementary School (NLACES) received a Blue performance level on the Suspension Rate Indicator for the All Students group and for each reported student group, including English Learners, socioeconomically disadvantaged students, students with disabilities, Black/African American students, and Hispanic students. Blue is the highest performance designation on the California School Dashboard, indicating that the school's performance is among the strongest in the state on this indicator and that the school's positive behavioral climate is benefiting every student group consistently. During the 2024-25 school year, NLACES achieved a 0% suspension rate schoolwide, with no students suspended across any grade level or student group.

- **Contributing Factors: A Coordinated System for Student Wellbeing**: NLACES's strong performance on the Suspension Rate Indicator reflects the school's deliberate, multi-year investment in a coordinated Multi-Tiered System of Supports (MTSS) that sustains a positive behavioral and disciplinary climate while providing comprehensive social, emotional, and mental health supports for every student. Rather than treating behavioral, social-emotional, and mental health work as separate initiatives, NLACES has integrated Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning into a single, coherent approach to student wellbeing and engagement. This integration ensures that students experience consistent expectations, consistent supports, and consistent responses to behavior across classrooms and across the school day.

- **Community Partnerships and Wraparound Supports**: NLACES has invested in partnerships with community-based organizations to provide wraparound services for students and families. These partnerships extend the school's capacity beyond what a small charter school can deliver through internal resources alone, recognizing that students' behavioral and emotional wellbeing is shaped by conditions inside and outside the classroom. By connecting families with external supports, the school addresses root causes of behavioral concerns before they manifest in suspendable conduct, reinforcing the conditions under which students engage successfully in school.
- **PBIS Implementation and Leadership**: NLACES has established a strong PBIS infrastructure led by the Assistant Principal, who coordinates the school's PBIS Community of Practice. The PBIS team participates in ongoing coaching through the Los Angeles County Office of Education PBIS Community of Practice, ensuring that implementation remains aligned to current best practice and is strengthened over time through external expertise and peer learning. The school has been formally recognized for the quality of its PBIS implementation, reflecting both the consistency of practice and the measurable behavioral outcomes the school has achieved.
- **Programs Implemented with Fidelity**: NLACES has strengthened and implemented the following programs with fidelity, each contributing to the school's positive behavioral climate and to the Blue performance level on the Suspension Rate Indicator: the Niroga Mindfulness Program, which builds student and staff capacity for self-regulation, stress management, and emotional awareness through mindfulness practices integrated into the school day; Restorative Justice practices, which replace exclusionary discipline with structured opportunities for accountability, relationship repair, and community building; and the Olweus Bully Prevention Program, which provides a research-based, schoolwide approach to preventing bullying and supporting students affected by peer conflict. Together, these programs equip students with the skills, relationships, and supports needed to engage productively in school and reduce the need for exclusionary discipline.
- **Commitment to Sustaining Strong Performance**: While the 2024-25 schoolwide 0% suspension rate represents an extraordinary achievement, NLACES recognizes that sustaining this performance requires continued investment in the systems and partnerships that produced it. The 2026-27 LCAP commits the school to continued PBIS leadership and Community of Practice participation, continued implementation of Niroga Mindfulness, Restorative Justice, and the Olweus Bully Prevention Program, continued community partnerships supporting wraparound services, and continued integration of behavioral, social-emotional, and mental health support into a single coordinated MTSS approach. By sustaining these investments, the school intends to maintain its Blue performance level on the Suspension Rate Indicator and to continue ensuring that exclusionary discipline does not function as a barrier to academic opportunity for any NLACES student.

Science Academic Indicator: No Color/Performance Level Assigned for 2025: On the 2025 California School Dashboard, New Los Angeles Charter Elementary School (NLACES) did not receive a color or performance level on the Science Academic Indicator. This is the result of the California Department of Education's reporting threshold rules rather than an indicator of school performance. To receive a color or performance level on the Dashboard, a school or student group must meet a minimum n-size of 30 students tested. At NLACES, fewer than 30 fifth grade students were tested on the California Science Test (CAST) in both the 2023-24 and 2024-25 school years, the two years that combine to produce the 2025 Dashboard Science performance level. As a result, the Dashboard reports a status for NLACES on the Science indicator without assigning a corresponding color or performance level.

Why the N-Size Threshold Applies at NLACES

- The n-size threshold is a statistical reliability standard built into the California School Dashboard methodology. It ensures that Dashboard performance levels are based on a large enough number of student results to support reliable, valid conclusions about school performance. The CAST is administered only in grade 5, grade 8, and once in high school, meaning that the Science Academic Indicator at an elementary school like NLACES is based exclusively on fifth grade results. With approximately 175 students in grades TK-5 across the school, a single fifth grade cohort of approximately 25 to 30 students places NLACES near or below the Dashboard's n-size threshold depending on annual enrollment and student testing participation. This is a structural feature of being a small elementary school, not an indicator of program quality or instructional effectiveness.

Status Reported and Analysis Available

- While NLACES did not receive a color or performance level for the Science Academic Indicator, the Dashboard does report a CAST status for the school. This status, along with year-over-year growth data, disaggregated student group performance, root cause analysis, and the 2026-27 action plan for Science, is elaborated in the Science Academic Indicator Needs Assessment section of this LCAP. The needs assessment provides the substantive analysis of NLACES Science performance, identifies areas of strength and need, and articulates the school's planned actions to strengthen three-dimensional California Next Generation Science Standards (CA NGSS) instruction during the 2026-27 school year.

Continued Commitment to Science Instruction

- The absence of a Dashboard color does not change the school's commitment to high-quality Science instruction. NLACES recognizes that Science is a critical component of a broad course of study, that the language and reasoning demands of Science support broader literacy development, and that early Science experiences shape long-term student interest in STEM disciplines. The 2026-27 action plan for Science strengthens three-dimensional CA NGSS instruction, expands protected instructional time for Science in upper grades, implements the CAST Interim Assessments to support data-driven instructional planning, and integrates integrated English Language Development (iELD) throughout Science instruction to support the school's English Learner population.

2026-27 Comprehensive Needs Assessment

New Los Angeles Charter Elementary School (NLAECS) serves students in grades TK-5 and has conducted a comprehensive needs assessment in English Language Arts (ELA), Mathematics, Chronic Absenteeism Indicator, and Science 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)

On the 2025 California School Dashboard reports New Los Angeles Charter Elementary School's (NLACES) English Language Arts performance was 13.6 points below standard for the All Students group, placing the school in the Yellow performance level based on 2024-25 CAASPP results. Disaggregated performance shows socioeconomically disadvantaged students at 21.1 points below standard (Yellow) and Hispanic students at 39.2 points below standard (Yellow). English Learners and students with disabilities did not meet the numerical significance threshold for color assignment, with English Learners performing at 52.5 points below standard and students with disabilities at 97.5 points below standard.

Compared to the 2024 Dashboard, every reported student group at NLACES improved in ELA achievement during the 2024-25 school year. The All Students group gained 14.7 Distance from Standard points, moving from 28.3 points below standard (Orange) to 13.6 points below standard (Yellow).

Socioeconomically disadvantaged students improved by 12.0 points, Hispanic students by 10.1 points, and English Learners by 5.9 points. This year-over-year growth represents meaningful schoolwide momentum in ELA, even as significant gaps persist for several student groups.

Data Sources Analyzed: The leadership team analyzed multiple quantitative and qualitative data sources to develop this needs assessment, including 2024 and 2025 CAASPP/SBAC results, 2024 and 2025 ELPAC results, 2025-26 i-Ready trimester assessments disaggregated by grade level and student group, 2025-26 DIBELS data, classroom observations conducted by the leadership team, and student writing samples reviewed during data meetings. Educational partners engaged in the analysis included the leadership team, teachers during professional development and staff meetings, and parents and caregivers through the English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), and Coffee with the Principal sessions.

Identified Strengths: Mid-year 2025-26 i-Ready Reading data shows strong schoolwide growth, with the All Students group moving from 21% proficient at the Beginning of Year to 36% proficient at Middle of Year. This mid-year proficiency exceeds the mid-year mark from the prior school year (30% proficient in 2024-25), indicating that current instructional improvements are yielding stronger early-year gains than in the previous cycle. English Learners demonstrated particularly notable progress, growing 27 percentage points in reading proficiency from Fall to Winter. Socioeconomically disadvantaged, Hispanic, and African American students each performed at 34% proficient at Middle of Year, closely tracking the 36% schoolwide proficiency rate. Classroom observations document regular use of Universal Design for Learning (UDL) strategies across all classrooms, with several classrooms demonstrating consistent and strong implementation.

Greatest Areas of Need: Despite schoolwide improvement, significant achievement gaps persist for specific student groups.

- *Students with Disabilities*. Students with disabilities demonstrate the lowest achievement of any student group, with 18% proficient on i-Ready Reading at Middle of Year compared to 36% for the All Students group. While this group has shown meaningful growth, performance remains at 97.5 points below standard on the 2025 Dashboard, compared to 13.6 points below standard for the All Students group, representing the largest gap among reported student groups.
- *English Learners*. English Learners show strong mid-year i-Ready growth but continue to perform below the All Students group at 27% proficient compared to 36% schoolwide. CAASPP ELA performance for English Learners is 52.5 points below standard, nearly 39 points below the All Students performance. ELPI data indicates a 5.7 percentage point increase in English Learner progress, with the group currently at 35% on the ELPI indicator.
- *Socioeconomically Disadvantaged Students*. This group is at 21.1 points below standard on the 2025 Dashboard, compared to 13.6 points below standard for the All Students group. Mid-year i-Ready data shows that socioeconomically disadvantaged students achieved the same growth as the All Students group (15 percentage points) but remain slightly below schoolwide proficiency at 34% versus 36%.
- *Hispanic Students*. Hispanic students are at 39.2 points below standard, compared to 13.6 points below standard for the All Students group, a continuing gap despite 10.1 points of growth from the 2024 Dashboard. Encouragingly, mid-year i-Ready data shows the gap narrowing, with Hispanic students at 34% proficient compared to 36% for All Students, and achieving higher mid-year growth (18 percentage points) than the All Students group (15 percentage points).

Root Cause Analysis: The leadership team's analysis identified two primary categories of root causes contributing to persistent ELA achievement gaps.

- *Instructional Factors*. Tier Two intervention is inconsistent across classrooms, and the school currently lacks a structured reading intervention program or curriculum. Implementation of instruction that maintains grade-level rigor for students with disabilities is also inconsistent across the school.

- *Student Factors.* Many students enter without the academic language proficiency necessary to comprehend grade-level texts. High chronic absenteeism, particularly among English Learners, limits opportunities for students to engage in regular reading instruction and skills practice.

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]. The leadership team identified three resource inequities contributing to performance gaps, drawn from the Alliance for Resource Equity diagnostic framework.

- **School Funding.** As a small charter school serving approximately 175 students, NLACES carries fixed administrative, facilities, and operational costs spread across a limited enrollment base, reducing the per-pupil dollars available for direct instructional investment. While the school's high unduplicated pupil percentage (83% socioeconomically disadvantaged and 19% English Learners) generates LCFF supplemental and concentration grant funding, the absolute volume of Title I and categorical dollars is constrained by enrollment size, limiting the school's ability to scale intervention staffing and instructional resources at the level a larger school could sustain.
- **Student Supports and Intervention.** NLACES currently lacks a structured, schoolwide intervention program in ELA and Mathematics and faces capacity limitations in staffing credentialed intervention specialists, education specialists, and English Learner specialists at the level needed to fully serve identified student needs. This inequity is most visible in the achievement gaps for students with disabilities (97.5 points below standard in ELA and 105.3 points below standard in Math) and the widening Math gap for English Learners (13.0-point decline from 2024 to 2025). The 2026-27 action plans address this inequity through the implementation of structured intervention curricula, refined Tier 2 and Tier 3 entry and exit criteria, universal screening through Multitudes, and Title I-funded Teacher Assistant staffing.
- **High-Quality Early Learning.** With 83% of NLACES students identified as socioeconomically disadvantaged, many students enter TK and kindergarten without the early language exposure, print-rich environments, and structured early learning experiences associated with strong long-term academic outcomes. This inequity contributes directly to the academic language gaps identified in the ELA and Math root cause analyses and to elevated chronic absenteeism rates among TK and kindergarten students. The 2026-27 action plans respond to this inequity through early universal screening in TK-2, targeted small-group intervention in primary grades, expanded family engagement focused on early literacy and numeracy, and attendance interventions targeting TK and kindergarten families.

Metrics for Monitoring Progress: Progress toward closing ELA achievement gaps will be monitored using i-Ready Reading assessments administered three times per year, DIBELS progress monitoring conducted bi-monthly, the Multitudes reading difficulties screener administered annually, and annual CAASPP ELA results.

Part II: 2026-27 Action Plan: Closing ELA Achievement Gaps Through Evidence-Based Practice

1. Strengthen Core ELA Instruction Through Systematic, Research-Aligned Implementation

New Los Angeles Charter Elementary School (NLACES) will conduct a comprehensive audit of core ELA curriculum implementation in TK-5 to identify gaps in instructional consistency, alignment to grade-level standards, and integration of the components of structured literacy. Grounded in the converging research base often referred to as the Science of Reading and reflected in the Institute of Education Sciences (IES) Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, the audit will examine the explicit and systematic teaching of phonemic awareness, phonics and decoding, fluency, vocabulary, comprehension, and writing. The audit will also evaluate lesson delivery, student engagement, assessment integration, and differentiation practices to confirm that every student receives effective, standards-aligned literacy instruction.

The leadership team will establish clear instructional non-negotiables for ELA, including minimum protected minutes for each component of the literacy block, expectations for explicit instruction routines, and consistent use of grade-level complex text. These non-negotiables will support cross-classroom consistency while preserving the flexibility teachers need to differentiate for individual learners. Implementation of the Simplify Writing curriculum will be reinforced across all grade levels, with systematic fidelity monitoring and structured feedback cycles tied to instructional walkthroughs. Walkthrough data will be reviewed in monthly leadership team meetings to identify trends, target coaching support, and surface professional learning needs in real time.

2. Deepen Differentiation Through Universal Design for Learning

NLACES will accelerate implementation of the Universal Design for Learning (UDL) framework, drawing on the CAST UDL Guidelines (3.0) to ensure that every classroom provides multiple means of engagement, representation, and action and expression. Targeted coaching will support each teacher in selecting and refining scaffolds, particularly for English Learners, students with disabilities, and other student groups that require additional access points to grade-level content. This work will be reinforced by the *High-Leverage Practices for Students with Disabilities* identified by the CEEDAR Center and the Council for Exceptional Children, which emphasize systematically designed instruction toward measurable goals, explicit modeling, and scaffolded support.

The leadership team will guide the collaborative development of grade-level UDL-designed ELA lesson exemplars that anchor priority standards, providing concrete models that teachers can adapt across classrooms. Peer observation cycles focused specifically on differentiation strategies will be embedded in the professional learning calendar, allowing teachers to learn from one another and build collective capacity. A UDL resource library will be curated with vetted tools, graphic organizers, sentence frames, and digital supports specifically designed for ELA instruction, ensuring teachers have immediately usable resources for each phase of the literacy block.

3. Target Support for High-Need Student Groups

For Hispanic students, NLACES will deepen the use of culturally responsive and sustaining instructional practices, drawing on the work of Hammond (*Culturally Responsive Teaching and the Brain*) and the asset-based principles of culturally and linguistically sustaining pedagogy. Although Hispanic students improved by 10.1 Distance from Standard points on the 2025 Dashboard, they remain 25.6 points below the All Students group, indicating a persistent gap that requires sustained, targeted attention. Instructional design will honor students' cultural and linguistic assets while accelerating access to rigorous, grade-level content.

For English Learners, the school will develop and implement a coherent language development framework that integrates the California ELA/ELD Framework's expectations for integrated ELD across all content and designated ELD as a daily protected instructional block. The framework will draw on the WIDA Can-Do Descriptors and the *English Learner Roadmap* to ensure that language objectives accompany every literacy lesson and that English Learners receive simultaneous, coordinated support for English proficiency development and grade-level literacy.

For students with disabilities, NLACES will establish structured collaborative planning time between general education teachers, education specialists, and instructional aides to design accommodations and modifications aligned to individual IEP goals while maintaining access to grade-level content. Planning protocols will draw on co-teaching models documented in the research of Friend and Cook and on the High-Leverage Practices for students with disabilities. Progress monitoring protocols specific to each high-need student group will be implemented to identify students who are not responding to instruction and to enable timely intensification of supports.

4. Strengthen the Multi-Tiered System of Supports

NLACES will refine its Multi-Tiered System of Supports (MTSS) for literacy, aligned to the IES Practice Guide *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades*. Criteria for entry into and exit from Tier 2 and Tier 3 intervention will be clearly defined and grounded in convergent evidence from the Multitudes universal reading screener, DIBELS progress monitoring, i-Ready diagnostic results, and teacher-collected data on student work. These criteria will be applied consistently across classrooms and reviewed quarterly for effectiveness.

Fidelity checks for intervention delivery will be conducted in all tiers to ensure that students receive evidence-based instruction with adequate dosage and duration. All staff delivering tiered support will participate in professional learning focused on evidence-based reading intervention practices, including explicit and systematic phonics instruction, structured small-group routines, and decodable text use in early grades. Intervention data review cycles will occur every six weeks, with structured protocols for adjusting intervention intensity, group composition, or instructional approach based on student response.

5. Enhance Professional Learning Communities and Collaborative Practice

Professional Learning Community (PLC) time will be structured in alignment with the DuFour PLC framework, organized around four guiding questions: what students must learn, how the school will know they have learned it, how the school will respond when they have not, and how the school will extend learning for those who have. PLCs will analyze student work using calibrated protocols focused on writing development and reading comprehension, enabling teachers to identify effective practices and adjust instruction based on evidence of student learning.

Lesson study cycles, modeled on the practices documented by Lewis and Hurd, will be implemented around high-leverage ELA instructional practices, allowing teachers to collaboratively plan, observe, and refine instruction based on student response. Ongoing professional learning and coaching support will build teacher capacity to use formative assessment data, consistent with the research of Black and Wiliam on formative assessment as a high-impact instructional lever. Cross-grade articulation meetings will be held three times per year to ensure vertical alignment of ELA instruction and smooth transitions between grade levels.

6. Strengthen Assessment and Data Systems

NLACES will implement short-cycle formative assessments aligned to priority ELA standards, providing frequent feedback on student progress and the effectiveness of instruction. Assessment design will follow the principles outlined in the IES Practice Guide *Using Student Achievement Data to Support Instructional Decision Making*, including timely data review, alignment between assessment and instruction, and a culture of inquiry. Data visualization tools will be developed to make student performance patterns immediately accessible to teachers, supporting rapid identification of students needing additional support and clear monitoring of student groups disproportionately represented in the data.

Student-friendly progress tracking tools will be created so that students in grades 2-5 can monitor their own reading and writing growth, set personal goals, and reflect on their progress. This approach is informed by Hattie's synthesis of meta-analyses, which identifies student self-reported grades and self-assessment as among the highest-impact practices for accelerating learning. Data conferences between teachers and instructional leaders will be held following each i-Ready benchmark window to analyze results, identify trends, and plan targeted interventions.

7. Engage Families as Partners in Literacy Development

NLACES will design family engagement practices aligned to the Dual Capacity-Building Framework for Family-School Partnerships (Mapp and Kuttner), which emphasizes building the capacity of both educators and families to partner around student learning. Family literacy workshops will provide families with concrete strategies for supporting reading and writing at home, with content differentiated by grade band and offered in both English and Spanish. Workshops will recognize and build on the language and literacy practices already present in families' homes.

Grade-level literacy activity kits will be created and distributed each trimester, providing families with structured, low-prep activities and resources to support learning outside of school hours. Regular communication regarding current curriculum focus areas and specific ways families can support emerging skills will be sent through the school's communication channels. Student-led conferences focused on literacy goals and progress will be implemented in spring 2027, enabling students to share their learning with families and set goals for continued growth, increasing both student ownership and family engagement in the learning process.

Math Academic Indicator (2025 CA School Dashboard)

On the 2025 California School Dashboard NLACES's Mathematics performance was 43.3 points below standard for the All Students group, placing the school in the Yellow performance level based on 2024-25 CAASPP results. Disaggregated performance shows socioeconomically disadvantaged students at 46.4 points below standard (Yellow) and Hispanic students at 62.9 points below standard (Orange). English Learners and students with disabilities did not meet the numerical significance threshold for color assignment, with English Learners performing at 74.9 points below standard and students with disabilities at 105.3 points below standard.

Compared to the 2024 Dashboard, schoolwide Mathematics performance improved by 5.2 Distance from Standard points, moving the All Students group from 48.5 points below standard (Orange) to 43.3 points below standard (Yellow). Socioeconomically disadvantaged students improved by 4.2 points, and Hispanic students improved by 1.5 points. English Learners, however, experienced a decline of 13.0 Distance from Standard points, moving from 61.9 points below standard (Orange) in 2024 to 74.9 points below standard in 2025. This widening gap for English Learners represents the most urgent area of focus within the Mathematics indicator.

Data Sources Analyzed: The leadership team analyzed multiple quantitative and qualitative data sources to develop this needs assessment, including 2024 and 2025 CAASPP/SBAC Mathematics results, 2024 and 2025 ELPAC results, 2025-26 i-Ready Mathematics trimester assessments disaggregated by grade level and student group, 2025-26 Kickstart Number Sense assessment data, classroom observations conducted by the leadership team, and student mathematics work samples reviewed during weekly data meetings. Educational partners engaged in the analysis included the leadership team, teachers during professional development and staff meetings, and parents and caregivers through the English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), and Coffee with the Principal sessions.

Identified Strengths: Mid-year 2025-26 i-Ready Mathematics data shows measured schoolwide growth, with 6% growth in proficiency for the All Students group from Beginning of Year to Middle of Year, and 8% growth in proficiency for socioeconomically disadvantaged students over the same period. Black/African American students performed above the All Students group at 22% proficient compared to 17% schoolwide and demonstrated strong movement within the i-Ready placement bands, with a 22% decrease in the proportion of Black/African American students in the red band (two or more grade levels below) from Beginning of Year to Middle of Year. English Learners did not yet reach mid-year proficiency on i-Ready Mathematics but showed meaningful within-band movement, with 27% growth in the yellow band and a 23% decline in the red band. Classroom observations document regular use of Universal Design for Learning (UDL) strategies across all classrooms, with several grade-level data meetings focused on student mathematics work and planning for reteaching. Observers also noted increased use of language supports and structured talk routines in seven of eight classrooms.

Greatest Areas of Need: Despite measured schoolwide growth in Mathematics, significant achievement gaps persist for specific student groups, with several gaps continuing to widen.

- *English Learners*. English Learners represent the greatest area of need in Mathematics. The group declined by 13.0 Distance from Standard points from 2024 to 2025, moving from 61.9 points below standard to 74.9 points below standard, and recorded 0% proficiency on the 2025-26 mid-year i-Ready Mathematics assessment. The gap between English Learners and the All Students group on CAASPP Mathematics has widened to 31.6 Distance from Standard points, indicating that current instructional practices are not yet producing equitable Mathematics outcomes for this group.
- *Students with Disabilities*. Students with disabilities perform at 105.3 points below standard on the 2025 Dashboard, the largest gap of any reported student group and 62.0 Distance from Standard points below the All Students group. Mid-year i-Ready Mathematics data shows 6% proficiency for students with disabilities compared to 17% for the All Students group, reflecting parallel growth (6%) but a substantial and persistent gap in absolute achievement.

- *Hispanic Students.* Hispanic students are at 62.9 points below standard on the 2025 Dashboard, compared to 43.3 points below standard for the All Students group, with only 1.5 points of year-over-year improvement. Mid-year i-Ready Mathematics shows Hispanic students at 12% proficient compared to 17% schoolwide. Despite some mid-year growth, performance for this group is described as stagnant, indicating the need for targeted instructional strategies.
- *Socioeconomically Disadvantaged Students.* This group performs at 46.4 points below standard on the 2025 Dashboard, only modestly behind the All Students group at 43.3 points below standard. Mid-year i-Ready data shows socioeconomically disadvantaged students achieving 17% proficiency, matching the All Students group, with stronger growth than the All Students group from Beginning of Year to Middle of Year. While the achievement gap is narrowing, overall proficiency remains low and requires continued focus.

Root Cause Analysis: The leadership team's analysis identified two primary categories of root causes contributing to persistent Mathematics achievement gaps.

- *Instructional Factors.* Mathematics intervention is inconsistent and limited across classrooms, and the school currently lacks a structured, schoolwide mathematics intervention program with consistent implementation. Implementation of instruction that maintains grade-level rigor for students with disabilities is inconsistent. Use of the school's adopted rigorous mathematics curriculum, Open Up Resources, also varies across classrooms, limiting the consistency of high-quality mathematics instruction students experience across grade levels.
- *Student Factors.* Many students enter without the academic language proficiency necessary to comprehend grade-level mathematics problems and vocabulary, a factor that disproportionately affects English Learners. High chronic absenteeism, particularly among English Learners, limits opportunities for students to engage in regular mathematics instruction and to develop computational and procedural fluency.

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. The leadership team identified three resource inequities contributing to performance gaps, drawn from the Alliance for Resource Equity diagnostic framework.

- **School Funding.** As a small charter school serving approximately 175 students, NLACES carries fixed administrative, facilities, and operational costs spread across a limited enrollment base, reducing the per-pupil dollars available for direct instructional investment. While the school's high unduplicated pupil percentage (83% socioeconomically disadvantaged and 19% English Learners) generates LCFF supplemental and concentration grant funding, the absolute volume of Title I and categorical dollars is constrained by enrollment size, limiting the school's ability to scale intervention staffing and instructional resources at the level a larger school could sustain.

- **Student Supports and Intervention.** NLACES currently lacks a structured, schoolwide intervention program in ELA and Mathematics and faces capacity limitations in staffing credentialed intervention specialists, education specialists, and English Learner specialists at the level needed to fully serve identified student needs. This inequity is most visible in the achievement gaps for students with disabilities (97.5 points below standard in ELA and 105.3 points below standard in Math) and the widening Math gap for English Learners (13.0-point decline from 2024 to 2025). The 2026-27 action plans address this inequity through the implementation of structured intervention curricula, refined Tier 2 and Tier 3 entry and exit criteria, universal screening through Multitudes, and Title I-funded Teacher Assistant staffing.

- **High-Quality Early Learning.** With 83% of NLACES students identified as socioeconomically disadvantaged, many students enter TK and kindergarten without the early language exposure, print-rich environments, and structured early learning experiences associated with strong long-term academic outcomes. This inequity contributes directly to the academic language gaps identified in the ELA and Math root cause analyses and to elevated chronic absenteeism rates among TK and kindergarten students. The 2026-27 action plans respond to this inequity through early universal screening in TK-2, targeted small-group intervention in primary grades, expanded family engagement focused on early literacy and numeracy, and attendance interventions targeting TK and kindergarten families.

Metrics for Monitoring Progress: Progress toward closing Mathematics achievement gaps will be monitored using i-Ready Mathematics assessments administered three times per year, Kickstart Number Sense assessments administered three times per year, student work samples scored with rubrics during weekly data meetings, and annual CAASPP Mathematics results.

Part II: 2026-27 Action Plan: Closing Mathematics Achievement Gaps Through Evidence-Based Practice

1. Strengthen Core Mathematics Instruction Through Consistent, High-Quality Curriculum Implementation

New Los Angeles Charter Elementary School (NLACES) will conduct a comprehensive audit of core Mathematics curriculum implementation in TK-5 to identify gaps in consistent, high-fidelity use of Open Up Resources across all classrooms. The audit will examine instructional minutes, adherence to the curriculum's problem-based instructional design, integration of the Standards for Mathematical Practice, use of mathematics discourse routines, and differentiation practices. The audit framework will be informed by the National Council of Teachers of Mathematics (NCTM) *Principles to Actions: Ensuring Mathematical Success for All*, which identifies eight effective mathematics teaching practices, including establishing mathematics goals to focus learning, implementing tasks that promote reasoning and problem solving, and facilitating meaningful mathematical discourse.

The leadership team will establish clear instructional non-negotiables for Mathematics, including minimum protected instructional minutes, expectations for the use of Open Up Resources problem-based lessons, consistent use of mathematics discourse routines, and the integration of conceptual understanding, procedural fluency, and application. These non-negotiables align with the Institute of Education Sciences (IES) Practice Guide *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades*, which emphasizes explicit, systematic instruction and the strategic use of representations to build mathematical understanding. Regular classroom walkthroughs focused on Mathematics instruction will provide structured feedback cycles to support teacher growth, and walkthrough data will be reviewed monthly to target coaching support and surface professional learning needs in real time.

2. Deepen Differentiation Through Universal Design for Learning

NLACES will accelerate implementation of the Universal Design for Learning (UDL) framework in Mathematics, drawing on the CAST UDL Guidelines (3.0) to ensure that every classroom provides multiple means of engagement, representation, and action and expression. Targeted coaching will support each teacher in selecting and refining mathematical scaffolds, particularly the use of concrete and representational tools, multiple solution pathways, and visual representations. This work will be reinforced by the *High-Leverage Practices for Students with Disabilities* identified by the CEEDAR Center and the Council for Exceptional Children, which emphasize explicit instruction, scaffolded supports, and systematically designed mathematics instruction toward measurable goals.

The leadership team will guide collaborative development of grade-level UDL-designed Mathematics lesson exemplars that anchor priority standards and integrate the Concrete-Representational-Abstract (CRA) instructional sequence, an evidence-based approach for supporting students with mathematics learning difficulties. Peer observation cycles focused on differentiation in mathematics will be embedded in the professional learning calendar, allowing teachers to learn from one another and build collective capacity. A UDL Mathematics resource library will be curated with vetted manipulatives guides, visual models, sentence frames for mathematics discourse, and digital supports designed for use within Open Up Resources lessons.

3. Target Support for High-Need Student Groups

For English Learners, who represent the greatest area of need in Mathematics, NLACES will implement a coherent mathematics language development framework that integrates the California ELA/ELD Framework's expectations for integrated ELD across content areas. The framework will draw on the WIDA Can-Do Descriptors, the *English Learner Roadmap*, and the work of Moschkovich and Zwiers on academic language in mathematics. Language objectives will accompany every mathematics lesson, and structured mathematics discourse routines such as Stronger and Clearer Each Time, Three Reads, and Compare and Connect, drawn from the Stanford Mathematics Language Routines, will be implemented consistently across classrooms to support English Learners in accessing grade-level mathematics content while developing mathematical language.

For students with disabilities, NLACES will establish structured collaborative planning time between general education teachers, education specialists, and instructional aides to design accommodations and modifications aligned to individual IEP goals while maintaining access to grade-level mathematics content. Planning protocols will draw on the IES Practice Guide recommendations for intensive, systematic instruction in foundational skills such as whole number operations and rational number understanding. The Concrete-Representational-Abstract sequence will be a foundational scaffold for mathematics instruction designed for students with disabilities.

For Hispanic students, NLACES will deepen the use of culturally responsive and sustaining mathematics instruction, drawing on the work of Hammond (*Culturally Responsive Teaching and the Brain*) and Gutiérrez on equity in mathematics. Instructional design will honor students' cultural and linguistic assets while accelerating access to rigorous, grade-level mathematics. Progress monitoring protocols specific to each high-need student group will be implemented to identify students who are not responding to instruction and to enable timely intensification of supports.

4. Implement a Schoolwide Multi-Tiered System of Supports for Mathematics

NLACES will build a consistent Multi-Tiered System of Supports (MTSS) for Mathematics, aligned to the IES Practice Guide *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades*. Tier 2 and Tier 3 intervention will be delivered using the Kickstart Number Sense intervention curriculum across all grade levels TK-5, ensuring a consistent, evidence-aligned approach to building foundational number sense and computational fluency. Criteria for entry into and exit from Tier 2 and Tier 3 intervention will be clearly defined and grounded in convergent evidence from Kickstart Number Sense screening data, i-Ready Mathematics diagnostic results, and teacher-collected data on student work. These criteria will be applied consistently across classrooms and reviewed quarterly for effectiveness.

Fidelity checks for Mathematics intervention delivery will be conducted in all tiers to ensure that students receive evidence-based instruction with adequate dosage and duration. All staff delivering tiered Mathematics support will participate in professional learning focused on evidence-based mathematics intervention practices, including explicit instruction, the strategic use of representations, instruction on solving word problems based on common underlying structures, and the building of fluency with basic arithmetic facts. Intervention data review cycles will occur every six weeks, with structured protocols for adjusting intervention intensity, group composition, or instructional approach based on student response.

5. Enhance Professional Learning Communities and Collaborative Practice

Professional Learning Community (PLC) time will be structured in alignment with the DuFour PLC framework, organized around four guiding questions: what students must learn, how the school will know they have learned it, how the school will respond when they have not, and how the school will extend learning for those who have. Mathematics PLCs will analyze student work using calibrated protocols focused on mathematical reasoning, problem solving, and procedural fluency, enabling teachers to identify effective practices and adjust instruction based on evidence of student learning.

Lesson study cycles, modeled on the practices documented by Lewis and Hurd, will be implemented around high-leverage mathematics instructional practices, including facilitating mathematics discourse, posing purposeful questions, and using and connecting mathematical representations. Ongoing professional learning and coaching support will build teacher capacity to use formative assessment data in mathematics, consistent with the research of Black and Wiliam on formative assessment as a high-impact instructional lever. Cross-grade articulation meetings will be held three times per year to ensure vertical alignment of Mathematics instruction and smooth transitions between grade levels, with particular attention to the developmental progression of number sense, operations, and fractions.

6. Strengthen Mathematics Assessment and Data Systems

NLACES will implement short-cycle formative assessments aligned to priority Mathematics standards, providing frequent feedback on student progress and the effectiveness of instruction. Assessment design will follow the principles outlined in the IES Practice Guide *Using Student Achievement Data to Support*

Instructional Decision Making, including timely data review, alignment between assessment and instruction, and a culture of inquiry. Data visualization tools will be developed to make student performance patterns in Mathematics immediately accessible to teachers, supporting rapid identification of students needing additional support and clear monitoring of student groups disproportionately represented in the data.

Student-friendly progress tracking tools will be created so that students in grades 2-5 can monitor their own mathematics growth, set personal goals, and reflect on their progress. This approach is informed by Hattie's synthesis of meta-analyses, which identifies student self-reported grades and self-assessment as among the highest-impact practices for accelerating learning. Data conferences between teachers and instructional leaders will be held following each i-Ready benchmark window and each Kickstart Number Sense administration to analyze results, identify trends, and plan targeted interventions.

7. Engage Families as Partners in Mathematics Development

NLACES will design family engagement practices aligned to the Dual Capacity-Building Framework for Family-School Partnerships (Mapp and Kuttner), which emphasizes building the capacity of both educators and families to partner around student learning. Family mathematics workshops will provide families with concrete strategies for supporting mathematics at home, including the use of number talks, mathematics games, and real-world mathematics applications. Workshops will be tailored to meet the needs of diverse families and will be offered in both English and Spanish. Workshops will recognize and build on the mathematics practices already present in families' homes and cultures.

Grade-level mathematics activity kits will be created and distributed each trimester, providing families with structured, low-prep activities and resources to support mathematics learning outside of school hours. Regular communication regarding current curriculum focus areas and specific ways families can support emerging mathematics skills will be sent through the school's communication channels. Student-led conferences focused on mathematics goals and progress will be implemented in spring 2027, enabling students to share their learning with families and set goals for continued growth, increasing both student ownership and family engagement in the learning process.

Science Academic Indicator (2025 CA School Dashboard)

NLACES's performance for the Science Academic Indicator is as follows: 51 points for the All Students group, placing the school in the Yellow performance level. Disaggregated performance shows socioeconomically disadvantaged students at 51.3 points (Yellow) and Hispanic students at 51.4 points (Orange). English Learners did not meet the numerical significance threshold for color assignment, with a CAST status of 49.5 points. Schoolwide Science achievement is 1.1 points below the statewide average, indicating that NLACES students are performing slightly below state benchmarks in Science.

Year-over-year CAST data shows positive growth across nearly every reported student group. The All Students group gained 3.5 points, Hispanic students gained 7.1 points, and English Learners gained 7.5 points. Socioeconomically disadvantaged students showed only limited growth, maintaining performance with a 1.5-point change. This growth trend indicates that current instructional efforts are producing measurable improvement in Science, even as overall achievement remains below state averages and significant work remains to close gaps for specific student groups.

Data Sources Analyzed: The leadership team analyzed CAST Summative results to develop this needs assessment, drawing on multi-year results disaggregated by grade level and student group. Educational partners engaged in the analysis of this focus area included site administrators and teachers. For implementation in 2026-27, NLACES will broaden educational partner engagement in Science to include the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), and Coffee with the Principal sessions to align with LCAP educational partner engagement expectations.

Identified Strengths: CAST results show meaningful year-over-year improvement in nearly every reported student group. English Learners demonstrated the strongest growth, gaining 7.5 points, followed closely by Hispanic students at 7.1 points and the All Students group at 3.5 points. These growth patterns suggest that recent instructional improvements are beginning to yield results in Science, particularly for English Learners and Hispanic students, two groups that have historically faced the greatest access barriers in science instruction. The growth pattern for English Learners is especially notable given the language demands of CAST and the integration of complex disciplinary vocabulary, scientific reasoning, and written explanation that the assessment requires.

Greatest Areas of Need: Despite encouraging growth trends, significant areas of need remain in Science achievement.

- *Schoolwide Achievement Below State Average*. Achievement for the All Students group is 1.1 points lower than the statewide average, indicating that overall Science performance has not yet reached state benchmarks. Sustained focus on core Science instruction is needed to close this schoolwide gap.
- *English Learners*. English Learners show the lowest CAST achievement at 49.5 points compared to 51 points for the All Students group. While the 7.5-point year-over-year growth is encouraging, this group continues to perform below schoolwide averages and requires targeted, language-rich Science instruction to accelerate access to the language and reasoning demands of the discipline.
- *Socioeconomically Disadvantaged Students*. While socioeconomically disadvantaged students perform at 51.3 points, close to the All Students average, the group experienced limited year-over-year growth, gaining only 1.5 points compared to 3.5 points for the All Students group. Without continued targeted support, this stagnant growth pattern may produce a widening gap over time.
- *Hispanic Students*. Although Hispanic students experienced strong year-over-year growth of 7.1 points, the 2025 CAST status of 51.4 points placed this group in the Orange performance level, indicating continued need for sustained instructional focus to translate growth into a higher performance category.

Root Cause Analysis: The leadership team's analysis identified instructional factors as the primary category of root causes contributing to Science achievement gaps.

- *Limited Instructional Time*. Instructional time dedicated to Science is limited across the school, with upper-grade teachers reporting that they complete only one or two NGSS units per year. This limited instructional dosage restricts students' opportunities to engage with the three dimensions of the California Next Generation Science Standards (CA NGSS): Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.
- *Absence of Interim Assessment Use*. The school is not currently using the CAST Interim Assessments, which limits the ability of teachers to monitor student progress against CAST item types and reasoning demands during the school year and to make data-informed instructional adjustments before the summative administration.
- *Inconsistent Integrated ELD in Science*. Integrated English Language Development (iELD) is inconsistently embedded in Science instruction across classrooms. Given the high language demands of Science content and the strong growth of English Learners on CAST, sustained iELD integration is critical to continuing this growth trajectory and closing remaining gaps.

Identified Resource Inequities: The Science indicator root causes at NLACES point to three resource inequities, drawn from the Alliance for Resource Equity diagnostic framework, that constrain the school's ability to deliver high-quality, three-dimensional Science instruction at the scale and consistency that CA NGSS implementation requires.

- **School Time.** The most distinctive resource inequity affecting Science at NLACES is the limited instructional time dedicated to Science across the school day, particularly in upper grades where teachers report completing only one or two NGSS units per year. This pattern is not unique to NLACES and reflects a broader resource constraint in elementary schools, where pressure to allocate instructional minutes to tested ELA and Mathematics content often results in Science receiving reduced and inconsistent time. As a small charter school of approximately 175 students, NLACES operates with the same total instructional minutes as larger schools but with fewer specialist teachers or dedicated Science instructional staff who could otherwise protect Science time through departmentalization or rotation models. Addressing this inequity is foundational to closing Science achievement gaps and is the focus of action area 4 in the 2026-27 plan.
- **Standards-Aligned Curriculum and Materials.** NLACES currently lacks a fully implemented, schoolwide adopted CA NGSS-aligned curriculum, which limits the consistency and quality of three-dimensional Science instruction students receive across classrooms and grade levels. Three-dimensional CA

NGSS instruction requires significant curricular resources, including phenomena-based units, hands-on investigation materials, science notebooks, and CA NGSS-aligned informational texts. The cost of adopting and resourcing a high-quality NGSS-aligned curriculum (such as Amplify Science, OpenSciEd, or Mystery Science) and the associated investigation materials presents a significant investment for a small school operating with constrained per-pupil revenue. This inequity is addressed in the 2026-27 plan through investment in CA NGSS-aligned instructional resources, science notebooks, and hands-on investigation materials.

- **Student Supports and Intervention.** The inconsistent integration of integrated English Language Development (iELD) in Science instruction reflects limited capacity to provide the specialized professional learning, coaching, and English Learner instructional support needed to embed language development across content areas. Given that English Learners represent 19% of the NLACES student population and show the lowest CAST achievement despite the strongest year-over-year growth, sustained iELD support in Science is essential. As with the other indicators, NLACES operates with limited dedicated capacity for English Learner specialist support, instructional coaching, and content-specific professional learning, making consistent iELD integration in Science difficult to sustain across all classrooms without targeted investment.

Metrics for Monitoring Progress: Progress toward closing Science achievement gaps will be monitored using CAST Interim Assessments administered in October and January in grades 3-5, science unit assessments reviewed during weekly data meetings, classroom walkthrough data focused on three-dimensional NGSS instruction and iELD integration, and annual CAST Summative results.

Part II: 2026-27 Action Plan: Closing Science Achievement Gaps Through Evidence-Based Practice

1. Strengthen Core Science Instruction Aligned to the California NGSS

New Los Angeles Charter Elementary School (NLACES) will strengthen core Science instruction by anchoring teaching in the three-dimensional design of the California Next Generation Science Standards (CA NGSS), as articulated in the California Science Framework. Three-dimensional learning integrates Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts within phenomena-based units, an approach reflected in the National Research Council's *A Framework for K-12 Science Education*, which serves as the conceptual foundation for the Next Generation Science Standards.

Teachers in TK-5 will implement instruction organized around the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate), an evidence-based instructional framework developed by the Biological Sciences Curriculum Study (BSCS). Lessons will begin with anchoring phenomena that drive student inquiry and connect Science learning to students' lived experiences. The leadership team will establish clear instructional non-negotiables for Science, including minimum protected instructional minutes for Science in each grade band, the use of phenomena-based lesson design, and the consistent use of science notebooks as a tool for documenting student thinking, building vocabulary, and developing scientific argumentation.

2. Implement CAST Interim Assessments and Data-Driven Instructional Planning

NLACES will implement the California CAST Interim Assessments in grades 3-5 with administrations in October and January. The CAST Interim Assessment system, developed by the California Department of Education, provides classroom-embedded measures aligned to the CAST blueprint and item types, allowing teachers to monitor student progress on three-dimensional Science learning across the year. Interim results will be reviewed during grade-level data meetings to identify content domains and reasoning practices requiring instructional adjustment, and to plan targeted reteaching.

Data analysis will follow the principles outlined in the Institute of Education Sciences (IES) Practice Guide *Using Student Achievement Data to Support Instructional Decision Making*, including timely data review, alignment between assessment and instruction, and a culture of inquiry. For grade 5, the grade level subject to the CAST Summative administration, science unit assessments will be integrated into weekly data meetings to enable rapid identification of reteaching needs and to ensure that students receive timely follow-up instruction.

3. Develop Language-Rich Science Instruction with Integrated ELD for English Learners

NLACES will develop and implement a coherent integrated ELD (iELD) framework for Science instruction that addresses the language demands embedded in the discipline, including specialized vocabulary, complex syntactic structures, and the discourse of scientific argumentation. The framework will draw on the California ELA/ELD Framework, the *English Learner Roadmap*, and research on language and Science integration from scholars such as Lee, Quinn, and Valdés on supporting English Learners in NGSS-aligned instruction.

Language objectives will accompany every Science unit and lesson, identifying the receptive and productive language demands students must navigate to access and demonstrate Science learning. Teachers will use evidence-based discourse strategies, including structured talk routines, science notebooking, and the use of multi-modal representations such as diagrams, models, and gestures. The WIDA Can-Do Descriptors will inform the design of differentiated language scaffolds across the proficiency continuum, ensuring that English Learners at every level have meaningful access to grade-level Science content.

4. Expand Time and Access for Science Instruction

Recognizing that limited instructional time is a primary root cause of Science achievement gaps, NLACES will expand protected instructional time for Science in TK-5. The leadership team will work with teachers to identify scheduling adjustments that protect Science instruction across all grade levels and ensure that upper-grade teachers complete a full sequence of CA NGSS-aligned units across the school year. Cross-curricular integration with English Language Arts will be strategically used to extend the instructional time devoted to Science content, particularly through informational text reading, scientific writing, and the use of science-themed read-alouds in primary grades.

Vertical articulation across grade levels will ensure that Science learning builds coherently from TK through grade 5, with explicit attention to the progression of Disciplinary Core Ideas and Science and Engineering Practices. Field-based learning opportunities, school garden experiences, and connections to community Science resources will be leveraged where possible to deepen student engagement and provide authentic contexts for applying scientific thinking.

5. Build Teacher Capacity Through Professional Learning and Collaborative Practice

Teachers will engage in sustained professional learning focused on three-dimensional CA NGSS instruction, the design of phenomena-based units, and the integration of iELD strategies into Science teaching. Professional learning will be informed by evidence-based design principles for high-quality teacher learning, including sustained duration, content focus, active learning, coherence with classroom practice, and collective participation, drawn from the work of Darling-Hammond and colleagues on effective professional development.

Lesson study cycles focused on Science instruction will be implemented during the year, allowing teachers to collaboratively plan, observe, and refine lessons around high-leverage Science instructional practices. Professional Learning Community (PLC) time will include the analysis of student work from Science investigations and CAST Interim Assessments, enabling teachers to identify effective instructional practices and adjust instruction based on evidence of student learning. Cross-grade articulation meetings will be held three times per year to ensure vertical alignment of Science instruction across TK-5.

6. Engage Families as Partners in Science Learning

NLACES will design family engagement practices in Science aligned to the Dual Capacity-Building Framework for Family-School Partnerships (Mapp and Kuttner), which emphasizes building the capacity of both educators and families to partner around student learning. Family Science events, including evening Science nights and at-home Science investigation kits, will be developed to invite families into students' Science learning. Workshops will be offered in both English and Spanish and will draw on the cultural and community knowledge that families bring.

Regular communication regarding current Science units and specific ways families can support emerging Science thinking will be sent through the school's communication channels. The school will also begin engaging the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), and Coffee with the Principal participants in conversations about Science achievement and instructional priorities, broadening educational partner engagement around this focus area.

Tiered Instructional Support System and Staffing: Classroom teachers will provide targeted Tier 2 support to students identified through multiple assessment measures, including CAST Interim Assessment results and unit assessments, ensuring that students who need additional support to access Science content receive immediate intervention within the regular instructional setting. For English Learners and students with disabilities, scaffolds will be designed in collaboration with the EL coordinator and education specialists to ensure that supports align with each student's language proficiency level and individual learning plan.

Teacher Assistants funded through Title I (budgeted at $[amount to be inserted]) will deliver tiered academic support during the instructional day, providing the additional personnel capacity needed to ensure that all students requiring supplemental support, including support in Science learning, receive timely intervention. This staffing model enables more intensive small-group support and individualized assistance while maintaining clear focus on grade-level standards and expectations.

Supplemental Resources and Materials: NLACES will invest in CA NGSS-aligned instructional resources, science notebooks, hands-on investigation materials, and high-quality informational science texts to support three-dimensional Science learning across all grade levels. Digital resources may include CAST-aligned practice materials, NGSS-aligned science platforms, and curated phenomena libraries. Resource selection and use will be monitored for both fidelity and student engagement, with usage and effectiveness data reviewed during PLC meetings to inform instructional planning and adjustment.

Chronic Absenteeism Indicator (2025 Dashboard)

NLACES's Chronic Absenteeism rate was 24.9% for the All Students group, placing the school in the Yellow performance level. Disaggregated performance shows English Learners at 27% (Orange), socioeconomically disadvantaged students at 27.1% (Orange), students with disabilities at 28.3% (Orange), Hispanic students at 26% (Orange), and African American students at 22% (Orange).

Compared to the 2024 Dashboard, NLACES demonstrated substantial schoolwide improvement in Chronic Absenteeism. The All Students group reduced chronic absenteeism by 8.4 percentage points, moving from 33.3% in 2024 to 24.9% in 2025. Students with disabilities improved by 10.6 percentage points, moving from 38.9% (Red) to 28.3% (Orange) and exiting the Red performance level. Black/African American students improved by 12.0 percentage points, Hispanic students by 8.2 percentage points, socioeconomically disadvantaged students by 7.1 percentage points, and English Learners by 4.3 percentage points. This year-over-year improvement reflects meaningful schoolwide progress, though rates remain elevated above pre-pandemic norms and significant work remains to address current-year trends and persistent gaps for specific student groups.

Data Sources Analyzed: The leadership team analyzed end-of-year Average Daily Attendance (ADA) data, monthly chronic absenteeism tracker data, and student-level attendance patterns disaggregated by grade level and student group. Educational partners engaged in the analysis included the program leadership team, teachers, and parents and caregivers through the English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), and Coffee with the Principal sessions.

Identified Strengths: Schoolwide and student-group-level improvement from 2024 to 2025 represents NLACES's most significant strength in this indicator, with every reported student group reducing chronic absenteeism by at least four percentage points and several groups improving by eight or more percentage points. Current-year 2025-26 in-school tracking continues to show progress for two student groups. Students with disabilities have shown additional improvement, with April 2025-26 chronic absenteeism at 26% compared to 28% at the close of 2024-25, suggesting that current attendance practices are continuing to support this group. Black/African American students have held steady at 22%, consistent with the 2025 Dashboard rate, indicating sustained progress for this student group. These results demonstrate that NLACES's current attendance practices, including parent communication and family engagement, are producing positive change for several student groups.

Greatest Areas of Need: Despite year-over-year Dashboard improvement, current-year 2025-26 tracking data identifies two student groups requiring immediate intervention.

- *English Learners*. English Learners represent the most urgent area of need within the Chronic Absenteeism indicator. While this group improved on the 2025 Dashboard to 27%, current-year 2025-26 data shows the chronic absenteeism rate has risen to 37%, a 10-percentage-point increase from the prior year's end-of-year rate. This increase represents the largest current-year deterioration of any student group and corresponds with the same group's widening achievement gaps in ELA and Mathematics, suggesting that attendance loss is compounding academic impact for English Learner students.
- *Socioeconomically Disadvantaged Students*. Socioeconomically disadvantaged students have also experienced a current-year increase, with the chronic absenteeism rate rising from 27% at the close of 2024-25 to 29% in 2025-26. While the increase is smaller than that of English Learners, this group represents 83% of the NLACES student population, making even modest increases highly consequential for schoolwide outcomes.
- *All Student Groups Above the 10% Chronic Absenteeism Threshold*. Every reported student group remains above the federal 10% chronic absenteeism threshold defining the indicator, including the highest-performing student group at NLACES (Black/African American students at 22%). While the school's trajectory is improving, current rates continue to indicate that more than one in five students at NLACES is missing 10% or more of instructional days, a level associated in research with significant academic and developmental risk.

Root Cause Analysis: The leadership team's analysis identified three categories of root causes contributing to elevated chronic absenteeism rates.

- *Family and Caregiver Factors*. Family concerns about immigration enforcement have created hesitation among some families about regular school attendance, particularly within the school's Latino and immigrant communities. Transportation challenges, including the absence of school-provided transportation and reliance on inconsistent public or family transit options, contribute to absences for families experiencing economic hardship. Caregiver mental health challenges also affect families' capacity to support consistent school attendance, particularly in households navigating housing instability, financial stress, or other compounding stressors.
- *Student Health Factors*. Significant illness, particularly among TK and kindergarten students, drives a meaningful portion of absences in the youngest grade levels. Limited family access to consistent primary care and preventive health services can extend illness-related absences beyond what would otherwise be necessary.
- *Monitoring and Support Factors*. Implementation of the Student Attendance Review Team (SART) process is inconsistent across grade levels, limiting the school's capacity to intervene with chronically absent families in a timely and consistent manner. School resources to support families struggling with transportation, mental health, and housing challenges are limited, restricting the range of practical support the school can offer when these issues drive absences.

Identified Resource Inequities: The chronic absenteeism root causes at NLACES point to three resource inequities that constrain the school's ability to reduce absenteeism through structural and systemic supports.

- *Student Supports and Intervention*. NLACES has limited dedicated capacity for attendance intervention, including dedicated attendance staff, school social workers, and counselors. The inconsistent SART implementation identified in the root cause analysis reflects this capacity constraint, as the SART process requires consistent staff time, family outreach, and follow-through that exceed what a small school can sustain through teacher and administrator effort alone. A school of 175 students must staff family support and intervention functions with significantly less personnel capacity than a larger school, often producing reliance on classroom teachers and administrators to deliver attendance outreach rather than dedicated attendance and family engagement specialists.
- *Family and Community Engagement*. The root causes identified, including immigration concerns, transportation barriers, caregiver mental health, and housing instability, reflect the need for sustained, structured family and community engagement practices and partnerships with external community-based organizations. NLACES currently lacks the dedicated staffing and partnership infrastructure to deliver intensive family engagement and to broker wraparound services through community-based organizations, mental health providers, and immigration-support organizations at the scale that the root causes suggest is needed.

- *School Funding*. As a small charter school serving approximately 175 students, NLACES carries fixed administrative and operational costs spread across a limited enrollment base, reducing the per-pupil dollars available for direct investment in attendance staffing, family liaisons, mental health supports, and community partnerships. While the school's high unduplicated pupil percentage (83% socioeconomically disadvantaged and 19% English Learners) generates LCFF supplemental and concentration grant funding, the absolute volume of these funds is constrained by enrollment size, limiting the school's capacity to fund the wraparound services and dedicated attendance personnel that the root cause analysis indicates are needed.

Metrics for Monitoring Progress: Progress toward reducing chronic absenteeism will be monitored using monthly attendance tracking disaggregated by grade level and student group, a schoolwide attendance tracker enabling staff to communicate and document attendance concerns and intervention activity, SART case tracking documenting referral, meeting attendance, and family goal progress, and annual California School Dashboard Chronic Absenteeism results.

Projected Outcomes for 2026-27: NLACES has established the following chronic absenteeism reduction aims for 2026-27: a decrease of 8 percentage points for the All Students group, a decrease of 8 percentage points for Hispanic students, a decrease of 10 percentage points for English Learners, a decrease of 5 percentage points for Black/African American students, a decrease of 5 percentage points for socioeconomically disadvantaged students, and a decrease of 5 percentage points for students with disabilities. These targets are designed to continue the school's improvement trajectory while accelerating progress for the student groups currently experiencing in-year deterioration.

Part II: 2026-27 Action Plan: Reducing Chronic Absenteeism Through Evidence-Based Practice

1. Establish a Schoolwide Multi-Tiered System of Supports for Attendance

New Los Angeles Charter Elementary School (NLACES) will implement a schoolwide Multi-Tiered System of Supports (MTSS) for Attendance, drawing on the Attendance Works framework and the research synthesis of Hedy Chang and colleagues on chronic absenteeism prevention and reduction. Tier 1 universal supports will focus on schoolwide attendance culture, positive messaging about the importance of every day of attendance, and early identification of students whose attendance patterns indicate emerging risk. Tier 2 early intervention will provide targeted support for students missing five to nine percent of school days, including individual outreach to families, attendance improvement planning, and small-group attendance interventions. Tier 3 intensive intervention will engage families through the Student Attendance Review Team (SART) process for students whose attendance loss meets the chronic absenteeism threshold.

Schoolwide attendance data will be reviewed every two weeks by the leadership team to identify students entering Tier 2 or Tier 3 territory and to ensure timely outreach and intervention. This data-driven approach is supported by research from the Everyone Graduates Center at Johns Hopkins University, which documents the effectiveness of early warning systems that identify chronic absenteeism patterns before they become entrenched.

2. Strengthen and Standardize the SART Process

NLACES will strengthen and standardize the Student Attendance Review Team (SART) process to ensure that families are met with promptly and consistently when students are chronically absent. The leadership team will establish clear protocols for SART referral thresholds, meeting timelines, family goal-setting, and ongoing progress monitoring, ensuring that every chronically absent family receives a SART meeting within a defined number of days of crossing the chronic absenteeism threshold. SART team members will document each case in the schoolwide attendance tracker, supporting both internal accountability and California Education Code compliance under the School Attendance Review Board (SARB) statutes.

Proactive outreach will begin at the start of the 2026-27 school year for families whose students were chronically absent in 2025-26. These early-year meetings will set individualized attendance goals for each family, identify the specific barriers facing each household, and connect families with school-based and community-based supports. The leadership team will provide updates to families on goal progress throughout the year, reinforcing accountability and partnership.

3. Expand Family Engagement and Communication Around Attendance

NLACES will design family engagement around attendance aligned to the Dual Capacity-Building Framework for Family-School Partnerships (Mapp and Kuttner), which emphasizes building the capacity of both educators and families to partner around student learning and well-being. Attendance will be addressed during every parent meeting, including back-to-school night, parent-teacher conferences, family literacy and mathematics events, and ELAC and PAC meetings, embedding attendance messaging across the full continuum of family touchpoints rather than treating it as a separate topic.

Monthly attendance updates will be sent to families of TK and kindergarten students, the grade levels at which early attendance habits are formed and at which illness-related absences are most prevalent. These updates will include each student's attendance status, year-to-date attendance percentage, and concrete, age-appropriate messaging on the importance of consistent attendance for kindergarten readiness and long-term academic outcomes. Beginning-of-school messaging in TK and kindergarten will include a family commitment conversation focused on attendance expectations. Communication will be delivered in both English and Spanish to align with the linguistic profile of NLACES families.

4. Target Early Grade Attendance in TK and Kindergarten

Because TK and kindergarten students experience disproportionate illness-related absences and because early attendance patterns predict long-term attendance trajectories, NLACES will implement targeted early-grade attendance strategies. Research synthesized by Attendance Works in the report *In School and On Track* documents that students who are chronically absent in kindergarten are more likely to be chronically absent in later grades and are less likely to reach grade-level reading proficiency by third grade, making early-grade attendance a critical foundation for later academic success.

Specific TK and kindergarten strategies will include monthly attendance celebrations in primary classrooms, kindergarten readiness messaging emphasizing the importance of regular attendance from day one, illness-prevention partnerships with the school nurse or local health partners to share guidance on when to keep a child home and when to send them in, and family conferencing at the start of the year focused on attendance expectations. The leadership team will also explore whether school-day routines can be adjusted to reduce barriers to morning attendance, such as drop-off logistics that may currently create friction for families.

5. Build a Trauma-Informed, Welcoming School Climate for All Families

Recognizing that family concerns about immigration enforcement contribute to attendance hesitation, NLACES will reinforce its identity as a safe, welcoming school for all families regardless of immigration status. The school will communicate its compliance with California's safe-haven school protections under AB 699 and related state guidance, which restrict the disclosure of student or family immigration information to federal immigration enforcement authorities without proper legal authority. Family-facing communication will reaffirm the school's commitment to family privacy and to maintaining a safe educational environment.

Trauma-informed practices will be integrated into staff professional learning, drawing on research from the Substance Abuse and Mental Health Services Administration (SAMHSA) and the National Child Traumatic Stress Network on trauma-informed schools. Staff will be supported in recognizing the ways that family stress related to immigration, housing instability, and economic hardship can manifest in attendance patterns, and in responding to chronically absent families with empathy, partnership, and concrete support rather than punitive escalation.

6. Engage Community Partnerships for Wraparound Family Support

Because the root causes of chronic absenteeism at NLACES extend beyond what a small school can address through internal resources alone, the school will build partnerships with community-based organizations to expand the range of family support available. Priority partnership areas include immigration-support organizations providing legal services and Know Your Rights education to families; community-based mental health providers offering low-cost or sliding-scale services for caregivers; transportation resources, including local transit programs and any community-based ride-sharing initiatives serving low-income families; and housing stability organizations supporting families experiencing housing insecurity.

The school will compile and regularly update a community resource directory shared with all families, enabling staff to provide concrete, accurate referrals when family barriers to attendance arise. Where feasible, the school will host community partner office hours on-site to reduce barriers to family access. This partnership-based approach is aligned with the community schools framework documented by the Learning Policy Institute as an evidence-based strategy for improving attendance and academic outcomes in high-need schools.

7. Recognize and Incentivize Consistent and Improving Attendance

NLACES will implement positive recognition and incentive strategies to reinforce consistent attendance and to celebrate students and families demonstrating attendance improvement. Recognition strategies will include classroom-level attendance celebrations, schoolwide recognition for grade levels meeting attendance goals, and individual recognition for students moving out of chronic absenteeism status. Targeted incentives will be developed for grade levels and student groups experiencing the greatest current-year deterioration, particularly English Learners and TK and kindergarten families.

Research from the Stanford Lab for Educational Innovation and other sources documents that low-cost positive nudges and recognition strategies can produce meaningful attendance improvements when paired with consistent communication and family engagement. Recognition strategies will be designed to celebrate improvement and consistency rather than only perfect attendance, ensuring that students returning to consistent attendance from a prior pattern of chronic absenteeism are visibly affirmed for their progress.

Attendance Staffing and Monitoring Infrastructure

NLACES will allocate dedicated personnel capacity for attendance monitoring, family outreach, and SART coordination, ensuring that the schoolwide MTSS for Attendance is staffed at a level sufficient to deliver consistent Tier 2 and Tier 3 supports. Designated attendance personnel will manage the daily attendance tracker, conduct outreach to families of students at risk of chronic absenteeism, coordinate SART meetings, and document case activity. Personnel will be supported by classroom teachers, leadership team members, and administrators participating in attendance review and SART meetings as part of their broader instructional and leadership responsibilities.

Personnel and contracted services to support this work (budgeted at $[amount to be inserted]) will be funded through LCFF supplemental and concentration grant allocations, with the precise allocation refined through the school's annual budget development process. Investment in attendance staffing is justified by the direct contribution of consistent attendance to academic outcomes across ELA, Mathematics, and Science, making attendance staffing a high-leverage investment that supports multiple LCAP priorities.

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 Elementary School (NLACES) will expend $137,650.70 in LREBG funds during the 2026-27 school year across eight expenditures aligned to Goals 1 and 2 of the 2026-27 LCAP. The full LREBG allocation will be expended during 2026-27 consistent with state expenditure timelines.

Needs Assessment

NLACES's comprehensive needs assessments, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, behavioral and social-emotional needs, and English Learner outcomes as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, the school received Yellow performance levels for ELA (13.6 points below standard) and Mathematics (43.3 points below standard) for the All Students group, with significantly larger gaps for unduplicated pupils. English Learners performed at 52.5 points below standard in ELA and 74.9 points below standard in Mathematics, the latter representing a 13-point year-over-year decline. Socioeconomically disadvantaged students performed at 21.1 points below standard in ELA and 46.4 points below standard in Mathematics. The 2024 California School Dashboard assigned English Learners a Red performance level on the English Learner Progress Indicator, with improvement to 35% on the 2025 Dashboard. The 2024 Chronic Absenteeism Indicator assigned students with disabilities a Red performance level (38.9%), improved to Orange (28.3%) on the 2025 Dashboard. Current-year 2025-26 chronic absenteeism for English Learners has risen to 37%, a 10-percentage-point in-year increase. The needs assessment identified the absence of a structured Tier 2 literacy intervention curriculum for grades 3-5, inconsistent integrated and designated English Language Development across content areas, and inconsistent classroom-based behavioral support for students with intensive needs as the primary root causes of these performance gaps.

Expenditure 1: i-Ready Reading and Mathematics Diagnostic Assessments

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

Amount of LREBG Funds: $8,680

Rationale: i-Ready Reading and Mathematics diagnostic assessments will be administered three times per year to students in grades TK-5 to identify student learning needs, monitor growth toward grade-level proficiency, and inform Tier 2 and Tier 3 intervention placement. The i-Ready diagnostic provides teachers with detailed information on student performance across reading and mathematics domains, including diagnostic data on phonological awareness, phonics, vocabulary, comprehension, numerical reasoning, algebraic thinking, and geometry. Disaggregated results allow the school to target intervention support for unduplicated pupils experiencing the greatest performance gaps and to monitor the effectiveness of instructional response throughout the year. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and supports the universal screening and progress monitoring required to operate the school's Multi-Tiered System of Supports (MTSS).

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that adaptive diagnostic assessments aligned to grade-level standards produce reliable information about student learning needs and that triannual diagnostic administration supports timely instructional adjustment. Studies meeting ESSA Tier 2 evidence standards support the use of i-Ready as a universal screening and progress monitoring tool for closing performance gaps for students performing below grade level.

Metric(s): i-Ready Reading and Mathematics diagnostic results administered three times per year, disaggregated by student group; growth toward typical and stretch growth targets disaggregated by student group.

Expenditure 2: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Item (LCAP Goal and Action): DIBELS (Goal 1, Action 1: Assessment of Learning)

Amount of LREBG Funds: $3,665.40

Rationale: DIBELS will be administered three times per year as a benchmark assessment for early literacy development in grades TK-5, with bi-monthly progress monitoring for students receiving Tier 2 or Tier 3 reading intervention. DIBELS addresses four of the five Big Ideas of beginning reading (phonemic awareness, phonics, fluency, and comprehension), providing early identification of unduplicated pupils at risk for reading difficulties and ongoing progress monitoring of students receiving intervention. DIBELS data will be triangulated with i-Ready Reading and Multitudes universal reading screener results to produce a comprehensive picture of early literacy development for every primary-grade student and to support timely Tier 2 and Tier 3 intervention decisions. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that DIBELS measures produce reliable, valid indicators of early literacy development and predict later reading achievement. DIBELS is widely recognized as one of the most thoroughly researched early literacy screening and progress monitoring tools and is supported as effective for identifying students at risk for reading difficulties and for monitoring intervention response.

Metric(s): DIBELS benchmark results administered three times per year, disaggregated by student group.

Expenditure 3: Teacher Assistants

Item (LCAP Goal and Action): Teacher Assistants (Goal 1, Action 2: Addressing Academic Needs to Accelerate Learning)

Amount of LREBG Funds: $7,476.37 (Teacher Assistants are also funded through Title I in the amount of $75,646)

Rationale: Teacher Assistants deliver tiered academic support during the instructional day, providing the additional personnel capacity needed to ensure that intervention services reach all unduplicated pupils requiring supplemental support across ELA and Mathematics. The Teacher Assistant staffing model enables more intensive small-group instruction and individualized support while maintaining clear focus on grade-level standards and expectations. Teacher Assistants support Tier 2 intervention within the regular instructional setting, including small-group instruction, differentiated lessons, and targeted practice aligned to identified skill gaps for unduplicated pupils. Students are identified for Teacher Assistant-supported intervention using convergent data from the Multitudes universal reading screener (administered in grades TK-2), DIBELS progress monitoring, i-Ready Reading and Mathematics diagnostic results, and teacher-collected formative data. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted instruction delivered by trained paraprofessionals under the supervision of credentialed educators produces significant academic gains for students performing below grade level, particularly in reading and mathematics. Push-in models that maintain student access to grade-level content while providing additional adult support are supported by studies meeting the criteria for moderate evidence under ESSA.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by English learners, students with disabilities, and socioeconomically disadvantaged students; and i-Ready Reading and Mathematics diagnostic results disaggregated by student group.

Expenditure 4: Behavior Intervention Implementers

Item (LCAP Goal and Action): Behavior Intervention Implementers (Goal 1, Action 3: Addressing SEL, Behavioral, and Mental Health Needs)

Amount of LREBG Funds: $102,583.93 (Behavior Intervention Implementers are also funded through LCFF Supplemental and Concentration funds in the amount of $81,837.06)

Rationale: Behavior Intervention Implementers (BIIs) implement student Behavior Intervention Plans (BIPs) with fidelity to meet the social-emotional and behavioral needs of NLACES students with intensive behavioral support needs, the majority of whom are unduplicated pupils. BIIs work one-on-one or in small-group configurations with students whose BIPs are embedded in their IEPs, providing the immediate, consistent behavior support necessary for these students to access grade-level instruction in the least restrictive environment. The day-to-day role of a BII at NLACES includes implementing specific behavior reinforcement strategies, antecedent interventions, replacement behavior coaching, and de-escalation procedures defined in each student's BIP; collecting behavioral data throughout the school day to enable BIP monitoring and adjustment by the Special Education team and Behavior Intervention Developer;

serving as a stabilizing adult presence during transitions, recess, lunch, and other moments where unstructured time can produce behavioral challenges; and collaborating with classroom teachers, education specialists, the Special Education Director, and the Assistant Principal to ensure consistent behavioral support across adults and across the school day. By implementing BIPs with fidelity in the elementary classroom environment, BIIs make full inclusion meaningful for students with intensive behavioral needs and reduce the likelihood of behavioral escalation and exclusionary discipline. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

Evidence Tier: Tier 2 (Moderate Evidence). Research on Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) implementation demonstrates that fidelity-driven, evidence-based behavioral support reduces problem behavior, increases instructional engagement, and supports inclusion of students with intensive behavioral needs in the least restrictive environment. Studies meeting ESSA Tier 2 evidence standards support the use of trained behavior intervention paraprofessionals to deliver IEP-required behavioral support and to sustain student access to grade-level instruction.

Metric(s): California School Dashboard Suspension Rate Indicator performance level (target of sustained Blue performance and 0% schoolwide suspension rate).

Expenditure 5: BrainPop EL Supplemental Platform

Item (LCAP Goal and Action): BrainPop EL Supplemental Platform (Goal 1, Action 5: Supporting English Learners – Language Acquisition)

Amount of LREBG Funds: $5,125

Rationale: BrainPop EL is a research-based digital platform designed specifically for English Learners that provides level-appropriate content supporting language acquisition across ELA, Mathematics, Science, and Social Studies. BrainPop EL will be used to supplement core ELA and ELD instruction for English Learners at NLACES, providing additional language input, vocabulary development, and content access aligned to grade-level expectations and to each student's ELPAC proficiency level. The platform's leveled content and embedded language scaffolds (closed captioning, vocabulary supports, and structured comprehension activities) align with the WIDA Can-Do Descriptors and support integrated English Language Development across content areas. BrainPop EL access addresses the academic language gap identified in the ELA and Mathematics needs assessments and supports the 13-point year-over-year Mathematics decline experienced by English Learners by providing additional language-rich content engagement. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and for supporting expanded learning opportunity program services.

Evidence Tier: Tier 3 (Promising Evidence). Studies of digital language acquisition platforms designed for English Learners demonstrate measurable gains in vocabulary, content comprehension, and academic language when the platforms are used to supplement (rather than replace) high-quality classroom instruction. BrainPop EL specifically meets the criteria for promising evidence under ESSA standards, with research supporting its effectiveness for English Learners across grade levels and content areas.

Metric(s): English Learner Progress Indicator (ELPI) from the California School Dashboard; and ELPAC summative assessment results.

Expenditure 6: Language Study ELD Instructional Materials

Item (LCAP Goal and Action): Language Study Writing-Focused ELD Curriculum (Goal 1, Action 5: Supporting English Learners – Language Acquisition)

Amount of LREBG Funds: $2,870

Rationale: Language Study is a writing-focused ELD curriculum designed to develop the language structures, vocabulary, and discourse patterns English Learners need to access grade-level academic writing. NLACES will implement Language Study in third grade beginning in the 2026-27 school year, with cohort-based expansion to grades 3-4 in 2027-28 and grades 3-5 in 2028-29. The curriculum responds directly to the ELAC recommendation for stronger support for English Learner students and to the needs assessment finding that English Learners require explicit, writing-focused ELD instruction to access the language demands embedded in grade-level academic writing. Language Study provides systematic, explicit instruction in academic English grammar, vocabulary, and discourse, aligned to the California ELA/ELD Framework expectations for designated ELD and integrated with grade-level ELA instruction. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and for the purchase of instructional materials supporting learning recovery.

Evidence Tier: Tier 3 (Promising Evidence). Research on explicit, writing-focused ELD curricula demonstrates measurable gains in academic English proficiency, particularly for English Learners requiring sustained, systematic instruction to develop the grammatical, vocabulary, and discourse structures of academic writing. Language Study meets the criteria for promising evidence under ESSA standards, with research supporting its effectiveness for English Learners in upper elementary grades.

Metric(s): English Learner Progress Indicator (ELPI) from the California School Dashboard; and ELPAC summative assessment results.

Expenditure 7: Professional Development and Coaching on English Language Development

Item (LCAP Goal and Action): Professional Development and Coaching on English Language Development (Goal 1, Action 5: Supporting English Learners – Language Acquisition)

Amount of LREBG Funds: $2,500

Rationale: Professional development and coaching on English Language Development will build teacher capacity to deliver integrated and designated ELD instruction across all content areas at NLACES. Professional learning will address the California ELA/ELD Framework, designated and integrated ELD strategies, structured discourse routines, academic language development, the use of Kagan cooperative learning structures, and writing instruction for English Learners. Third grade teachers will receive six hours of dedicated professional learning specific to the Language Study curriculum implementation, and grade-level teams across TK-5 will engage in collaborative planning to integrate ELD strategies into core instruction. Coaching cycles will support classroom-level implementation of integrated ELD, including the integration of Stanford Mathematics Language Routines in Mathematics instruction (responsive to the ELAC recommendation for stronger Mathematics support for English Learners). This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that content-specific instructional coaching, including coaching on English Language Development practices, produces statistically significant improvements in teaching quality and student achievement for English Learners. Sustained, content-focused coaching is consistently identified as the most effective mechanism for translating professional development into sustained classroom practice for English Learners.

Metric(s): English Learner Progress Indicator (ELPI) from the California School Dashboard; and ELPAC summative assessment results.

Expenditure 8: Professional Development and Coaching on Mathematics Content Standards and Curriculum

Item (LCAP Goal and Action): Professional Development and Coaching on Mathematics Content Standards and Curriculum (Goal 2, Action 2: Professional Learning Opportunities)

Amount of LREBG Funds: $4,750

Rationale: Professional development and coaching on the California Mathematics Framework and the school's adopted Open Up Resources mathematics curriculum will build teacher capacity to deliver high-quality, standards-aligned Mathematics instruction across grades TK-5. Professional learning will address the eight effective Mathematics teaching practices identified in the National Council of Teachers of Mathematics (NCTM) Principles to Actions, the integration of conceptual understanding, procedural fluency, and application, the use of the Concrete-Representational-Abstract instructional sequence, and the implementation of Stanford Mathematics Language Routines (Stronger and Clearer Each Time, Three Reads, and Compare and Connect) for English Learners and other students requiring language scaffolding. Coaching cycles will support classroom-level implementation of Open Up Resources problem-based lessons, Mathematics discourse routines, and Cognitively Guided Instruction (CGI) practices. This expenditure responds directly to the Mathematics needs assessment finding that Open Up Resources implementation varies across classrooms, to teacher feedback requesting more rigorous Mathematics curriculum and instructional practices, and to the 13-point year-over-year decline in Mathematics performance for English Learners on the 2025 Dashboard. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that content-specific instructional coaching in Mathematics produces statistically significant improvements in teaching quality and student achievement, with the strongest effects observed when coaching is sustained, ongoing, and responsive to individual teacher needs. Coaching is consistently identified in the research as the most effective mechanism for translating Mathematics professional development into sustained classroom practice.

Metric(s): CAASPP Mathematics Distance from Standard disaggregated by student group; i-Ready Mathematics diagnostic results administered three times per year, disaggregated by student group; and California School Dashboard Mathematics Indicator performance levels disaggregated by student group.

LCAP Alignment

All eight expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. i-Ready Reading and Mathematics Diagnostic Assessments and DIBELS are included under Goal 1, Action 1 (Assessment of Learning). Teacher Assistants are included under Goal 1, Action 2 (Addressing Academic Needs to Accelerate Learning). Behavior Intervention Implementers are included under Goal 1, Action 3 (Addressing SEL, Behavioral, and Mental Health Needs). BrainPop EL Supplemental Platform, Language Study ELD Instructional Materials, and Professional Development and Coaching on English Language Development are included under Goal 1, Action 5 (Supporting English Learners – Language Acquisition). Professional Development and Coaching on Mathematics Content Standards and Curriculum is included under Goal 2, Action 2 (Professional Learning Opportunities). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, Title I, Title II, Title III, Title IV, and other applicable funding sources.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the 2025-26 LCAP engagement process. The administrative leadership team identified continued investment in data-driven instruction, intervention staffing, integrated ELD, and behavioral support as priorities for sustaining learning recovery. Teachers emphasized continued investment in Teacher Assistants providing classroom-based Tier 2 intervention, in mathematics professional learning, and in structured talk routines and designated ELD in mathematics. The PAC reviewed Dashboard performance data and expressed strong support for continued investment in attendance, behavioral, and academic intervention infrastructure. The ELAC specifically recommended stronger support for English Learner students in Mathematics achievement, which is reflected in the Mathematics professional development and coaching expenditure and in the BrainPop EL and Language Study investments under Goal 1, Action 5. The LAUSD SELPA Option 3 consultation supported continued investment in Behavior Intervention Implementer capacity and in behavioral support for students with intensive needs. The needs assessment and expenditure plan were reviewed through the PAC and ELAC advisory processes and through Coffee with the Principal sessions held monthly during 2025-26.

2024 CA SCHOOL DASHBOARD

The following table reflects New Los Angeles Charter Elementary 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	Blue	N/A	Orange	Orange
English Learners	Red	Orange	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	Orange	Blue	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Orange	Blue	N/A	Orange	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

English Learner Progress Indicator (ELPI): Needs Assessment:

New Los Angeles Charter Elementary School received a **RED** performance level on the 2024 California School Dashboard for English Learner Progress Indicator (ELPI), with only 30% of students making progress towards English language proficiency. This represents a significant decline of 10.6% from the prior year and falls well below the state average of 45.7%.

Data Analyzed: The analysis of English Learner progress incorporated both quantitative and qualitative data sources to provide a comprehensive understanding of student performance and program effectiveness. ELPAC (English Language Proficiency Assessments for California) results served as the primary indicator, supplemented by reclassification rate data that tracks students' progression to English proficiency. ELA CAASPP results provided additional insight into academic achievement, while iReady diagnostic assessments in both reading and math offered detailed progress monitoring data administered three times per year. Local formative assessments and ongoing student performance tracking data rounded out the comprehensive data collection approach, enabling educators to identify trends, monitor growth, and make informed instructional decisions.

Educational Partners Engaged: The analysis and engagement process for this focus area involved comprehensive collaboration across multiple stakeholder groups. The Leadership Team played a central role in data analysis and strategic planning, working closely with teachers through grade level teams and Professional Learning Communities to examine classroom-level implementation and student outcomes. The English Learner Advisory Committee (ELAC) provided crucial input from the families of English Learners, ensuring that parent voices and perspectives informed the assessment process. Parents and families were engaged through multiple touchpoints, including surveys, meetings, and informal feedback opportunities. Students themselves contributed to the analysis through academic performance data and engagement feedback, creating a holistic view of the English Learner experience at the school.

Identified Strengths

Academic Achievement and Program Effectiveness

Despite the concerning ELPI decline, several areas of strength provide a foundation for improvement efforts. The reclassification rate for 2023-24 reached 15.09%, significantly exceeding the target of 10% and indicating that the school has effective processes for identifying and supporting students who are ready to be reclassified as English proficient. This success demonstrates that when English Learners do make progress, the school's systems effectively recognize and support their transition.

English Learners at New Los Angeles Charter Elementary continue to outperform both state and district averages in ELA despite the recent declines, suggesting that the foundational instructional approaches have merit. In mathematics, English Learners achieved 90% of expected annual growth according to iReady diagnostic assessments, coming very close to meeting the full growth target and indicating strong mathematical instruction that successfully serves this population.

Structural and Instructional Foundations

New LA has established a structured English Language Development program that includes both designated and integrated ELD instruction, providing multiple pathways for language acquisition. The 2024-25 school year brought focused professional development implementation aimed at strengthening reading and writing through the adoption of the Simplify Writing curriculum, representing a commitment to addressing identified gaps in literacy instruction.

Comprehensive assessment systems are in place, including iReady Reading and Math administered three times per year, DIBELS assessments, and various formative measures. These tools provide robust data for instructional planning and intervention, enabling teachers to make data-driven decisions about student support and program adjustments.

Greatest Needs

Critical Performance Gaps Requiring Immediate Attention

- The most pressing concern is the dramatic decline in ELPI progression, with only 27.5% of English Learners progressing at least one level in 2024, representing a steep drop from the 54.3% who advanced in 2023. This decline is compounded by increased stagnation, as 42.5% of students maintained their ELPI levels in 2024 compared to just 23.9% in 2023, suggesting that current instructional approaches are not adequately challenging students to advance their language proficiency.
- A significant reading growth disparity has emerged, with English Learners achieving only 55% of expected annual growth in reading compared to the school-wide average of 94%. This gap indicates that while the school's reading program serves most students effectively, it is not meeting the specific needs of English Learners who require additional language development support integrated with literacy instruction.

- The ELPAC proficiency shortfall presents another area of urgent need, with only 16.67% of students reaching English Language Proficiency on the Summative ELPAC, falling short of the 20% target. This indicates that while students may be making some progress, they are not achieving the level of English proficiency necessary for academic success without ongoing language support.

Root Cause Analysis

Identified Root Causes of Performance Decline

- The analysis reveals several interconnected factors contributing to the declining ELPI performance. A primary concern is insufficient focus on language acquisition fundamentals, particularly evident in the significant gap between English Learners' growth in reading (55%) compared to math (90%). This disparity suggests that while mathematical concepts can be more easily accessed through visual and manipulative supports, the language-heavy nature of reading instruction is not adequately addressing the specific linguistic needs of English Learners.
- Limited authentic practice with ELPAC task types appears to be another contributing factor. The school's initiative to provide "ongoing and authentic exposure throughout the school year to tasks that mirror ELPAC task types" is described as a recent development, suggesting this was not consistently implemented during the 2023-24 school year when the performance decline occurred.
- The lack of targeted writing support is evidenced by the timing of the Simplify Writing curriculum implementation, which is described as a current-year initiative. This suggests that structured writing instruction may have been insufficient in previous years, particularly impacting English Learners who need explicit instruction in academic writing conventions and language structures.
- Insufficient differentiation for English Learner needs within core instruction represents another significant root cause. The Universal Design for Learning professional development program began in 2024-25, indicating that differentiation strategies may not have been consistently implemented in previous years when English Learners needed additional scaffolds and supports to access grade-level content.
- Post-pandemic learning recovery challenges continue to impact student achievement, with the LCAP specifically referencing the need to "address students that continue to struggle academically post-pandemic." These ongoing effects may be disproportionately affecting English Learners who faced additional barriers during remote learning, including limited access to language-rich environments and reduced opportunities for peer interaction.

Identified Resource Inequities

- **Professional Development and Training Gaps:** The analysis reveals significant resource inequities in professional development opportunities. The multi-year professional development program with Open Access on Universal Design for Learning is described as having "begun" in the current year, indicating that teachers may not have previously had adequate resources and training for differentiating instruction specifically for English Learners. This gap in professional learning likely contributed to the inconsistent implementation of effective ELD strategies across classrooms.
- **Targeted Intervention and Support Resources:** Insufficient English Learner-specific reading support represents a critical resource inequity. The significant performance gap among English Learners (55% growth) compared to other student groups suggests potential inequitable distribution of targeted resources and supports for language development. While New LA provides Tier 2 intervention structures, there may be a need for more specialized resources specifically designed to address the unique needs of English Learners who are simultaneously developing language skills and academic content knowledge.
- **Curriculum and Instructional Materials:** The delayed implementation of structured writing curriculum represents a resource gap that may have contributed to current performance issues. The timing of Simplify Writing curriculum adoption suggests this was an identified need that was not previously

addressed, potentially leaving English Learners without adequate support for developing academic writing skills essential for ELPAC success and overall academic achievement.

2025-26 Plan of Action: Evidence-Based Interventions for English Learners

1. Enhance Foundational Literacy Skills Development

The plan will implement a systematic approach to teaching foundational reading skills specifically designed for English Learners, recognizing that traditional literacy instruction may not address the unique needs of students who are simultaneously acquiring English proficiency and reading skills. This will include providing targeted intervention in phonological awareness, decoding, and reading fluency for English Learners not making adequate progress, with instruction explicitly connecting English sound patterns to students' home language experiences where appropriate.

Establishing reading fluency goals for English Learners at each grade level with regular progress monitoring will ensure that growth expectations are both challenging and attainable. These goals will be differentiated based on students' English proficiency levels and will include benchmarks for both accuracy and comprehension to ensure that fluency development supports overall reading achievement.

2. Strengthen Academic Language Development

New LA will expand implementation of structured talk routines using Kagan strategies with specific focus on academic vocabulary acquisition across all content areas. This systematic approach will provide English Learners with multiple opportunities to practice using academic language in meaningful contexts, building both receptive and expressive language skills necessary for academic success.

Ensuring that Simplify Writing curriculum implementation includes additional scaffolds for English Learners will address the identified gaps in writing instruction. These scaffolds will include sentence frames, vocabulary banks, and explicit instruction in academic writing conventions that English Learners need to succeed on ELPAC writing tasks and in content area assignments.

Developing content-specific language objectives for core subjects that align with ELD standards will ensure that language development is integrated throughout the school day rather than isolated to designated ELD time. This approach recognizes that English Learners benefit from continuous exposure to academic language in meaningful contexts across all subject areas.

3. Enhance ELPAC Preparation and Assessment Readiness

Creating an ELPAC task-type calendar will systematically expose students to all ELPAC task types throughout the year, ensuring that assessment format does not become a barrier to demonstrating true language proficiency. This calendar will be integrated into regular instruction rather than implemented as test preparation, maintaining focus on authentic language development while building familiarity with assessment expectations.

Developing ELPAC-aligned formative assessments for each domain (listening, speaking, reading, writing) will provide regular feedback on student progress and enable teachers to adjust instruction based on ongoing performance data. These assessments will mirror ELPAC task types while serving authentic instructional purposes, ensuring that preparation enhances rather than replaces quality language instruction.

Providing targeted small group instruction focused on ELPAC domains where students demonstrate the most significant gaps will allow for differentiated support based on individual student needs. This approach recognizes that English Learners may have varying strengths across the four language domains and require different types of support to achieve overall proficiency.

4. Improve Progress Monitoring and Data Systems

Implementing quarterly progress monitoring for all English Learners using formative assessments aligned to ELD standards will provide regular checkpoints for evaluating the effectiveness of instruction and making necessary adjustments. This frequent monitoring will enable early identification of students who are not making expected progress and allow for timely intervention.

Creating data tracking systems that identify students at risk of not advancing ELPI levels will enable proactive rather than reactive support. These systems will use multiple data points to predict student outcomes and trigger additional supports before students fall significantly behind their peers.

Establishing early intervention triggers when English Learners are not meeting language development benchmarks will ensure that struggling students receive additional support promptly. These triggers will be based on both formal assessment data and classroom observations, providing a comprehensive view of student progress.

5. Enhance Professional Development and Teacher Capacity

Providing targeted professional development on integrated ELD strategies for content area teachers will ensure that all educators serving English Learners have the knowledge and skills necessary to support language development within their subject areas. This training will focus on practical strategies that content teachers can implement immediately while maintaining their focus on subject-specific learning objectives.

Continuing and expanding UDL training with specific focus on language scaffolds for English Learners will build on the foundation established in the current year. This ongoing professional development will deepen teachers' understanding of how to provide multiple means of representation, engagement, and expression specifically for students developing English proficiency.

Implementing coaching cycles focused on effective ELD instruction with regular classroom observations and feedback will provide sustained support for teachers as they implement new strategies. This model recognizes that lasting change in instructional practice requires ongoing support and refinement rather than one-time training events.

6. Strengthen Family Engagement and Partnership

Expanding parent education workshops specifically for families of English Learners will address the unique needs and concerns of this population. These workshops will cover topics such as supporting bilingual development at home, understanding the reclassification process, and advocating for their children's educational needs.

Developing home-school connection activities that support language development will engage families as partners in their children's English language acquisition. These activities will honor students' home languages while providing practical strategies for supporting English development in authentic, family-centered contexts.

Ensuring that all English Learner families understand the reclassification criteria and their child's progress toward English proficiency will empower parents to support their children's language development goals. This will include regular communication about student progress and clear explanations of what families can do to support continued growth.

7. Establish Clear Accountability and Monitoring Measures

Setting specific targets for ELPI growth for the 2025-26 school year, with an aim for at least 45% of students making progress, will provide clear goals for improvement efforts. These targets will be ambitious yet achievable, based on analysis of comparable schools and implementation of evidence-based interventions.

Creating grade-level teams responsible for monitoring English Learner progress and adjusting supports will distribute accountability across the instructional team while ensuring that EL needs remain a priority at every grade level. These teams will meet regularly to review data, share effective strategies, and coordinate interventions.

Conducting a mid-year comprehensive review of English Learner programs and interventions will provide an opportunity to make necessary adjustments based on student progress data. This review will examine both individual student outcomes and program-level effectiveness, enabling strategic modifications to improve results.

Metrics for Progress Monitoring: Progress will be measured through multiple assessment tools administered throughout the school year. iReady Reading assessments will be administered three times per year to track growth in literacy skills, while ELPAC results will provide annual data on English language proficiency development. CAASPP ELA performance will indicate academic achievement in English language arts, and reclassification rates will be tracked to monitor students' progression to English proficiency. Local formative assessments aligned to ELD standards will provide ongoing feedback on student progress and instructional effectiveness.

Projected Outcomes and Success Indicators: The comprehensive implementation of this plan is expected to result in significant improvements in English Learner outcomes. The primary goal is to increase the ELPI progress rate from the current 30% to at least 45%, meeting the state average and demonstrating that the majority of English Learners are making meaningful progress toward proficiency. Reading growth for English Learners should improve from 55% to at least 85% of expected annual growth, indicating that literacy instruction is effectively serving this population. The ELPAC proficiency rate should increase from 16.67% to the target of 20% or higher, while maintaining or exceeding the current reclassification rate of 15%.

This comprehensive plan addresses the identified root causes while building on existing strengths and initiatives. Implementation will include regular monitoring of progress and flexibility to adjust strategies based on ongoing assessment data, ensuring that interventions remain responsive to student needs and produce meaningful improvements in English Learner outcomes.

Chronic Absenteeism Indicator: Needs Assessment: New Los Angeles Charter Elementary School's 2024 California School Dashboard results reveal concerning disparities in chronic absenteeism across student groups. While the overall school rate of 33.3% earned a "Yellow" performance level, Students with Disabilities received a **RED** performance level due to a 9.3% increase in their chronic absentee rate. Additionally, English Learners, Socioeconomically Disadvantaged students, Hispanic students, and African American students all received **Orange** performance levels, indicating that chronic absenteeism remains significantly above the state average of 18.6% for these vulnerable populations.

Data Analyzed

- The comprehensive analysis of chronic absenteeism incorporated multiple data sources to understand attendance patterns and identify barriers to consistent school participation. Attendance rates were examined through daily attendance tracking systems, with chronic absenteeism rates calculated for students missing 10% or more of school days. Student school climate surveys provided qualitative insights into factors affecting student engagement and motivation to attend school regularly.
- Monthly attendance audits were conducted to identify at-risk students for chronic absenteeism, enabling early intervention efforts. The data analysis included disaggregation by student groups to identify equity gaps and patterns that might indicate systemic barriers. Real-time attendance tracking through the newly implemented attendance tracker system provided immediate feedback on intervention effectiveness and family responsiveness to outreach efforts.
- Current performance data shows encouraging progress, with the school's chronic absenteeism rate improving from 36.41% in March 2024 to 19% as of March 2025, and Average Daily Attendance reaching 93.84%. However, significant disparities persist across student groups, particularly for Students with Disabilities who experienced an increase rather than the improvement seen in other populations.

Educational Partners Engaged; The analysis and engagement process involved comprehensive collaboration across all educational partners. The Leadership Team conducted regular data analysis sessions to monitor attendance trends and evaluate intervention effectiveness. Teachers participated through grade-level meetings and Professional Learning Communities, providing classroom-level insights into student attendance patterns and family circumstances affecting participation.

Parents and families were engaged through multiple touchpoints, including Coffee with the Principal sessions, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) discussions where attendance impact on student outcomes was regularly addressed. Students contributed through school climate surveys and informal feedback about barriers to attendance they experienced.

The School Attendance Review Team (SART) process engaged families directly in collaborative problem-solving, including the Family Engagement Manager who connects families with community resources to address attendance barriers. The Director of Special Education participates in the SART team, focusing specifically on identifying root causes of chronic absenteeism for Students with Disabilities and collaborating with families to develop targeted solutions.

Identified Strengths

System-Wide Improvement and Infrastructure

- New LA has demonstrated significant capacity for improvement, with the overall chronic absenteeism rate dropping substantially from 36.41% in March 2024 to 19% in March 2025. This improvement reflects the effectiveness of newly implemented systems and interventions when applied consistently across the school community.
- Multiple student groups, including African American, Hispanic, and Socioeconomically Disadvantaged students, all experienced significant drops in chronic absenteeism rates from 2023 to 2024, indicating that the school's interventions can effectively address attendance barriers when properly implemented and sustained.

Comprehensive Intervention Framework

- New LA has implemented a comprehensive tiered Multi-Tiered System of Supports (MTSS) response to attendance issues, which includes an attendance tracker that connects office staff, teachers, and administrators for early identification and intervention. This systematic approach ensures that attendance concerns are identified quickly and addressed through coordinated efforts across all staff levels.
- Recognition and incentive programs have been established, including monthly perfect attendance awards, weekly class-wide most improved attendance incentives, and excellent attendance awards for students maintaining 96% or higher attendance. These positive reinforcement strategies focus on celebration and proactive engagement rather than punitive responses to absences.
- The School Attendance Review Team (SART) process provides structured support for families experiencing chronic attendance challenges, connecting them with resources to address barriers such as transportation assistance through TAP cards, mental health support, housing security resources, and other community-based services based on family-identified needs.

Communication and Engagement Systems

- Consistent communication strategies have been established, including weekly Friday email communication to all families highlighting attendance importance, monthly attendance updates during Coffee with the Principal sessions, and discussion of attendance impact at every PAC and ELAC meeting. This multi-channel approach ensures that attendance messaging reaches families through various touchpoints and reinforces the importance of consistent school participation.

Greatest Needs

- **Students with Disabilities Attendance Crisis:** The most pressing concern is the alarming trend among Students with Disabilities, who showed a concerning increase of 9.3% in their chronic absentee rate, resulting in a Red performance level on the Dashboard. This trend runs counter to the overall improvement pattern and requires immediate, targeted attention. The increasing rates for Students with Disabilities suggest that current interventions are not adequately addressing the unique barriers this population faces.
- **Persistent Equity Gaps Across Vulnerable Populations:** While several student groups showed improvement, all significant subgroups including African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities continue to have higher chronic absenteeism rates than the overall student population. These persistent disparities indicate that universal interventions, while helpful, are insufficient to address the specific barriers faced by these communities.
- **Attendance Rate Target Shortfall:** According to the LCAP Annual Measurable Outcomes, the school's target for attendance rate (92%) has not been met, with 2023-24 data showing 90.44% compared to the 2022-23 baseline of 91%. While recent data shows improvement to 93.84% Average Daily Attendance, maintaining this progress and ensuring it translates to reduced chronic absenteeism across all student groups remains a significant challenge.

Root Cause Analysis

- Health-Related and Disability-Specific Barriers: Students with Disabilities may experience more health issues requiring absences than their peers, and the current systems may not adequately accommodate these health-related absences or provide appropriate alternatives for maintaining educational continuity. The SPED LCAP Action (Goal 1, Action 6) does not indicate whether there are specific strategies to accommodate health-related absences or provide flexible learning options during medical needs, suggesting this may be a significant gap in current support systems.
- Transportation and Accessibility Challenges: While the SART process includes transportation assistance through TAP cards, Students with Disabilities may face unique transportation challenges that TAP cards alone cannot address. Specialized transportation needs, medical appointments during school hours, and accessibility barriers may create additional obstacles that require more comprehensive solutions than currently available.
- Inadequate Targeted Communication and Support: New LA has implemented broad communication strategies about attendance importance but may lack tailored approaches for families of Students with Disabilities who may need different types of information and support. Communication about the intersection of disability services, health needs, and attendance expectations may not be adequately addressing the complex situations these families navigate.
- Insufficient Accommodation of Disability-Related Barriers: The IEP process includes discussion of attendance for students with high absentee rates, but there appears to be limited evidence of proactive accommodations to prevent attendance issues before they become chronic. The current approach seems reactive rather than preventive, addressing attendance problems after they develop rather than anticipating and mitigating potential barriers.
- Limited Integration of Attendance Strategies in Special Education Planning: While the Director of Special Education participates in the SART team, it is unclear if attendance strategies are systematically integrated into IEPs or behavior intervention plans. This suggests that attendance support may not be receiving adequate attention within the special education planning process, where it could be most effectively addressed through individualized accommodations and supports.
- Staffing Consistency Challenges Impacting Relationships: The lack of consistent special education staffing may be contributing to attendance challenges, as Students with Disabilities benefit significantly from stable, trusting relationships with their service providers.

- Post-Pandemic Recovery Complexities: The ongoing impacts of pandemic-related disruptions may be affecting Students with Disabilities more severely than other populations. Changes in routine, increased health anxieties, and modified service delivery models during remote learning may have created lasting challenges for this population that continue to impact attendance patterns.

Identified Resource Inequities

- Specialized Support Staff and Training Gaps: The challenge of maintaining consistent Education Specialist staffing for TK-2 represents a significant resource inequity that directly impacts Students with Disabilities. The unexpected resignation of a resource teacher in December and subsequent difficulty filling the position indicates potential systemic issues in recruiting and retaining qualified special education personnel. This staffing instability disrupts the relationship-building that is essential for supporting attendance among Students with Disabilities. There appears to be insufficient dedicated staff resources specifically focused on improving attendance for Students with Disabilities, and unclear whether staff receive specialized training on addressing the unique attendance barriers faced by this student group. While New LA has general attendance support systems, the specific needs of Students with Disabilities may require specialized expertise that is not currently available.
- Transportation and Accessibility Resource Limitations: While transportation assistance through TAP cards is mentioned as part of the SART process, it is unclear if Students with Disabilities have adequate transportation support given their specific needs and increased absenteeism rates. The current transportation support may not address the complex needs of students requiring specialized transportation, medical equipment, or accommodations for disability-related travel challenges.
- Health and Medical Support Service Gaps: Although New LA has a Director of Special Education on the SART team to address root causes of chronic absenteeism, the increasing rates for Students with Disabilities suggest that either resources or implementation may be inadequate. There may be insufficient connections to medical and health support services that could help address the health-related barriers that disproportionately affect Students with Disabilities.
- Family Support and Communication Resource Disparities: The comprehensive SPED program outlined in the LCAP includes numerous academic supports but has limited specific strategies targeting attendance for Students with Disabilities. There may be resource inequities in providing specialized communication and support to families of Students with Disabilities who may need different types of information and assistance compared to families of general education students.

2025-26 Plan of Action: Evidence-Based Interventions for Students with Disabilities and Vulnerable Student Groups

1. Develop SWD-Specific Attendance Plans and Individualized Support

The plan will establish a systematic approach to creating individual attendance plans as part of the IEP process for Students with Disabilities at risk of chronic absenteeism. These plans will include specific attendance goals and accommodations tailored to each student's disability-related needs, recognizing that traditional attendance interventions may not address the unique barriers faced by this population.

A dedicated attendance monitoring system specifically for Students with Disabilities will be implemented, allowing for more frequent and targeted tracking of attendance patterns. This system will enable early identification of students at risk and provide data to inform individualized interventions before attendance becomes chronically problematic.

Attendance goals and specific accommodations will be integrated into IEPs when appropriate, ensuring that attendance support becomes part of the comprehensive special education planning process rather than an add-on intervention. This integration will help ensure that attendance barriers are addressed through the same individualized lens used for academic and behavioral support.

2. Enhance Transportation and Accessibility Support

New LA will conduct a comprehensive evaluation of transportation needs for Students with Disabilities and develop tailored solutions that extend beyond TAP cards to address the specific challenges this population faces. This may include coordination with specialized transportation services, flexible scheduling for medical appointments, and support for families navigating complex transportation needs.

A buddy system or specialized transportation arrangements will be considered for Students with Disabilities who face particular challenges getting to school. This peer support model can provide both practical assistance and social connection that may improve motivation to attend school regularly.

Morning check-in routines will be established with families of chronically absent Students with Disabilities, providing consistent touchpoints to identify barriers and provide immediate support. These check-ins will be conducted by staff trained in disability awareness and family engagement strategies.

3. Strengthen Health-Related Absence Protocols and Flexible Learning Options

Flexible learning options will be developed for Students with Disabilities during health-related absences, recognizing that this population may experience more frequent medical needs that require absence from school. These options will ensure educational continuity while accommodating necessary health-related absences.

A streamlined process for make-up work and instruction will be created specifically for Students with Disabilities, with clear procedures for maintaining educational progress during extended absences. This process will be individualized based on each student's IEP goals and accommodate different learning needs and styles.

Telehealth options will be implemented when appropriate to reduce full-day absences for medical appointments. Collaboration with healthcare providers will be explored to schedule necessary services in ways that minimize disruption to the school day while ensuring students receive needed medical support.

4. Enhance Communication and Family Support Systems

Specialized communication protocols will be developed for families of Students with Disabilities regarding attendance expectations, accommodations, and available support services. These communications will be tailored to address the unique concerns and challenges faced by families navigating both educational and disability-related systems.

A parent support group focused on overcoming attendance barriers will be created specifically for families of Students with Disabilities. This group will provide peer support, resource sharing, and collaborative problem-solving opportunities for families facing similar challenges.

Home visits will be implemented specifically targeted to families of chronically absent Students with Disabilities, providing intensive, individualized support to address complex barriers that may not be resolved through school-based interventions alone. These visits will be conducted by staff with expertise in both attendance support and disability services.

5. Build Staff Capacity and Specialized Expertise

Professional development will be provided on the intersection of disability and attendance, helping all staff understand the complex factors that may contribute to attendance challenges among Students with Disabilities. This training will address both the practical and systemic barriers this population faces.

Special education staff will receive targeted training on effective attendance intervention strategies that are evidence-based and appropriate for students with various disability categories. This specialized training will ensure that attendance support is provided by staff with expertise in both attendance intervention and disability services.

A specialized attendance team will be established with representation from special education staff, ensuring that Students with Disabilities receive coordinated support that addresses both their educational and attendance needs. This team will meet regularly to review data, coordinate interventions, and ensure that attendance support is integrated with other special education services.

6. Implement Data-Driven Monitoring and Early Intervention Systems

An early warning system will be created to identify Students with Disabilities at risk of chronic absenteeism before patterns become entrenched. This system will use multiple data points including attendance trends, health-related absences, and family circumstances to predict and prevent attendance crises.

Monthly data review meetings will be established focused specifically on Students with Disabilities attendance, providing regular opportunities to evaluate intervention effectiveness and make necessary adjustments. These meetings will include special education staff, general education teachers, and administrative team members.

Differentiated intervention protocols will be developed based on disability category and attendance patterns, recognizing that different types of disabilities may create different attendance barriers requiring different intervention approaches. These protocols will be evidence-based and tailored to the specific needs of various disability populations.

7. Enhance Incentive and Recognition Programs for All Vulnerable Populations

Attendance incentives will be developed specifically designed to motivate Students with Disabilities, taking into account their individual needs, interests, and accommodation requirements. These incentives will be meaningful to this population and accessible regardless of disability type or severity.

Improved attendance for Students with Disabilities will be recognized through celebrations and rewards that acknowledge progress rather than only perfect attendance, understanding that health-related absences may be unavoidable for some students. This approach will focus on improvement and effort rather than absolute attendance rates.

Peer mentoring programs will be implemented to promote attendance among Students with Disabilities, pairing students with attendance challenges with successful peer mentors who can provide both academic and social support. These programs will be carefully structured to ensure positive interactions and meaningful support.

8. Leverage Community Resources and Partnerships

Partnerships will be established with community health providers to address medical barriers to attendance, ensuring that Students with Disabilities have access to health services that support regular school participation. These partnerships may include school-based health services, mobile clinics, or coordinated care arrangements.

Families of Students with Disabilities will be connected with community resources for additional support beyond what the school can provide directly. This may include disability advocacy organizations, respite care services, family support groups, and other community-based resources that can help address attendance barriers.

Collaboration with disability advocacy organizations will be developed to establish best practices for supporting attendance among Students with Disabilities. These partnerships will provide access to specialized expertise and evidence-based interventions that have been successful with similar populations.

ELA Academic Indicator: Needs Assessment

New Los Angeles Charter Elementary School's 2024 California School Dashboard report reveals concerning performance in English Language Arts, with the school earning an **Orange** performance level and an average Distance from Standard (DFS) of -28.3 for the All Students group. This performance falls significantly below the state average of -13.2 and represents a decline from the previous school year (-25.3). Most concerning is that all numerically significant student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, also received Orange performance levels, indicating systemic challenges in ELA instruction and achievement across the school.

Data Analyzed: The comprehensive analysis of ELA performance incorporated multiple data sources to understand student achievement patterns and instructional effectiveness. ELA CAASPP results served as the primary indicator of student performance relative to state standards, while iReady Reading diagnostic assessments administered three times per year provided detailed progress monitoring data and growth trajectories for individual students and student groups.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments were administered three times per year to monitor early literacy development and identify students needing additional support in foundational reading skills. F-IABs and IABs for ELA in grades 3-5 provided interim assessment data aligned to state standards, while Simplify Writing Pre and Post Unit Assessments for grades K-5 offered insights into writing development and curriculum effectiveness.

The data analysis included disaggregation by student groups to identify achievement gaps and patterns of performance decline. Local formative assessment results were examined alongside standardized measures to provide a comprehensive view of student learning and instructional impact. Professional Learning Community discussions and classroom observation data contributed qualitative insights into instructional implementation and student engagement.

Educational Partners Engaged: The analysis and engagement process involved comprehensive collaboration across multiple stakeholder groups to ensure diverse perspectives informed the assessment. The Leadership Team conducted regular data analysis sessions, working closely with the Curriculum & Assessment Committee and grade cluster leads to examine both school-wide trends and classroom-level implementation challenges.

Teachers participated through monthly principal meetings with Grade Cluster Leads and ongoing Professional Learning Community work focused on analyzing student work and setting instructional goals. New LA's PBIS Committee contributed insights into the intersection of student behavior, engagement, and academic achievement in ELA.

Parents and families were engaged through various touchpoints, including surveys, Parent Advisory Committee meetings, and English Learner Advisory Committee discussions that specifically addressed ELA achievement gaps among English Learners. Students contributed through academic performance data, engagement surveys, and informal feedback about their learning experiences in ELA instruction.

Educational partners consistently emphasized the need for continued focus on writing instruction, with teachers expressing satisfaction with the newly implemented Simplify Writing curriculum while noting the need for ongoing support and professional development to maximize its effectiveness.

Identified Strengths

- **Assessment and Data Systems Foundation:** New LA has established comprehensive assessment systems that provide robust data for instructional planning and intervention. The combination of iReady Reading and Math administered three times per year, DIBELS assessments for early literacy monitoring, and various formative measures creates multiple data points for understanding student progress and making informed instructional decisions. Teachers participated in Professional Learning Communities with dedicated time focused on writing goals and analyzing student work, demonstrating a commitment to collaborative improvement and data-driven instruction. This systematic approach to examining student learning provides a foundation for targeted intervention and instructional adjustment.
- **Multi-Tiered Support Structure:** New LA has implemented a multi-tiered system of supports (MTSS) with Tier 2 small group instruction in reading provided by classroom teachers and Teacher Associates. This structure enables differentiated support for students at various achievement levels while maintaining focus on grade-level standards and expectations. Struggling learners have access to supplemental intervention platforms including iReady and after-school tutoring through the Expanded Learning Opportunities Program (ELOP) that extends support beyond the regular school day. Summer programming provides additional recovery and acceleration opportunities for students who need extended learning time.

- **Curriculum and Professional Development Initiatives:** New LA is in year two of implementing a new reading curriculum, allowing teachers to refine and improve their instruction as they become more familiar with the materials and approaches. This growing familiarity provides a foundation for more effective implementation and student support. The recent implementation of Simplify Writing curriculum represents a significant investment in addressing identified gaps in writing instruction. Teachers have expressed high satisfaction with this curriculum, noting improvements in student writing stamina and clarity, indicating that targeted curriculum adoption can produce positive results.
- **English Learner Support Strengths:** Despite overall performance concerns, English Learners at New Los Angeles Charter Elementary continue to outperform both state and district averages in ELA, suggesting that the foundational approaches for supporting this population have merit. New LA has a structured English Language Development program that includes both designated and integrated ELD instruction, providing multiple pathways for language and literacy development.

Greatest Needs

Significant Achievement Gaps and Performance Decline

- The most pressing concern is New LA’s ELA performance of -28.3 DFS, which falls significantly below the state average of -13.2 and represents a concerning gap in student achievement relative to grade-level standards. This gap indicates that students are performing more than a quarter of a year behind expected grade-level performance, creating cumulative deficits that become increasingly difficult to address as students advance through grade levels.
- The decline from the previous school year (-25.3 to -28.3) indicates that rather than improving, ELA performance is moving in the wrong direction despite various intervention efforts. This trend suggests that current instructional approaches and support systems are insufficient to meet student needs and close achievement gaps.

Disproportionate Impact on Vulnerable Student Groups

- All numerically significant student groups received Orange performance levels, indicating that achievement gaps are not limited to specific populations but represent systemic challenges affecting multiple vulnerable groups. The Hispanic student group experienced a particularly significant decline of 19.1 points, negating the previous year's growth and representing the largest performance drop among student groups.
- English Learners showed a decline in DFS of 10.1 points from 2023, despite continuing to outperform state and district averages for this subgroup. This decline is particularly concerning because English Learners represent a significant portion of the school population, and their success is critical to overall school achievement.
- Students with Disabilities experienced a substantial decline of 39.6 points, erasing previous gains and indicating that current inclusive practices and specialized support may not be adequately meeting their literacy needs. This dramatic decline suggests that the intersection of special education services and ELA instruction requires immediate attention and systematic review.

Reading Growth Disparities and Intervention Effectiveness

- According to local iReady diagnostic data, English Learners achieved only 55% of expected annual growth in Reading, significantly lower than other student groups and the school-wide average of 94%. This disparity indicates that while reading instruction is effective for most students, it is not adequately addressing the specific needs of English Learners who require integrated language and literacy development.
- The gap between different student groups' growth rates suggests that current differentiation strategies and targeted interventions are not sufficiently addressing the varied learning needs across the student population, particularly for students who are simultaneously developing English proficiency and literacy skills.

Root Cause Analysis

- **Curriculum Implementation Challenges and Transition Effects:** New LA is in year two of implementing a new reading curriculum, which may be contributing to an implementation dip as teachers adjust to new materials and instructional approaches. While familiarity is growing, the transition period may have created inconsistencies in instruction that contributed to the performance decline during the 2023-24 school year. The implementation of Simplify Writing curriculum is described as a current initiative, suggesting that structured writing instruction may have been insufficient or inconsistent in previous years, particularly affecting performance on writing-related assessment components that are integral to overall ELA achievement.
- **Limited Differentiation and Universal Design Implementation:** The Universal Design for Learning professional development program with Open Access is described as having "begun" this year, indicating that teachers may not have had adequate strategies to differentiate instruction for diverse learners during the period reflected in the 2024 Dashboard results. This gap in differentiation capacity particularly affects vulnerable student groups who require additional scaffolds and supports to access grade-level content. The multi-year nature of the UDL training suggests that effective differentiation strategies are complex and require sustained professional development, indicating that previous years may have lacked the systematic approach to meeting diverse learning needs that is now being developed.
- **Insufficient Language Development Support in Literacy Instruction:** English Learners achieved only 55% of expected annual growth in Reading according to iReady assessments, significantly lower than other student groups and the school-wide average of 94%. This disparity suggests inadequate language development support integrated within literacy instruction, particularly affecting performance on language-heavy tasks that are central to ELA achievement. The significant performance gap between English Learners' reading growth and their mathematics growth (90% of expected annual growth) indicates that language demands in literacy instruction are not being adequately addressed through scaffolding, vocabulary development, or other language support strategies.
- **Intervention Implementation Inconsistency:** While New LA has established systems for identifying students for reading support based on DIBELS and iReady performance, the declining results suggest potential inconsistencies in intervention implementation or insufficient intervention intensity. The availability of Tier 2 support does not guarantee consistent, high-quality implementation across all classrooms and student groups. Teacher Associates provide tiered support during the instructional day, but the effectiveness of this support may be limited by factors such as training, consistency of implementation, or alignment with core instructional practices.
- **Post-Pandemic Learning Recovery Challenges:** The LCAP references the need to "address students that continue to struggle academically post-pandemic," suggesting ongoing impacts from pandemic-related learning disruptions that may be particularly affecting literacy development. Remote learning may have disproportionately impacted students' access to rich literacy environments, peer interaction, and intensive reading instruction that are essential for developing strong ELA skills. Certain student groups, particularly English Learners and Socioeconomically Disadvantaged students, may have faced additional barriers during remote learning periods, including limited access to books, quiet study spaces, or family support for reading development, creating learning gaps that persist in current achievement patterns.
- **Professional Development and Capacity Building Gaps:** The timing of various professional development initiatives suggests that teachers may not have had adequate preparation to serve diverse learners effectively during the period reflected in the 2024 Dashboard results. The recent implementation of UDL training, structured writing curriculum, and other capacity-building efforts indicates previous gaps in teacher preparation and support. The emphasis on collaborative analysis of student work and writing goals in Professional Learning Communities appears to be a relatively recent focus, suggesting that systematic examination of student learning and instructional effectiveness may not have been consistently implemented in previous years.

Identified Resource Inequities

- **Professional Development and Training Resource Disparities:** The multi-year professional development program with Open Access on Universal Design for Learning is described as having "begun" this year, indicating that teachers may not have previously had adequate resources and training for differentiating ELA instruction specifically for diverse learners. This gap in professional learning likely contributed to inconsistent implementation of effective literacy strategies across classrooms and student groups. The recent focus on structured writing instruction through the Simplify Writing curriculum implementation suggests this was a resource gap in previous years that may have contributed to current performance issues, particularly affecting students who need explicit instruction in writing conventions and academic language structures.
- **Targeted Intervention and Support Resource Limitations:** The significant performance gaps among student groups, particularly the low growth rate for English Learners (55%) compared to other groups, suggest potential inequitable distribution of targeted resources and supports for literacy development. While New LA provides Tier 2 intervention structures, there may be insufficient specialized resources specifically designed to address the unique needs of students who are simultaneously developing language skills and literacy competencies. The dramatic decline for Students with Disabilities (-39.6 points) suggests possible inequities in specialized instructional resources, accommodations implementation, or staffing allocation to support their specific learning needs in ELA. The intersection of special education services and literacy instruction may require additional resources that are not currently available.
- **Curriculum and Instructional Materials Equity Issues:** The delayed implementation of structured writing curriculum represents a resource gap that may have contributed to current performance issues, particularly affecting students who need systematic instruction in writing skills that are integral to overall ELA achievement. The timing of curriculum adoption suggests that students may have experienced inconsistent or inadequate writing instruction in previous years. While New LA has comprehensive assessment systems in place, the effectiveness of these tools depends on teacher capacity to use data for instructional decision-making. Resource inequities in data analysis training or time for collaborative examination of student work may limit the impact of assessment data on improving instruction.
- **Extended Learning and Support Service Disparities:** After-school tutoring is provided through ELOP but appears to be limited in scope based on available staffing and student participation. The current cycle focuses only on specific grade levels and subjects, suggesting potential inequities in access to extended learning time for ELA support across all students who might benefit from additional instruction. The availability and effectiveness of summer programming for literacy support may vary based on student participation and family access, potentially creating inequities in recovery and acceleration opportunities for students who need extended learning time to close achievement gaps.

2025-26 Plan of Action: Evidence-Based Interventions for ELA Achievement

1. Strengthen Core ELA Instruction Through Systematic Implementation

The plan will conduct a comprehensive audit of the reading curriculum implementation to identify and address gaps in consistent, high-quality instruction across all grade levels. This audit will examine lesson delivery, student engagement, assessment integration, and differentiation practices to ensure that all students receive effective literacy instruction aligned to their needs and grade-level standards.

Clear instructional non-negotiables for ELA instruction will be established, including dedicated time for all literacy components such as phonics, fluency, vocabulary, comprehension, and writing. These non-negotiables will ensure consistency across classrooms while allowing for appropriate differentiation based on student needs and learning profiles.

The implementation of Simplify Writing curriculum will be ensured across all grade levels with systematic monitoring of fidelity and effectiveness. Regular classroom walkthroughs focused on ELA instruction will provide immediate feedback cycles to support teacher growth and ensure that curriculum implementation produces the intended student outcomes.

2. Enhance Differentiation Through Universal Design for Learning

The UDL implementation will be accelerated and deepened with targeted coaching support to ensure that all teachers have practical strategies for providing multiple means of representation, engagement, and expression in ELA instruction. This systematic approach will particularly benefit English Learners, Students with Disabilities, and other vulnerable populations who require additional scaffolds to access grade-level content.

Grade-level exemplars of UDL-designed ELA lessons will be created that address common standards and provide concrete models for effective differentiation. These exemplars will be developed collaboratively and shared across grade levels to ensure consistency and quality in differentiated instruction implementation.

Peer observation cycles focused on differentiation strategies will be established, allowing teachers to learn from one another and build collective capacity for meeting diverse learning needs. A UDL resource library will be developed with specific tools and strategies for ELA instruction, providing teachers with immediately usable resources for differentiation.

3. Target Support for High-Need Student Groups

Specialized instructional strategies will be developed for Hispanic students, focusing on culturally responsive teaching practices that honor students' cultural and linguistic assets while accelerating academic achievement. These strategies will address both academic and engagement factors that may be contributing to the significant performance decline experienced by this population.

A comprehensive language development framework for English Learners will be created that bridges core ELA instruction and designated ELD, ensuring that language development is integrated throughout the literacy block rather than isolated to specific instructional times. This framework will address the specific needs of English Learners who are simultaneously acquiring English proficiency and literacy skills.

Collaborative planning time will be established between general education and special education teachers to ensure appropriate accommodations for Students with Disabilities in ELA instruction. This collaboration will focus on developing systematic approaches to providing access to grade-level content while addressing individual learning needs identified in IEPs.

Progress monitoring protocols specific to each high-need student group will be implemented, allowing for early identification of students who are not responding to interventions and enabling timely adjustments to instructional approaches and support intensity.

4. Strengthen Multi-Tiered System of Supports Implementation

Criteria for Tier 2 and Tier 3 intervention placement will be refined with clear entry and exit procedures that ensure students receive appropriate levels of support based on their demonstrated needs. These criteria will be consistently applied across all classrooms and regularly reviewed to ensure effectiveness.

Fidelity checks for intervention implementation will be conducted across all tiers to ensure that students are receiving high-quality, evidence-based support that is likely to produce meaningful learning gains. Professional development on evidence-based reading intervention strategies will be provided to all staff delivering tiered support.

Intervention data review cycles will be established with clear protocols for adjusting supports based on student response to intervention. These cycles will occur regularly and involve all staff working with struggling readers to ensure coordinated and effective support.

5. Enhance Professional Learning Communities and Collaborative Practice

PLC time will be structured to include regular analysis of student work using protocols focused on writing and reading comprehension development. This systematic examination of student learning will enable teachers to identify effective practices and make informed adjustments to instruction based on evidence of student understanding.

Lesson study cycles focused on high-leverage ELA instructional practices will be implemented, allowing teachers to collaboratively plan, observe, and refine instruction based on student response. These cycles will focus on practices that have the greatest impact on student learning and can be implemented across diverse learning environments.

Teacher capacity to analyze formative assessment data and make immediate instructional adjustments will be developed through ongoing professional learning and coaching support. Cross-grade articulation will be established to ensure vertical alignment of ELA instruction and smooth transitions between grade levels.

6. Strengthen Assessment and Data Systems

Regular short-cycle assessments aligned to priority ELA standards will be implemented to provide frequent feedback on student progress and instructional effectiveness. These assessments will be designed to inform instruction rather than simply measure achievement, enabling teachers to make real-time adjustments to support student learning.

Data visualization tools will be developed that make student performance patterns immediately visible to teachers, enabling quick identification of students needing additional support or instructional adjustments. Student-friendly progress tracking tools will be created to increase student ownership of learning and goal setting.

Data conferences between teachers and instructional leaders will be established following benchmark assessments, providing structured opportunities to analyze results, identify trends, and plan targeted interventions based on specific areas of need identified through assessment data.

7. Engage Families as Partners in Literacy Development

Family literacy workshops will be developed that provide strategies for supporting reading and writing at home, recognizing that family engagement significantly impacts student achievement in ELA. These workshops will be tailored to meet the needs of diverse families and will provide practical tools that families can use to support their children's literacy development.

Grade-level literacy activity kits will be created that can be sent home with students, providing families with structured activities and resources to support learning outside of school hours. Regular communication about curriculum focus areas and how families can support specific skills will be established.

Student-led conferences focused on literacy goals and progress will be implemented, enabling students to share their learning with families and set goals for continued growth. This approach increases student ownership while engaging families as partners in the learning process.

Math Academic Indicator: Needs Assessment

New Los Angeles Charter Elementary School's 2024 California School Dashboard report reveals persistent challenges in mathematics achievement, with the school earning an **Orange** performance level and an average Distance from Standard (DFS) of -48.5 for the All Students group. While this performance exceeds LAUSD's average of -60.4, it falls slightly below the state average of -47.6 and represents a minimal decline from the previous school year (-48.4). All numerically significant student groups, including Hispanic students, Students with Disabilities, and English Learners, received Orange performance levels, indicating systemic challenges in mathematics instruction and achievement that require comprehensive intervention.

Data Analyzed

- The comprehensive analysis of mathematics performance incorporated multiple data sources to understand student achievement patterns and instructional effectiveness across grade levels and student populations. Math CAASPP results served as the primary indicator of student performance relative to state standards, providing annual data on student proficiency and growth toward grade-level expectations.
- iReady Math diagnostic assessments administered three times per year provided detailed progress monitoring data and growth trajectories for individual students and student groups, enabling teachers to track progress toward annual growth targets and identify students needing additional support. Kickstart Number Sense screener assessments for grades K-2 offered insights into foundational mathematical reasoning and fundamental skills development in the early grades.
- F-IABs and IABs for Math in grades 3-5 provided interim assessment data aligned to state standards, while local formative assessments generated during Professional Learning Community work contributed ongoing feedback on student understanding and instructional effectiveness. Teachers analyzed student math work during data meetings to identify gaps and plan reteaching opportunities based on specific areas of need.
- The data analysis included systematic disaggregation by student groups to identify achievement gaps and patterns of performance decline, particularly focusing on the significant declines experienced by Hispanic students and Students with Disabilities. Professional Learning Community discussions and classroom observation data contributed qualitative insights into instructional implementation and student engagement with mathematical concepts.

Educational Partners Engaged: The analysis and engagement process involved comprehensive collaboration across multiple stakeholder groups to ensure diverse perspectives informed the mathematical needs assessment. The Leadership Team conducted regular data analysis sessions, working closely with grade cluster leads and the Curriculum & Assessment Committee to examine both school-wide trends and classroom-level implementation challenges in mathematics instruction.

Teachers participated through monthly principal meetings and ongoing Professional Learning Community work focused on analyzing student math work and identifying instructional adjustments needed to support student learning. Grade-level teams collaborated to examine student performance data and coordinate intervention strategies across classrooms serving similar student populations.

Parents and families were engaged through various touchpoints, including surveys about student learning experiences, Parent Advisory Committee meetings that addressed academic achievement, and English Learner Advisory Committee discussions that specifically examined mathematics achievement gaps among English Learners and strategies for supporting mathematical learning at home.

Students contributed through academic performance data, engagement feedback about mathematics instruction, and informal observations about their learning experiences in mathematics classrooms. Educational partners consistently emphasized the need for continued focus on increasing the rigor of mathematics instruction while ensuring that all students have access to grade-level mathematical concepts and problem-solving opportunities.

Identified Strengths

- **Comparative Performance and System Infrastructure:** New Los Angeles Charter Elementary School is outperforming LAUSD in mathematics with a DFS of -48.5 compared to LAUSD's -60.4, demonstrating stronger performance than the surrounding district and indicating that New LA’s mathematical instructional approaches have relative merit. New LA's math performance (-48.5) is very close to the state average (-47.6), showing that despite challenges, the school is maintaining near-parity with statewide performance. According to local iReady diagnostic data, overall student progress in math was 92% of expected annual growth, coming very close to meeting the full growth target and indicating that the mathematical instructional program is generally effective in supporting student learning across the school population.

- **Strong Growth Among Specific Student Groups:** Several student groups showed strong growth metrics in math according to iReady diagnostic assessments, demonstrating that effective mathematical instruction can serve diverse learners when appropriately implemented. American Indian/Alaska Native students achieved 108% of expected annual growth, exceeding growth targets and indicating highly effective instruction for this population. Black/African American students achieved 97% of annual growth, Hispanic/Latinx students achieved 96% of annual growth, and Socioeconomically Disadvantaged students achieved 96% of annual growth, all coming very close to meeting full growth expectations. Students With Disabilities achieved 96% of annual growth, indicating that inclusive mathematical practices can effectively serve this population when properly implemented.
- **Assessment and Data Systems Foundation:** New LA has implemented comprehensive assessment systems including iReady Math administered three times per year, Kickstart Number sense screener assessments for K-2, and F-IABs and IABs for Math in grades 3-5. These multiple assessment tools provide robust data for instructional planning, progress monitoring, and intervention decision-making. Teachers are focused on increasing the rigor of math instruction, including multi-step problem solving and pulling information from multiple sources to solve problems, indicating a commitment to developing higher order thinking skills and mathematical reasoning rather than focusing solely on computational fluency.
- **Multi-Tiered Support Structure and Intervention Systems:** New LA has implemented a multi-tiered system of supports (MTSS) with Tier 1 and Tier 2 intervention in small groups in the classroom, providing differentiated support for students at various achievement levels while maintaining focus on grade-level standards. Teacher Associates provide tiered support during the instructional day, extending the reach of targeted intervention beyond classroom teachers alone. After-school tutoring is provided through the Expanded Learning Opportunities Program (ELOP), with the current cycle focusing on mathematics for 2nd and 5th grade students identified through mid-year iReady data. This targeted approach ensures that students with the greatest need receive additional support beyond the regular instructional day.

Greatest Needs

Persistent Achievement Gaps and Below-Standard Performance

- The most pressing concern is that both schoolwide and all numerically significant student groups remain significantly below standard in mathematics achievement, with the school's DFS of -48.5 indicating that students are performing nearly half a year behind expected grade-level performance. This substantial gap creates cumulative deficits that become increasingly difficult to address as students advance through grade levels and encounter more complex mathematical concepts.
- All numerically significant student groups received Orange performance levels, reflecting a decline from the Yellow performance levels achieved in 2023 and indicating that mathematical achievement gaps are not limited to specific populations but represent systemic challenges affecting multiple vulnerable groups across the school.

Significant Performance Declines Among Vulnerable Populations

- The Hispanic student group experienced a significant decline in achievement of 16.9 points compared to the previous year, representing the largest performance drop among student groups and indicating that current instructional approaches may not be adequately serving this substantial portion of the school population.
- Students with Disabilities declined by 17.7 points in mathematics performance, suggesting that inclusive practices and specialized mathematical support may not be effectively meeting their learning needs. This decline is particularly concerning because it indicates that the intersection of special education services and mathematics instruction requires systematic review and improvement.
- English Learners showed a slight decline of 2.2 points, and while their decline was less severe than other student groups, their continued challenge in mathematics suggests potential gaps in supporting the language demands of mathematical instruction and ensuring that English Learners can access mathematical concepts while developing English proficiency.

Gap Between Current Performance and State Expectations

- While New LA is close to the state average in math, both remain significantly below standard, indicating substantial work is still needed to bring students to grade-level proficiency in mathematics. The proximity to state averages may mask the reality that mathematical achievement across California remains below expectations for student success.
- The gap between the performance of specific student groups and the All Students group suggests inequitable outcomes that need to be addressed through targeted intervention and differentiated instructional approaches that ensure all students have access to high-quality mathematical education.

Root Cause Analysis

Inconsistent Implementation of Rigorous Mathematics Instruction

- While New LA reports a focus on increasing the rigor of math instruction, the implementation may be inconsistent across classrooms, resulting in uneven outcomes for students. The emphasis on "multi-step problems and pulling information from multiple sources" may be a relatively new initiative that hasn't yet yielded consistent results across all grade levels and student populations.
- The Universal Design for Learning training is a new initiative that teachers are still applying to math instruction, suggesting that in the previous year reflected in the 2024 Dashboard, teachers may not have had adequate strategies to differentiate mathematics instruction effectively, particularly affecting Hispanic students and Students with Disabilities who showed the largest declines.

Limited Differentiation for Diverse Learners in Mathematics

- The UDL training is a new initiative that teachers are still applying to math instruction, indicating that during the period reflected in the 2024 Dashboard results, teachers may not have had adequate strategies to differentiate mathematics instruction for diverse learners. This gap in differentiation capacity particularly affects vulnerable student groups who require additional scaffolds and supports to access grade-level mathematical concepts.
- The multi-year nature of the UDL professional development suggests that effective differentiation in mathematics is complex and requires sustained support, indicating that previous years may have lacked the systematic approach to meeting diverse learning needs in mathematical instruction that is now being developed.

Inadequate Support for Language Development in Mathematics

- Although the decline for English Learners was relatively small, their continued challenge in mathematics suggests potential gaps in supporting the language demands of mathematical instruction. New LA is committed to a continued focus on best practices for designated and integrated ELD to support our English Learners in the math block," but implementation may be inconsistent across classrooms and grade levels.
- Mathematical language development requires specific attention to vocabulary, discourse patterns, and communication strategies that may not be systematically addressed in current instructional approaches, particularly affecting English Learners who must simultaneously develop mathematical understanding and English language proficiency.

Gaps in Addressing Foundational Math Skills

- The decline in performance for multiple student groups suggests potential gaps in systematically addressing foundational math skills that students may be missing. The Kickstart Number sense screener is administered to K-2 students, but it's unclear how comprehensive the approach is for addressing foundational gaps for older students who may lack essential mathematical building blocks.

- New LA's approach to supporting students who enter with gaps in foundational mathematical understanding may not be sufficiently systematic or intensive to address the cumulative nature of mathematical learning, where early gaps compound over time and create barriers to accessing grade-level content.

Insufficient Intensity of Intervention for Struggling Learners

- While New LA has systems for Tier 2 intervention, the declining results for specific student groups suggest that the intervention may not be sufficiently intensive or targeted to address their specific learning needs in mathematics. The availability of intervention does not guarantee that it is appropriately designed or implemented to produce meaningful learning gains.
- After-school tutoring appears to be limited in scope, with the current cycle focusing only on mathematics for 2nd and 5th grade students, suggesting potential inequities in access to extended learning time for mathematics across all students who might benefit from additional instruction.

Post-Pandemic Recovery Challenges in Mathematical Learning

- The continues to be ongoing impacts from pandemic-related learning disruptions that may be affecting certain student groups more severely in mathematics. Remote learning may have particularly impacted hands-on mathematical learning, peer collaboration, and teacher-guided problem-solving that are essential for developing mathematical understanding.
- Mathematical learning often requires immediate feedback, collaborative problem-solving, and manipulative use that may have been difficult to replicate in remote learning environments, creating learning gaps that persist in current achievement patterns and disproportionately affect vulnerable student populations.

Identified Resource Inequities

Professional Development and Differentiation Training Gaps

- The multi-year professional development program with Open Access on Universal Design for Learning is a new initiative, indicating that teachers may not have previously had adequate resources and training for differentiating mathematics instruction specifically for diverse learners. This gap in professional learning likely contributed to inconsistent implementation of effective mathematical strategies across classrooms and student groups.
- The emphasis on increasing rigor in mathematics instruction may represent a recent focus that teachers are still developing, suggesting that previous professional development may not have adequately prepared teachers to provide both rigorous and accessible mathematical instruction for all learners.

Targeted Intervention and Support Resource Limitations

- The significant performance gaps among student groups, particularly the large declines for Hispanic students and Students with Disabilities, suggest potential inequitable distribution of targeted resources and interventions specifically designed for mathematics learning. While New LA provides Tier 2 intervention structures, there may be insufficient specialized resources that address the unique needs of different student populations in mathematics.
- New LA's approach to supporting English Learners in mathematics may not be sufficiently addressing their unique language and conceptual development needs, as evidenced by their continued decline, albeit a minor one. Specialized mathematical interventions that integrate language development with mathematical concept development may be lacking.

Extended Learning and Tutoring Access Inequities

- After-school tutoring is provided as part of ELOP, but appears to be limited in scope, with the current cycle focusing only on mathematics for 2nd and 5th grade students identified through mid-year iReady data. This suggests potential inequities in access to extended learning time for mathematics, with students in other grade levels having limited access to additional mathematical support.
- The availability and effectiveness of summer programming for mathematics support varies based on student participation and family access, potentially creating inequities in recovery and acceleration opportunities for students who need extended learning time to close mathematical achievement gaps.

Foundational Skills Assessment and Intervention Resource Gaps

- While the Kickstart Number sense screener is used for K-2 students, there appears to be limited systematic assessment and intervention for foundational mathematical gaps in older students. The declining performance across multiple student groups suggests that students may lack essential mathematical building blocks, but New LA may not have adequate resources to identify and address these gaps systematically.
- The absence of comprehensive foundational skills support for students beyond grade 2 may represent a significant resource inequity, particularly affecting students who enter the school with mathematical gaps or who develop learning difficulties that are not identified and addressed promptly.

2025-26 Plan of Action: Evidence-Based Interventions for Mathematics Achievement

1. Strengthen Core Mathematics Instruction Through Systematic Implementation

The plan will conduct a comprehensive audit of mathematics instruction across all grade levels to identify and address gaps in consistent, high-quality instruction that serves all learners effectively. This audit will examine lesson delivery, mathematical discourse, problem-solving opportunities, and differentiation practices to ensure that all students receive effective mathematical instruction aligned to their needs and grade-level standards.

Clear instructional non-negotiables for math instruction will be established, including balanced attention to conceptual understanding, procedural fluency, and application of mathematical knowledge. These non-negotiables will ensure consistency across classrooms while providing flexibility for appropriate differentiation based on student learning needs and mathematical development.

A structured approach to mental math and number talks will be implemented to build computational fluency and mathematical reasoning across all grade levels. A coherent scope and sequence for mathematical language development will be developed to ensure that students develop the vocabulary and communication skills necessary for mathematical success across grade levels.

2. Enhance Differentiation Through Universal Design for Learning

The UDL implementation will be deepened specifically for mathematics instruction, ensuring that teachers have practical strategies for providing multiple means of representation, engagement, and expression in mathematical learning. This systematic approach will particularly benefit Hispanic students, Students with Disabilities, and English Learners who require additional scaffolds to access grade-level mathematical concepts.

Grade-level exemplars of UDL-designed math lessons will be created that address priority standards and provide concrete models for effective differentiation in mathematical instruction. These exemplars will demonstrate how to provide access to rigorous mathematical content while supporting diverse learning needs and styles.

Peer observation cycles focused on differentiation strategies in mathematics will be established, allowing teachers to learn from one another and build collective capacity for meeting diverse learning needs in mathematical instruction. A math-specific UDL resource library will be developed with scaffolds and extensions for key mathematical concepts across grade levels.

3. Target Support for High-Need Student Groups

Specialized math intervention protocols will be developed for Hispanic students focused on areas of greatest need, incorporating culturally responsive teaching practices that build on students' mathematical thinking and problem-solving strengths while addressing specific skill gaps identified through assessment data.

A comprehensive language development framework specific to mathematics will be created for English Learners, ensuring that mathematical language development is systematically addressed throughout mathematical instruction rather than treated as a separate component. This framework will address the unique challenges of learning mathematical concepts while developing English proficiency.

Collaborative planning time will be established between general education and special education teachers to ensure appropriate accommodations and modifications for Students with Disabilities in mathematics instruction. This collaboration will focus on developing systematic approaches to providing access to grade-level mathematical content while addressing individual learning needs identified in IEPs.

Progress monitoring protocols specific to each high-need student group in mathematics will be implemented, allowing for early identification of students who are not responding to interventions and enabling timely adjustments to instructional approaches and support intensity.

4. Strengthen Multi-Tiered System of Supports Implementation for Mathematics

Criteria for Tier 2 and Tier 3 math intervention placement will be refined with clear entry and exit procedures that ensure students receive appropriate levels of mathematical support based on their demonstrated needs. These criteria will be consistently applied across all classrooms and regularly reviewed to ensure effectiveness.

Fidelity checks for math intervention implementation will be conducted across all tiers to ensure that students are receiving high-quality, evidence-based mathematical support that is likely to produce meaningful learning gains. Professional development on evidence-based mathematics intervention strategies will be provided to all staff delivering tiered mathematical support.

Intervention data review cycles focused specifically on mathematics will be established with clear protocols for adjusting supports based on student response to mathematical intervention. These cycles will occur regularly and involve all staff working with students struggling in mathematics to ensure coordinated and effective support.

5. Address Foundational Math Skills Gaps Systematically

The use of the Kickstart Number sense screener will be expanded beyond K-2 to identify foundational gaps in older students who may lack essential mathematical building blocks. This expanded screening will enable identification of students who need foundational skill support regardless of their current grade level.

Targeted intervention protocols will be developed for specific foundational math skills, providing systematic support for students who lack essential mathematical concepts and procedures. These interventions will be designed to address gaps efficiently while ensuring students continue to access grade-level mathematical content.

Systematic fluency practice will be implemented throughout the instructional day, providing regular opportunities for students to develop computational skills and mathematical reasoning. Adaptive learning pathways will be created for students to address individual skill gaps while building toward grade-level mathematical proficiency.

6. Enhance Professional Learning Communities and Collaborative Practice

PLC time will be structured to include regular analysis of student work in mathematics using protocols that focus on mathematical reasoning, problem-solving strategies, and conceptual understanding. This systematic examination of student mathematical thinking will enable teachers to identify effective practices and make informed adjustments to instruction.

Lesson study cycles focused on high-leverage mathematics instructional practices will be implemented, allowing teachers to collaboratively plan, observe, and refine mathematical instruction based on student response. These cycles will focus on practices that have the greatest impact on mathematical learning and can be implemented across diverse learning environments.

Teacher capacity to analyze formative math assessment data and make immediate instructional adjustments will be developed through ongoing professional learning and coaching support. Cross-grade articulation will be established to ensure vertical alignment of mathematics instruction and smooth transitions between grade levels.

7. Expand Extended Learning Opportunities for Mathematics

Access to after-school mathematics tutoring will be increased across all grade levels, ensuring that students who need additional mathematical support have opportunities to receive intensive intervention beyond the regular instructional day. These programs will be staffed by teachers with expertise in mathematical instruction and intervention.

Targeted summer mathematics programs will be developed for students significantly below grade level, providing intensive intervention that addresses both foundational skills and grade-level mathematical concepts. These programs will be designed to accelerate learning and help students make significant progress during extended learning time.

Saturday mathematics academies focused on problem-solving and application will be implemented to provide enrichment opportunities while supporting students who need additional practice with mathematical reasoning and application. Family math engagement opportunities will be created to support learning outside of school while building mathematical connections between home and school.

8. Strengthen Assessment and Progress Monitoring in Mathematics

Regular short-cycle assessments aligned to priority math standards will be implemented to provide frequent feedback on student progress and instructional effectiveness in mathematics. These assessments will be designed to inform mathematical instruction rather than simply measure achievement.

Data visualization tools will be developed that make student performance patterns in mathematics immediately visible to teachers, enabling quick identification of students needing additional support or instructional adjustments. Student-friendly progress tracking tools will be created to increase ownership of mathematics learning and goal-setting.

Data conferences between teachers and instructional leaders will be established following mathematics benchmark assessments, providing structured opportunities to analyze mathematical learning results, identify trends, and plan targeted interventions based on specific mathematical skill areas needing development.

Reflections: Technical Assistance

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

New Los Angeles Charter Elementary 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 Elementary 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 eligible.

Monitoring and Evaluating Effectiveness

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

Not eligible.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.
School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP. Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP. An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	Engagement with administrators and the Principal took place throughout the 2025-26 school year as an ongoing, embedded element of the school's regular leadership cadence rather than as a discrete LCAP engagement event. This embedded approach ensured that LCAP planning was informed by current data, real-time implementation experience, and ongoing operational learning. **Weekly Engagement Structure** The Chief of Schools met weekly with NLACES site administrators throughout the 2025-26 school year. Weekly meetings focused on the review of current student data, the implementation of action steps drawn from the prior LCAP, and progress toward school goals. This weekly cadence allowed for timely adjustment of practices, identification of emerging needs, and ongoing alignment between site-level execution and organizational priorities. Discussions during these meetings directly informed the development of 2026-27 LCAP actions, particularly in areas where site administrators identified persistent implementation challenges or emerging student needs that required strengthened response. **Monthly Program Leadership Team Engagement** The Chief of Schools met monthly with the Program Leadership Team (PLT) throughout the 2025-26 school year. PLT meetings focused on the review of data, actions, and goals at the organizational level, providing the broader context within which NLACES leadership decisions were situated. PLT discussions informed cross-cutting LCAP elements, including resource allocation considerations, alignment of NLACES practices with organizational strategic priorities, and the integration of school-level work within the broader organizational context. **Topics Raised by Administrators and the Principal** Across weekly and monthly engagement structures, administrators consistently identified the following areas as priorities for strengthened support in the 2026-27 LCAP. The administrative team identified the need for additional social-emotional learning support to address persistent issues related to student behavior, including the need for more consistent classroom-based behavior support, alternatives to suspension, and stronger alignment between PBIS and SEL instruction. The administrative team requested deeper investment in special education in order to improve general education staff instruction for students with disabilities and to facilitate stronger co-teaching practice between general education teachers and resource specialist teachers. The administrative team identified the need for

Educational Partner(s)	Process for Engagement
	adjustments to the structure of the school day, including the master schedule, to better protect instructional minutes for core content areas, intervention, and Science. The administrative team identified Universal Design for Learning (UDL) implementation as an area requiring continued investment, particularly in supporting consistent application of UDL strategies across classrooms. The administrative team identified attendance support as a critical area of need, particularly in light of the elevated current-year chronic absenteeism rates for English Learners and socioeconomically disadvantaged students. The administrative team also identified the need for stronger systems for problem-solving with parent and family concerns, including consistent processes for responding to and resolving family-raised issues. **Recommendations Generated** Through this engagement, administrators and the Principal generated the following recommendations, each of which has been integrated into the 2026-27 LCAP. The administrative team recommended implementation of an Attendance Recovery model to support students experiencing chronic absenteeism, providing additional pathways for students to recover lost instructional time. The team recommended implementation of structured co-planning between general education and special education teachers to strengthen instruction for students with disabilities and to support more effective co-teaching practice. The team recommended implementation of weekly data meetings at every grade level to support data-driven instructional decision-making, the consistent use of formative assessment, and the timely identification of students requiring additional support. The team recommended continued investment in data-driven instructional practices across content areas, including the analysis of i-Ready, Multitudes, DIBELS, and CAST Interim Assessment results to inform instructional planning. **Discussion of Learning Recovery Emergency Block Grant and Title Funding** A significant component of administrative engagement focused on the strategic use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to support the 2026-27 LCAP. Administrators and the Principal discussed the alignment of these funding streams with identified student needs, with particular attention to ensuring that funds were directed toward the student groups experiencing the greatest performance gaps, including students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. Discussion of Learning Recovery Emergency Block Grant funds focused on the school's plan to fully expend remaining LREBG funds during the 2026-27 school year, consistent with state expenditure timelines. The administrative team discussed using LREBG funds to support targeted academic acceleration, intervention staffing, and supplemental instructional resources directly aligned with the academic recovery needs identified in the ELA, Mathematics, and Science needs assessments. Discussion of Title I funding focused on the continued investment in Teacher Assistants who provide tiered academic support during the instructional day, ensuring that intervention services reach all students requiring supplemental support. Administrators discussed how the Title I-funded Teacher Assistant staffing model supports the school's Multi-Tiered System of Supports across ELA and Mathematics. Discussion of Title II funding focused on continued investment in teacher induction and credential clearance to support teacher effectiveness, retention, and high-quality instruction. Discussion of Title III funding addressed the continued investment in English Learner programming, including professional learning on integrated and designated English Language Development. Discussion of Title IV

Educational Partner(s)	Process for Engagement
	funding addressed continued investment in well-rounded educational programming, including enrichment courses (Art, Music, Health, and Coding) that contribute to the school's broad course of study.
Teachers	Engagement with teachers, including both certificated and classified staff, took place throughout the 2025-26 school year through multiple embedded structures rather than as a discrete LCAP engagement event. This embedded approach ensured that LCAP planning was informed by current classroom experience, real-time implementation feedback, and ongoing professional collaboration across the school. **Weekly Schoolwide Engagement: Faculty Meetings** Administrators met weekly with both certificated and classified staff throughout the 2025-26 school year. Weekly meetings addressed several schoolwide priorities, including school culture and Positive Behavioral Interventions and Supports (PBIS), instruction with an emphasis on Universal Design for Learning (UDL), grade cluster Professional Learning Community (PLC) meetings, and Diversity, Equity, Inclusion, and Justice (DEIJ) practices. These meetings provided regular forums for two-way communication between leadership and staff and surfaced ongoing feedback that informed the development of 2026-27 LCAP actions. Feedback from staff during these meetings consistently identified the following priorities for strengthened support in 2026-27. Teachers requested additional planning time for project-based learning and for co-teaching, recognizing that high-quality implementation in both areas requires structured planning time. Teachers requested more differentiated professional development during weekly faculty meetings, ensuring that professional learning meets teachers where they are and addresses the specific needs of individual classrooms and grade levels. Teachers identified the need for more rigorous mathematics curriculum and instructional practices, reflecting the school's identified Mathematics performance gaps. Teachers requested more frequent classroom walkthroughs to support instructional growth through structured feedback cycles. Through these discussions, staff generated the following recommendations, each integrated into the 2026-27 LCAP: a focus on rigorous mathematics practices in the coming school year, the implementation of UDL-focused walkthroughs to support consistent instructional improvement, and the implementation of structured unit planning meetings within grade cluster PLCs. **Weekly Grade-Level Co-Planning: General Education and Education Specialists** Throughout the 2025-26 school year, grade-level teams composed of general education teachers and education specialists met weekly with the Principal to co-plan co-taught lessons, discuss individual student needs, and review student data. These meetings provided a structured forum for general education and special education collaboration and contributed directly to the school's full-inclusion service model. Feedback through this engagement structure consistently surfaced two priorities. Teachers identified ongoing concern regarding the addressing of behavior issues, particularly for students with disabilities, noting that consistent, integrated behavioral support across general education and special education contexts remains a priority. Teachers also expressed a desire for the return of school-based counseling services to support student social-emotional and mental health needs.

Educational Partner(s)	Process for Engagement
	Monthly Grade Cluster Coordinator Engagement Grade Cluster Coordinators met monthly with the Principal throughout the 2025-26 school year to identify priorities, review data, and plan grade cluster PLC meetings. This engagement structure ensured that teacher leaders had a direct voice in shaping the focus and content of grade-level professional collaboration. Feedback through this engagement identified the following priorities for 2026-27: teachers identified the need to provide more structured talk routines and designated English Language Development (dELD) in mathematics instruction, and teachers identified the need for small-group ELPAC preparation to better support English Learners. Through these discussions, Grade Cluster Coordinators generated the following recommendations, each integrated into the 2026-27 LCAP: a focus on more rigorous mathematics talk schoolwide, and the identification of mathematics curriculum with built-in language supports for English Learners. **Monthly PBIS Committee and Curriculum and Culture Committee Engagement** The PBIS Committee and the Curriculum and Culture Committee each met monthly throughout the 2025-26 school year. Committee meetings addressed PBIS implementation, curriculum choices, and overall school program design, providing structured forums for teacher voice in shaping schoolwide systems and culture. Feedback through committee engagement identified the following priorities. PBIS Committee members requested more frequent review of student discipline data to support proactive planning for behavioral supports. Curriculum and Culture Committee members requested a stronger focus on the music program, including the winter and spring concerts, with focus areas identified at the beginning of the year and clearly communicated to music teachers. Teachers across both committees also expressed a desire for more planning time for project-based learning units. Through these discussions, committee members generated the following recommendations, each integrated into the 2026-27 LCAP: review of referral and Turtle Ticket data once per month during faculty meetings to support timely planning of behavioral support, identification of the focus of music programming and concerts at the beginning of the school year for communication to music teachers, and the planning of dedicated unit planning meetings to support effective project-based learning implementation. **Discussion of Learning Recovery Emergency Block Grant and Title Funding** Throughout 2025-26 engagement, teachers participated in discussion of the strategic use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to support the 2026-27 LCAP. Teachers contributed to discussion of how these funds could be most effectively directed toward the student groups experiencing the greatest performance gaps, including students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. Discussion of Learning Recovery Emergency Block Grant funds focused on the school's plan to fully expend remaining LREBG funds during the 2026-27 school year, consistent with state expenditure timelines. Teachers contributed to discussion of how LREBG funds could be used to support targeted academic acceleration, intervention staffing, supplemental instructional resources, and high-impact tutoring partnerships directly aligned with the academic recovery needs identified in the ELA, Mathematics, and Science needs assessments.

Educational Partner(s)	Process for Engagement
	Discussion of Title I funding focused on the continued investment in Teacher Assistants who provide tiered academic support during the instructional day, ensuring that intervention services reach all students requiring supplemental support. Teachers contributed feedback on how Title I-funded Teacher Assistant capacity could most effectively support classroom-based Tier 2 instruction across ELA and Mathematics. Discussion of Title II funding focused on continued investment in teacher induction and credential clearance to support teacher effectiveness, retention, and high-quality instruction. Discussion of Title III funding addressed continued investment in English Learner programming, including professional learning on integrated and designated English Language Development and the school's new Language Study writing-focused ELD curriculum for third grade. Discussion of Title IV funding addressed continued investment in well-rounded educational programming, including enrichment courses (Art, Music, Health, and Coding) that contribute to the school's broad course of study.
Classified/Other Staff	Engagement with classified staff and other personnel took place throughout the 2025-26 school year through embedded operational and instructional meeting structures rather than as a discrete LCAP engagement event. This embedded approach ensured that LCAP planning was informed by current operational experience, day-to-day implementation feedback, and the direct knowledge of staff working closest to students, families, and school operations. **Weekly Operations Team Engagement** The Principal and Assistant Principal met weekly with the Operations team throughout the 2025-26 school year. The Operations team includes the Site Manager, the Assistant Director of Operations, and the Administrative Assistant. Weekly meetings addressed attendance tracking, teacher needs, parent needs, emergency drills, event planning, food service, and other operational items concerning the day-to-day functioning and maintenance of the school. These meetings provided a regular forum for two-way communication between school leadership and operational staff and surfaced ongoing feedback that informed the development of 2026-27 LCAP actions. Feedback from the Operations team during these meetings consistently identified two priorities for strengthened support in 2026-27. The Operations team observed an increase in parents bringing concerns directly to the front office that should be routed to teachers or administrators and requested both training and information for parents on communication protocols and additional support for office staff in managing instances of abusive language or threatening behavior from caregivers. The Operations team also identified ongoing concerns with frequent late meal delivery from the current food service provider and recommended that the school explore bids from alternative meal service providers. Through these discussions, the Operations team generated the following recommendations, each integrated into the 2026-27 LCAP and school operational planning. The school has gone out for bids for meal service to identify a provider capable of delivering reliable, on-time meals consistent with student wellbeing and instructional schedules. The school is adding a parent code of conduct for caregivers for the 2026-27 school year to provide a clear framework for respectful communication and to support the safety and wellbeing of office and operations staff. **Daily Recess and Lunch Huddle: Teacher Assistants and Behavior Intervention Implementers**

Educational Partner(s)	Process for Engagement
	Teacher Assistants and Behavior Intervention Implementers (BIIs) met daily with the Assistant Principal throughout the 2025-26 school year for a structured Recess and Lunch Huddle. These daily huddles provided opportunities for Teacher Assistants and BIIs to debrief recess and lunch, share information about student supports, and identify emerging areas of need across the shared spaces of the school day where unstructured time can produce both opportunity and challenge. Feedback from Teacher Assistants during these huddles identified two priorities for strengthened support in 2026-27. Teacher Assistants requested clearer reinforcement of Positive Behavioral Interventions and Supports (PBIS) expectations for shared spaces, including consistent communication of expectations and consistent application of those expectations across staff. Teacher Assistants also identified the need for additional equipment and activities for students on the playground to support engaging, structured recess and lunch experiences. Through these discussions, Teacher Assistants generated the following recommendations, each addressed during the 2025-26 school year and continuing into 2026-27. The school is allocating more time to teaching PBIS expectations on the yard and playground, reinforcing consistent expectations across staff and students. The school added a play dome and a slide during the 2025-26 school year to expand playground equipment and activities available to students. **Discussion of Learning Recovery Emergency Block Grant and Title Funding** Throughout 2025-26 engagement, classified staff and other personnel participated in discussion of the strategic use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to support the 2026-27 LCAP. Classified staff contributed perspectives on how these funds could be most effectively directed toward the operational and student-facing supports most likely to accelerate student outcomes, particularly for the student groups experiencing the greatest performance gaps. Discussion of Learning Recovery Emergency Block Grant funds focused on the school's plan to fully expend remaining LREBG funds during the 2026-27 school year, consistent with state expenditure timelines. Classified staff contributed perspectives on the operational supports needed to ensure successful implementation of LREBG-funded academic acceleration and intervention work, including the personnel, scheduling, materials, and family communication infrastructure required to sustain these efforts. Discussion of Title I funding focused on the continued investment in Teacher Assistants who provide tiered academic support during the instructional day, ensuring that intervention services reach all students requiring supplemental support. Classified staff contributed perspectives on how Title I-funded Teacher Assistant capacity supports both classroom-based intervention and operational continuity across the school day, including recess and lunch supervision and behavioral support in shared spaces. Discussion of Title II funding focused on continued investment in teacher induction and credential clearance to support teacher effectiveness, retention, and high-quality instruction. Discussion of Title III funding addressed continued investment in English Learner programming, including operational supports such as bilingual front-office staff who serve as a primary communication bridge between the school and families. Discussion of Title IV funding addressed continued investment in well-rounded educational programming, including enrichment courses and the playground equipment and activities that support student wellbeing and engagement during the school day.

Educational Partner(s)	Process for Engagement
Students	Engagement with NLACES students took place throughout the 2025-26 school year through embedded weekly assembly structures and an annual Panorama Social-Emotional Learning survey. This embedded approach ensured that student voice was a consistent, integrated element of school culture and that LCAP planning was informed by student perspective on engagement, climate, safety, and learning. **Weekly Schoolwide Wednesday Assembly** Throughout the 2025-26 school year, NLACES held a weekly schoolwide Wednesday Assembly that brought all students together for sustained engagement on schoolwide priorities. Assembly topics included the monthly Positive Behavioral Interventions and Supports (PBIS) focus, grounded in the school's mission pillars of Passion for Learning, Engagement in the Community, and Respect for Self and Others. Assemblies provided structured opportunities for problem-solving and reminders around expectations in shared spaces, including the playground, restrooms, and lunch area. Assemblies also addressed upcoming spirit weeks, attendance incentives, and recognition activities such as Spin the Wheel that celebrate positive student engagement and consistent attendance. The weekly assembly structure ensures that students participate in the ongoing development of their school culture and that student voice is heard regularly through both formal and informal channels embedded in the school day. **Weekly Friday Awards Assembly** Throughout the 2025-26 school year, NLACES also held a weekly Friday Awards Assembly to recognize students embodying the school's mission pillars. Mission Pillar Awards rotated with a different focus during each award cycle, including recognition of Passion for Learning in Science, Respect for Self and Others in connection with anti-bullying themes, and other focus areas drawn from the school's mission pillars and PBIS framework. This recurring recognition structure reinforces the values articulated in the school's mission, provides regular opportunities for students to see peers celebrated for the qualities the school is working to develop, and creates a positive, engaging weekly closing ritual that builds school spirit and community. **Panorama Social-Emotional Learning Survey: April 2026** In April 2026, NLACES administered the Panorama Social-Emotional Learning Survey to students in grades 3-5. The survey collected student perspective on school climate, engagement, safety, and social-emotional indicators, providing the school's most comprehensive measure of student voice in the 2025-26 school year. Survey results were reviewed by the leadership team and the PBIS team to identify both strengths and priorities for continued growth. The greatest positive growth was reported in the area of school safety, with overall safety perceptions improving by 1 percentage point. Students reported strong increases in positive responses to specific safety-related items, including concerns about violence at school (+10 percentage points), help in bullying situations (+5 percentage points), and incidents of disrespectful behavior (+4 percentage points). These gains affirm the impact of the school's investments in PBIS, restorative practices, the Olweus Bully Prevention Program, and the Niroga Mindfulness Program, and indicate that students feel meaningfully safer at NLACES than in the prior year. The greatest areas of concern were reported in school engagement, which declined by 8 percentage points, and school climate, which declined by 7 percentage points. These declines indicate that while the school is succeeding in building a safe environment, work remains to ensure that students experience consistently engaging, motivating, and

Educational Partner(s)	Process for Engagement
	welcoming instructional experiences. In response, NLACES will continue to refine Universal Design for Learning (UDL) practices in 2026-27 to provide students with greater access to, and higher engagement in, their learning. This response is directly reflected in the school's continued multi-year UDL partnership with Open Access, the implementation of UDL-focused walkthroughs, and the development of grade-level UDL-designed lesson exemplars across content areas. **Discussion of Learning Recovery Emergency Block Grant and Title Funding** While funding source decisions are made by school leadership and not directly determined by students, student voice contributed indirectly to the strategic use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding through the engagement structures described above. The Panorama Survey results, weekly assembly feedback, and ongoing student conversations during PBIS recognition events all informed how the school prioritized funds toward the student-facing supports most likely to accelerate learning, build engagement, and sustain a positive school climate. Discussion of Learning Recovery Emergency Block Grant funds focused on the school's plan to fully expend remaining LREBG funds during the 2026-27 school year, consistent with state expenditure timelines. Student feedback regarding engagement, climate, and learning access reinforced the school's plan to direct LREBG funds toward targeted academic acceleration, intervention staffing, supplemental instructional resources, and high-impact tutoring partnerships designed to strengthen both academic outcomes and student engagement in learning. Discussion of Title I funding focused on the continued investment in Teacher Assistants who provide tiered academic support during the instructional day, ensuring that intervention services reach all students requiring supplemental support. Student feedback regarding engagement and climate reinforced the importance of Title I-funded staffing that supports small-group instruction, individualized attention, and positive student-teacher relationships. Discussion of Title II funding focused on continued investment in teacher induction and credential clearance to support teacher effectiveness, retention, and high-quality instruction, which directly affects student experience of teaching and learning. Discussion of Title III funding addressed continued investment in English Learner programming, supporting the access and engagement of the school's English Learner students. Discussion of Title IV funding addressed continued investment in well-rounded educational programming, including the arts, music, health, and coding enrichment courses that contribute to student engagement and the broad course of study.
Student Advisory Committee (SAC)	New Los Angeles Charter Elementary School does not meet the eligibility requirements to form a Student Advisory Committee.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Engagement with parents and caregivers, including parents representing unduplicated pupils (socioeconomically disadvantaged students, English Learners, and foster youth) and parents of students with disabilities, took place throughout the 2025-26 school year through multiple structured engagement opportunities. These engagement structures provided regular, accessible forums for family voice and ensured that LCAP planning was directly informed by the perspectives of NLACES families across the full range of the school community. **Back to School Night: September 4, 2025**

Educational Partner(s)	Process for Engagement
	NLACES held its annual Back to School Night on September 4, 2025, at the beginning of the 2025-26 school year. Back to School Night provided families with a comprehensive introduction to the school year, including home-school communication systems and expectations, classroom expectations and policies, and the importance of consistent attendance for student academic and social-emotional development. The event served as a critical first touchpoint for the school year, establishing communication patterns, building relationships between families and teachers, and reinforcing the foundational role families play in their children's education. **Coffee with the Principal: Monthly Throughout 2025-26** NLACES held Coffee with the Principal sessions monthly throughout the 2025-26 school year on the following dates: September 11, October 9, November 13, January 15, February 12, March 19, April 16, May 14, and June 5. These monthly sessions provided sustained, informal opportunities for family input, dialogue, and community building, ensuring that family voice was a consistent element of the school's planning and decision-making throughout the year. Topics discussed during Coffee with the Principal sessions across the year included California School Dashboard performance data and i-Ready assessment data, supporting family understanding of student achievement and growth at the school. Sessions addressed testing anxiety management to equip families with strategies for supporting students through assessment periods. Sessions provided regular updates on upcoming school events and volunteer opportunities, supporting family connection to the school community. Sessions addressed school safety and emergency procedures, ensuring that families understood the protocols in place to keep students safe. Sessions provided ongoing focus on attendance, reinforcing the school's chronic absenteeism reduction priority and engaging families as partners in attendance work. Sessions addressed Positive Behavioral Interventions and Supports (PBIS) and school culture, sharing the school's behavioral framework and inviting family perspective on its implementation. Sessions also introduced families to Universal Design for Learning (UDL), the instructional framework the school is investing in through its multi-year partnership with Open Access. **Engagement of Parents of Unduplicated Pupils and Students with Disabilities** NLACES took deliberate steps throughout the 2025-26 school year to ensure that engagement structures were accessible and meaningful for parents representing unduplicated pupils and parents of students with disabilities. Bilingual support staff served as a primary communication bridge with families, ensuring that language was not a barrier to participation in Coffee with the Principal or Back to School Night. Professional interpreters were available at all workshops and educational events. Multiple communication platforms (DeansList, ParentSquare, and Mail Chimp) ensured that families received timely information through their preferred channels. All correspondence was provided in English and translated to Spanish in accordance with California Education Code Section 48985. The English Learner Advisory Committee (ELAC) and the Parent Advisory Committee (PAC) provided additional dedicated forums for the voice of parents representing unduplicated pupils and English Learner families. Quarterly Special Education parent meetings, led by the Special Education Director, ensured that parents of students with disabilities had dedicated forums focused on special education policy, best practices, parent engagement, and the importance of consistent attendance for accessing curriculum and special education services as outlined in each

Educational Partner(s)	Process for Engagement
	student's IEP. Family voice from these structures was integrated into the overall LCAP development process alongside the broader engagement gathered through Back to School Night and Coffee with the Principal. **Discussion of Learning Recovery Emergency Block Grant and Title Funding** Throughout 2025-26 engagement, parents and caregivers participated in discussion of the strategic use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to support the 2026-27 LCAP. Coffee with the Principal sessions provided structured opportunities to share information with families about the school's funding sources, the alignment of these funds with identified student needs, and the school's planned investments for the coming year. Family discussion focused on ensuring that funds were directed toward the student groups experiencing the greatest performance gaps, including students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. Discussion of Learning Recovery Emergency Block Grant funds focused on the school's plan to fully expend remaining LREBG funds during the 2026-27 school year, consistent with state expenditure timelines. Family input contributed to the school's plan to direct LREBG funds toward targeted academic acceleration, intervention staffing, supplemental instructional resources, and high-impact tutoring partnerships directly aligned with the academic recovery needs identified across the ELA, Mathematics, and Science needs assessments. Discussion of Title I funding focused on the continued investment in Teacher Assistants who provide tiered academic support during the instructional day, ensuring that intervention services reach all students requiring supplemental support. Family input contributed to discussion of how Title I-funded staffing supports both classroom-based intervention and the broader continuity of student care across the school day. Discussion of Title II funding focused on continued investment in teacher induction and credential clearance to support teacher effectiveness and retention. Discussion of Title III funding addressed continued investment in English Learner programming, including the school's new Language Study writing-focused ELD curriculum for third grade, professional learning on integrated and designated English Language Development, and the bilingual communication infrastructure that supports English Learner family engagement. Discussion of Title IV funding addressed continued investment in well-rounded educational programming, including enrichment courses (Art, Music, Health, and Coding) that contribute to the school's broad course of study.
Parent Advisory Committee (PAC)	Engagement with the Parent Advisory Committee (PAC) took place through three dedicated PAC meetings during the 2025-26 school year focused specifically on the development of the 2026-27 LCAP. These meetings provided the PAC with structured opportunities to review school performance data, participate in the school's needs assessment process, and provide direct input on the priorities and actions reflected in the 2026-27 LCAP. PAC engagement complements the broader family engagement structures (Back to School Night, monthly Coffee with the Principal sessions, ELAC, and Special Education parent meetings) and provides the specific educational partner engagement required of charter schools under California Education Code Section 52062(a)(1). **PAC Meeting: February 12, 2026** The Parent Advisory Committee met on February 12, 2026, with a focus on attendance, the review of California School Dashboard data and its implications for school planning, and the school's needs assessment process. PAC

Educational Partner(s)	Process for Engagement
	members reviewed disaggregated Dashboard performance data across all state indicators, including ELA, Mathematics, Science, Chronic Absenteeism, Suspension Rate, and the English Learner Progress Indicator. PAC members discussed the implications of the data for student groups facing the greatest performance gaps, including students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. PAC members also engaged in early conversation about the school's needs assessment findings and the priorities likely to drive the 2026-27 LCAP. **PAC Meeting: March 19, 2026** The Parent Advisory Committee met on March 19, 2026, with a focus on attendance, state testing updates, and 2026-27 LCAP planning. PAC members received an update on current-year attendance trends, including the year-over-year improvement reflected in the 2025 Dashboard and the in-year current data showing continued strengths for some student groups alongside emerging concerns for English Learners and socioeconomically disadvantaged students. PAC members were briefed on the spring 2026 CAASPP and CAST testing administration and received an early preview of the structure and priorities of the 2026-27 LCAP, providing opportunity for input as the LCAP took shape. **PAC Meeting: June 5, 2026** The Parent Advisory Committee met on June 5, 2026, to provide final input on the 2026-27 LCAP. This meeting represented the culmination of PAC engagement throughout the year and provided members with the opportunity to review the substantially complete LCAP and offer final feedback before adoption. PAC input gathered at this meeting was incorporated into the LCAP prior to submission to the school's authorizer. **Recommendations Generated** Through this engagement, PAC members generated the following recommendation, which has been integrated into 2026-27 school planning: caregivers expressed a desire to see counseling services return at the school during the 2026-27 school year. The school is actively exploring grants and low-cost program partnerships to identify a sustainable approach to providing student counseling services. Once a counseling partnership or funded program is in place, the school will integrate counseling services into its broader social-emotional and mental health support system. In the interim, students will continue to have access to PBIS, restorative practices, the Niroga Mindfulness Program, the Olweus Bully Prevention Program, and family referrals to community-based mental health providers. **Written Response to PAC Recommendations** Consistent with California Education Code Section 52062(a)(1), NLACES will provide a written response to PAC recommendations regarding the 2026-27 LCAP, addressing both the recommendation and the school's planned response. The written response will be provided to PAC members and made available through the school's standard communication channels. **Discussion of Learning Recovery Emergency Block Grant and Title Funding** Across PAC meetings during the 2025-26 school year, the Parent Advisory Committee participated in discussion of the strategic use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to support the 2026-27 LCAP. PAC members were briefed on the school's funding sources, the alignment of these funds with identified

Educational Partner(s)	Process for Engagement
	student needs, and the school's planned investments for the coming year. PAC input contributed to the school's plan to direct funds toward the student groups experiencing the greatest performance gaps. Discussion of Learning Recovery Emergency Block Grant funds focused on the school's plan to fully expend remaining LREBG funds during the 2026-27 school year, consistent with state expenditure timelines. PAC input contributed to discussion of how LREBG funds could be most effectively directed toward targeted academic acceleration, intervention staffing, supplemental instructional resources, and high-impact tutoring partnerships, particularly given the absence of after-school tutoring in 2026-27 and the school's active search for a tutoring partner. Discussion of Title I funding focused on the continued investment in Teacher Assistants who provide tiered academic support during the instructional day, ensuring that intervention services reach all students requiring supplemental support. PAC members discussed the role of Title I-funded staffing in maintaining the school's intervention capacity. Discussion of Title II funding focused on continued investment in teacher induction and credential clearance to support teacher effectiveness and retention. Discussion of Title III funding addressed continued investment in English Learner programming, including the new Language Study writing-focused ELD curriculum for third grade and ongoing professional learning on integrated and designated English Language Development. Discussion of Title IV funding addressed continued investment in well-rounded educational programming, including enrichment courses (Art, Music, Health, and Coding) that contribute to the school's broad course of study.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	Engagement with the English Learner Advisory Committee (ELAC) took place through three dedicated ELAC meetings during the 2025-26 school year focused specifically on the development of the 2026-27 LCAP. These meetings provided ELAC members with structured opportunities to review English Learner performance data, participate in the school's needs assessment process, and provide direct input on the priorities and actions reflected in the 2026-27 LCAP, with particular focus on the school's English Learner population. Due to NLACES's English Learner enrollment of 33 students, the school is not required to form a District English Learner Advisory Committee (DELAC) or a separate English Learner Parent Advisory Committee under California Education Code Section 52063(b)(1), which exempts local educational agencies with fewer than 51 English Learners from the requirement to establish a separate English Learner-focused parent advisory committee. ELAC therefore serves as the school's primary structured forum for English Learner family voice, complemented by the broader Parent Advisory Committee (PAC) and the school's general family engagement structures. **ELAC Meeting: February 12, 2026** The English Learner Advisory Committee met on February 12, 2026, with a focus on attendance, the review of English Learner-specific California School Dashboard data and its implications for school planning, and the school's needs assessment process. ELAC members reviewed disaggregated Dashboard data for English Learners across ELA, Mathematics, Science, Chronic Absenteeism, and the English Learner Progress Indicator. ELAC members discussed the 2024 Red performance level for English Learners on the ELPI and the subsequent improvement to 35% on the 2025 Dashboard, alongside continued performance gaps in ELA (52.5 points below standard) and Mathematics (74.9 points below standard, representing a year-over-year decline of 13 points). ELAC members also engaged in early

Educational Partner(s)	Process for Engagement
	conversation about the school's needs assessment findings and the priorities likely to drive the 2026-27 LCAP for English Learners. **ELAC Meeting: March 19, 2026** The English Learner Advisory Committee met on March 19, 2026, with a focus on attendance, state testing updates including the ELPAC testing administration, and 2026-27 LCAP planning. ELAC members received an update on current-year attendance trends for English Learners, including the current 2025-26 in-year chronic absenteeism rate that has risen for the English Learner student group. ELAC members were briefed on ELPAC administration and the role of ELPAC results in identifying reclassification candidates and informing English Learner instructional planning. ELAC members also received an early preview of the 2026-27 LCAP, with particular focus on English Learner-specific actions and the new Language Study writing-focused ELD curriculum planned for third grade implementation. **ELAC Meeting: June 5, 2026** The English Learner Advisory Committee met on June 5, 2026, to provide final input on the 2026-27 LCAP. This meeting represented the culmination of ELAC engagement throughout the year and provided members with the opportunity to review the substantially complete LCAP, with particular focus on the Supporting English Learners action and on the integration of English Learner supports across the broader LCAP. ELAC input gathered at this meeting was incorporated into the LCAP prior to submission to the school's authorizer. **Recommendations Generated** Through this engagement, ELAC members generated the following recommendation, which has been integrated into the 2026-27 LCAP: ELAC members identified the need to provide stronger support for English Learner students in Mathematics achievement. The 2026-27 LCAP directly responds to this recommendation through the Mathematics action plan and the Supporting English Learners action. Specific responsive elements include the implementation of integrated and designated English Language Development across Mathematics instruction, the implementation of the Stanford Mathematics Language Routines (Stronger and Clearer Each Time, Three Reads, and Compare and Connect) to support English Learners in accessing mathematics content while developing mathematical language, structured collaborative planning between general education and English Learner-supportive instruction, and continued use of Open Up Resources mathematics curriculum with its built-in language scaffolds. **Written Response to ELAC Recommendations** Consistent with California Education Code Section 52063, NLACES will provide a written response to ELAC recommendations regarding the 2026-27 LCAP, addressing both the recommendation and the school's planned response. The written response will be provided to ELAC members and made available through the school's standard communication channels in both English and Spanish. **Discussion of Learning Recovery Emergency Block Grant and Title Funding** Across ELAC meetings during the 2025-26 school year, the English Learner Advisory Committee participated in discussion of the strategic use of Learning Recovery Emergency Block Grant (LREBG) and federal Title funding to support the 2026-27 LCAP. ELAC members were briefed on the school's funding sources, the alignment of these funds

Educational Partner(s)	Process for Engagement
	with the identified needs of the English Learner student group, and the school's planned investments in English Learner programming for the coming year. ELAC input contributed to the school's plan to direct funds toward closing performance gaps for English Learners. Discussion of Learning Recovery Emergency Block Grant funds focused on the school's plan to fully expend remaining LREBG funds during the 2026-27 school year, consistent with state expenditure timelines. ELAC input contributed to discussion of how LREBG funds could be directed toward English Learner-specific academic acceleration, language development support, and supplemental instructional resources, particularly in Mathematics where English Learner performance gaps are most pronounced. Discussion of Title I funding focused on the continued investment in Teacher Assistants who provide tiered academic support during the instructional day, ensuring that intervention services reach English Learner students requiring supplemental support. Discussion of Title II funding focused on continued investment in teacher induction and credential clearance, including English Learner authorization, to support effective instruction of English Learner students. Discussion of Title III funding, the federal funding stream dedicated specifically to English Learner programs, focused on continued investment in the new Language Study writing-focused ELD curriculum for third grade, professional learning on integrated and designated English Language Development, the BrainPop EL supplemental platform, bilingual front-office staff who serve as a primary communication bridge between the school and families, and interpretation services for ELAC meetings and other family engagement events. Discussion of Title IV funding addressed continued investment in well-rounded educational programming, including enrichment courses that contribute to English Learner students' broader engagement and language development across content areas.
SELPA	Engagement with the Special Education Local Plan Area (SELPA) took place through ongoing collaboration with the Los Angeles Unified School District (LAUSD) SELPA Option 3 during the 2025-26 school year, as part of the development of the 2026-27 LCAP. SELPA consultation is required of charter schools under California Education Code Section 52062(a)(5) and provides the school with structured opportunities to review Special Education performance data, align LCAP planning with SELPA priorities and best practices, and ensure that the LCAP fully addresses the needs of students with disabilities. NLACES participates in LAUSD SELPA Option 3, and the school's Special Education Director leads NLACES participation in SELPA consultation, including representation on SELPA Option 3 committees and participation in SELPA-led professional development. **SELPA Option 3 Committee Participation** Throughout the 2025-26 school year, members of the NLACES Special Education team participated in LAUSD SELPA Option 3 committees and professional development opportunities. Committee participation provided ongoing access to current best practices in IEP compliance, specialized instruction, behavioral support, related services, and inclusive practices. Through this participation, the Special Education Director gathered SELPA-aligned guidance that informed the development of 2026-27 LCAP actions affecting students with disabilities. **Consultation on the Comprehensive Special Education Program Action** SELPA consultation directly informed the development of the Comprehensive Special Education Program action in the 2026-27 LCAP. Areas of consultation included the school's full-inclusion service model, the co-teaching practice

Educational Partner(s)	Process for Engagement
	between general education teachers and resource specialist teachers, IEP compliance and timelines, behavior intervention practices, the role and training of Behavior Intervention Implementers (BIIs) and Behavior Intervention Developers (BIDs), curricular resources for students with disabilities (including Wilson Reading System, Read Naturally, Co:Writer, and Snap and Read), and the new commitment for the school Principal to provide coaching to education specialists during the 2026-27 school year. SELPA consultation reinforced the school's commitment to meeting all state credentialing and training requirements, observing required caseload limits, and ensuring fidelity to behavior plans written into student IEPs. **Consultation on Behavioral Support and Alternatives to Suspension** SELPA consultation also informed the school's behavioral support approach for students with disabilities. The NLACES Special Education team collaborates with the behavior team at LAUSD SELPA Option 3 to prevent behavior incidents and to respond appropriately when an incident occurs. SELPA consultation contributed to the school's continued commitment to implementing Behavior Intervention Plans (BIPs) with fidelity, engaging in alternatives to suspension, and engaging in the IEP team process when student behavior requires response. SELPA-aligned guidance also informed the school's plan for COP3 Behavior Specialists to provide organization-wide professional development during the beginning-of-year summer session on responding to behaviors in and out of the classroom. **Consultation on Performance Data for Students with Disabilities** SELPA consultation included review of California School Dashboard performance data for the students with disabilities student group. Consultation acknowledged the substantial improvement from a Red performance level on the 2024 Dashboard Chronic Absenteeism Indicator (38.9%) to an Orange performance level on the 2025 Dashboard (28.3%) and addressed the continued performance gaps in ELA (97.5 points below standard) and Mathematics (105.3 points below standard) that are the focus of the 2026-27 academic action plans. SELPA consultation supported the school's strategy for sustained instructional and behavioral support for students with disabilities across the 2026-27 school year. **Recommendations Generated** Through this engagement, SELPA consultation generated guidance that has been integrated into 2026-27 LCAP planning, including continued investment in the school's full-inclusion service model, continued development of co-teaching practice supported by structured co-planning, continued professional learning for general education teachers on IEP accommodations and instructional practices for diverse learners, and continued participation by the Special Education team in SELPA Option 3 committees and professional development.

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

New Los Angeles Charter Elementary School (NLACES) developed the 2026-27 LCAP through sustained, embedded engagement with educational partners across the 2025-26 school year. Feedback gathered from administrators and the Principal, teachers, classified staff and other personnel, students, parents and caregivers (including parents representing unduplicated pupils and students with disabilities), the Parent Advisory Committee (PAC), the English Learner

Advisory Committee (ELAC), and the LAUSD SELPA Option 3 directly shaped specific goals and actions in the adopted plan. The influence of educational partner feedback is most visible in the following goal-and-action areas.

Goal 1: California Community Schools Framework and Multi-Tiered System of Supports

- Goal 1, Action 1 (Assessment of Learning). The structure of weekly grade-level data meetings, the implementation of the Multitudes universal reading screener for grades TK-2, and the triangulation of i-Ready, DIBELS, Kickstart Number Sense, and Multitudes data reflect the administrative team's recommendation for weekly data meetings at every grade level and continued investment in data-driven instructional practices. Teacher feedback requesting more frequent classroom walkthroughs and differentiated professional learning informed the integration of data conferences between teachers and instructional leaders following each benchmark window.
- Goal 1, Action 2 (Addressing Academic Needs to Accelerate Learning). This action incorporates several educational-partner-driven changes. The addition of the Stellar Literacy Collective as a Tier 2 literacy intervention for grades 3-5 responds to the needs assessment finding (validated through PAC review of Dashboard data) that NLACES currently lacks a structured intervention curriculum for upper-grade students requiring foundational literacy support. The active search for a community-based or contracted tutoring partner responds to teacher feedback and administrative-level acknowledgment of declining teacher availability for after-school tutoring. The continued Title I-funded Teacher Assistant staffing reflects feedback gathered from administrators, teachers, classified staff, and PAC members regarding the importance of small-group classroom-based intervention capacity.
- Goal 1, Action 3 (Addressing SEL, Behavioral, and Mental Health Needs). This action reflects extensive educational partner influence. The strengthened SART process and dedicated attendance staffing infrastructure respond to administrative team identification of attendance support as a critical area of need and to PAC and parent focus on attendance across multiple engagement structures. The continued investment in PBIS, Restorative Practices, Niroga Mindfulness, the Olweus Bully Prevention Program, and Second Step SEL reflects teacher concern, particularly through the PBIS Committee, that more frequent discipline data review is needed to support proactive planning. The addition of dedicated Behavior Intervention Implementer (BII) funding and the new emphasis on BIP implementation with fidelity directly reflect SELPA consultation on behavioral support for students with disabilities and teacher concern through weekly grade-level co-planning meetings about consistent behavioral support for students with disabilities. The active search for sustainable counseling services responds to the PAC recommendation that counseling services return to the school. The continued Panorama Social-Emotional Learning survey administration reflects student voice gathered through the April 2026 Panorama administration, including affirmation of the school's safety gains and the response to declines in school engagement and school climate.
- Goal 1, Action 4 (Broad Course of Study). This action reflects the Curriculum and Culture Committee's recommendation that the focus of music programming and concerts be identified at the beginning of the school year and communicated clearly to music teachers. Continued investment in enrichment programming, including Art, Music, Health, and Coding, reflects student feedback on engagement and family feedback from Coffee with the Principal sessions affirming the importance of well-rounded programming.
- Goal 1, Action 5 (Supporting English Learners – Language Acquisition). This action directly reflects ELAC's recommendation that the school provide stronger support for English Learner students in Mathematics achievement. The integration of the Stanford Mathematics Language Routines (Stronger and Clearer Each Time, Three Reads, and Compare and Connect), the implementation of integrated and designated English Language Development across content areas, and the new Language Study writing-focused ELD curriculum for third grade all respond to ELAC and teacher feedback gathered through monthly Grade Cluster Coordinator engagement. Teachers identified the need for more structured talk routines and designated ELD in mathematics, and ELAC members recommended mathematics curriculum with built-in language supports. The English Learner Master Plan revision reflects ELAC engagement structures established during 2025-26.
- Goal 1, Action 6 (Comprehensive Special Education Program). This action reflects SELPA consultation on the school's full-inclusion service model, co-teaching practice, IEP compliance, behavior intervention, and curricular resources for students with disabilities. The new commitment for the school Principal to provide coaching to education specialists during the 2026-27 school year responds to administrative-team identification of deeper investment in Special Education as a priority. The continued investment in co-teaching and structured collaborative planning reflects teacher feedback through weekly grade-level co-planning meetings between general education teachers and education specialists. The new implementation of the Woodcock-

Johnson V academic assessment for students with disabilities reflects SELPA consultation and training provided by LAUSD. The continued attention to chronic absenteeism for students with disabilities, including SART team participation by the Special Education Director, responds to the 2024 Dashboard Red performance level and SELPA consultation on sustaining the 2025 Dashboard improvement.

Goal 2: Professional Learning

- Goal 2, Action 1 (Educators – Supporting the Core Educational Program). This action reflects the administrative and teacher recommendation for UDL-focused walkthroughs and structured walkthrough-based feedback cycles tied to the school's instructional non-negotiables in ELA, Mathematics, and Science. The integration of CAST Interim Assessments, Multitudes screener implementation, COP3 Behavior Specialist summer professional development, and Language Study curriculum-specific professional learning reflects targeted feedback received across multiple engagement structures.
- Goal 2, Action 2 (Professional Learning Opportunities). This action reflects teacher feedback requesting more differentiated professional development during weekly faculty meetings, more rigorous mathematics curriculum and instructional practices, and continued investment in Universal Design for Learning. The continued multi-year UDL partnership with Open Access reflects sustained student feedback through the Panorama survey indicating that engagement and climate require further attention, and student voice has directly shaped the continued UDL focus. The emphasis on Cognitively Guided Instruction (CGI), structured writing, Tier 2 intervention, and DEIJ practices reflects teacher feedback gathered across weekly faculty meetings and grade cluster Professional Learning Community engagement. Leadership development through Chief of Schools coaching of the Principal and Special Education Director, and Principal coaching of the Assistant Principal and education specialists, reflects administrative-team recommendations for sustained leadership capacity building.
- Goal 2, Action 3 (Core Curricular Needs). This action reflects the addition of Studies Weekly as a 2026-27 supplemental social studies resource, responding to internal program review and to the broader curricular need identified through educational partner engagement for materials supporting close reading of primary source documents and project-based learning. The addition of Stellar Literacy Collective also affects this action by adding a new Tier 2 literacy intervention resource consistent with PAC review of ELA Dashboard data.
- Goal 2, Action 4 (Closing the Digital Divide). This action reflects family engagement feedback gathered through Coffee with the Principal sessions on the use of i-Ready, the Multitudes screener, and other digital instructional resources, as well as classified staff (Operations team) feedback on the operational supports needed for reliable technology delivery.

Goal 3: Parent and Family Engagement

- Goal 3, Action 1 (Promoting Student Engagement and a Safe Learning Environment). This action reflects classified staff (Operations team and Teacher Assistant) feedback regarding PBIS expectations in shared spaces, the addition of playground equipment (a play dome and a slide added during 2025-26), and the new parent code of conduct for caregivers for 2026-27. Student Panorama survey feedback regarding sense of safety and school climate is reflected in continued investment in PBIS, restorative practices, Niroga Mindfulness, and the Olweus Bully Prevention Program. Family fundraising partnerships that supported field trips during 2025-26 reflect the school's responsive practice in the face of budget-driven reductions.
- Goal 3, Action 2 (Parent Input in Decision-Making). This action reflects sustained engagement through the PAC, ELAC, and Community Schools Steering Committee structures established during 2025-26. The Parent Ambassador Program, supported by the Family Engagement Manager, reflects efforts to expand representation and broaden parent voice. The ELAC's recommendations regarding English Learner mathematics support and the PAC's recommendations regarding counseling services are reflected in the school's commitments under Goal 1, Action 3 and Goal 1, Action 5.
- Goal 3, Action 3 (Promoting Parent Engagement and Participation). This action reflects parent feedback gathered through monthly Coffee with the Principal sessions, which surfaced topics integrated into 2026-27 parent education workshops including i-Ready interpretation, attendance impact, accessing counseling and mental health resources, state assessment preparation, and sex education curriculum navigation. The continued investment in multi-platform communication (DeansList, ParentSquare, Mail Chimp) responds to family feedback gathered through engagement structures and the

school's commitment under California Education Code Section 48985 to translated correspondence. Classified staff feedback regarding parent communication routing is reflected in the new parent code of conduct.

- Goal 3, Action 4 (Maintaining Safe and Clean School Facility). This action reflects sustained input from the Operations team during weekly engagement, including the school's response to staffing challenges in janitorial services earlier in the year and ongoing maintenance challenges with aging building systems, and from classified staff and family feedback regarding facility conditions monitored through annual FIT reporting.

Across all three goals and their associated actions, the adopted LCAP reflects a coherent integration of educational partner feedback gathered through embedded engagement structures during 2025-26. The most significant educational-partner-driven changes in the adopted plan include the addition of the Stellar Literacy Collective (Goal 1, Action 2 and Goal 2, Action 3), the addition of Studies Weekly social studies supplement (Goal 2, Action 3), the new Language Study writing-focused ELD curriculum for third grade (Goal 1, Action 5), the implementation of Stanford Mathematics Language Routines for English Learner support (Goal 1, Action 5), the new Principal coaching of education specialists (Goal 1, Action 6), the Woodcock-Johnson V academic assessment adoption for students with disabilities (Goal 1, Action 6), the new parent code of conduct (Goal 3, Action 1), the playground equipment additions (Goal 3, Action 1), the active search for a sustainable counseling partner responding to PAC recommendation (Goal 1, Action 3), and the active search for a community-based tutoring partner responding to teacher availability constraints (Goal 1, Action 2). Sustained continuity in the broader actions across Goals 1, 2, and 3 reflects educational partner consensus that the school's multi-year approach is producing measurable progress and should be preserved across 2026-27.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

New Los Angeles Charter Elementary School (NLACES) developed this goal in response to converging evidence from its needs assessments, California School Dashboard results, and educational partner input, all of which point to a clear conclusion: closing achievement gaps and improving student outcomes at NLACES requires more than instructional improvement alone. It requires a coordinated, schoolwide system of academic, behavioral, social-emotional, and family-facing supports that responds to the full range of barriers students face in their learning.

Dashboard Performance Indicating the Need for Integrated Support: The 2025 California School Dashboard shows persistent and significant performance gaps for the school's highest-need student groups, including students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. Performance gaps in ELA, Mathematics, and Science are accompanied by elevated chronic absenteeism rates that remain above the federal 10% threshold for every reported student group, and by root causes (immigration concerns, transportation, caregiver mental health, housing instability, and student illness) that extend well beyond what the classroom alone can address. On the 2024 California School Dashboard, students with disabilities received a Red performance level on the Chronic Absenteeism Indicator and English Learners received a Red performance level on the English Learner Progress Indicator (ELPI), establishing that the school's most vulnerable student groups were not being adequately supported by existing structures.

Alignment with the California Community Schools Framework: The California Community Schools Framework, developed by the California Department of Education in partnership with the State Board of Education, provides an evidence-based, statewide model for organizing the kind of comprehensive, integrated response these conditions require. The Framework articulates Four Pillars of Community Schools (Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded and Enriched Learning Time and Opportunities) and centers the Four Key Conditions for Learning (supportive environmental conditions, productive instructional strategies, social and emotional competencies, and a sense of safety and belonging) that research links to academic and developmental success. By committing to the Framework, NLACES is committing to a coherent organizing structure that aligns the school's existing strengths (a Multi-Tiered System of Supports, Positive Behavioral Interventions and Supports, restorative practices, Niroga Mindfulness, the Olweus Bully Prevention Program, partnership with the LACOE PBIS Community of Practice, and active ELAC, PAC, and Coffee with the Principal engagement) with a recognized framework for continuous improvement.

Strengthening Inconsistent MTSS, PBIS, and SART Implementation: The school's MTSS, PBIS, and SART systems, while operational, have been identified through needs assessment as inconsistently implemented. Strengthening these systems within the structure of the Community Schools Framework provides the school with a clearer, evidence-based pathway to ensure that all students are reliably identified for and connected to the right level of support at the right time.

Addressing Interconnected Root Causes Through a Coordinated System: The root causes underlying chronic absenteeism, behavioral incidents, and academic underperformance at NLACES are deeply interconnected, and addressing them in isolation has produced uneven results. The Four Pillars and Four Key Conditions provide an integrated structure that allows the school to address academic, social-emotional, family-facing, and community-facing supports as parts of one coordinated system rather than as separate initiatives.

Building Family and Community Engagement Capacity: The Community Schools Framework explicitly emphasizes Family and Community Engagement and Collaborative Leadership and Practices as core pillars, aligning with the resource inequities NLACES has identified, particularly the need for stronger family and community partnership infrastructure that a small charter school cannot easily build through internal resources alone. The Framework provides a recognized pathway for developing this infrastructure with the support of statewide guidance and best practice.

Alignment with the School's Mission and Identity: This goal also reflects NLACES's longstanding mission and identity. The school was founded on a commitment to social justice, community engagement, and developing students who are passionate about learning, engaged in their community, and respectful of themselves and others. The Community Schools Framework operationalizes these mission-level commitments through a recognized, evidence-based structure that is consistent with the school's identity while providing a clear pathway for continuous improvement.

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 -25.3 EL -48.3 SED -33.7 Hispanic -30.2	2023-24 ELA CAASPP DFS All Students -28.3 EL -58.4 SED -33.1 Hispanic -49.3	2024-25 ELA CAASPP DFS All Students -13.6 SED -21.1 Hispanic -39.2	2025-26 ELA CAASPP DFS All Students -11 SED -19 Hispanic -37	All Students: +11.7 *EL: N/A SED: +12.6 Hispanic: -9 *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 -48.4 EL -59.7 SED -51.4 Hispanic -47.5	2023-24 Math CAASPP DFS All Students -48.5 EL -61.9 SED -50.6 Hispanic -64.4	2024-25 Math CAASPP DFS All Students -43.3 SED -46.4 Hispanic -62.9	2025-26 Math CAASPP DFS All Students -41 SED -44 Hispanic -61	All: +5.1 *EL: N/A SED: +5 Hispanic: -15.4 *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
3	CA Science Test	2022-23 CAST % Met/exceeded All Students 20.00% SED 15.63% Source: CAASPP	2023-24: 31.58% Met/exceeded Source: CAASPP	2024-25: 24% Met/exceeded standards Source: CAASPP 2024-25 CAST (Science Points) All Students 51.5	2025-26 CAST (Science Points) All Students 53.0	All Students: +4 *SED: N/A *Not numerically significant in either Baseline or Y2 Outcome
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	54.3% Source: 2023 Dashboard	30% Source: 2024 Dashboard	35.7% Source: 2025 Dashboard	2025-26: 50%	-18.6%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 16.67% Proficient	2023-24: 16.67% Proficient	2024-25: 5.9% Proficient	2025-26: 15%	-10.77%
6	Reclassification Rate Source: CALPADS	2022-23: 9.8%	2023-24: 15.09%	2024-25: 8%	2025-26: 10%	-1.8%
7	Attendance Rate Source: CALPADS	2022-23: 91%	2023-24: 90.44%	2024-25: 92.4%	2025-26: 92%	+1.4%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 37.2% EL 33.9% SED 40.0% SWD 29.5% African American 45.6% Hispanic 35.9%	2023-24: Chronic Absenteeism Rate All Students 33.3% EL 31.3% SED 34.2% SWD 38.9% African American 34.0% Hispanic 34.2%	2024-25: Chronic Absenteeism Rate All Students 24.9% EL 27.0% SED 27.1% SWD 28.3% African American 22.0% Hispanic 26.0%	2025-26 Chronic Absenteeism Rate All Students 27.0% EL 38.0% SED 30.0% SWD 27.0% African American 23.0% Hispanic 29%	All Students: -12.3% EL: -6.9% SED: -12.9% SWD: -1.2% African Am: -23.6% Hispanic: -9.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Suspension Rate Source: [CA School Dashboard]()	2022-23: Suspension Rate All Students 0.9% EL 0.0% SED 1.1% SWD 0.0% African American 3.3% Hispanic 0.0%	2023-24: 0% (All students)	2024-25: 0% (All Students)	2025-26: 0%	All Students: -0.9% EL: 0% SED: -1.1% SWD: 0% African Am: -3.3% Hispanic: 0%
10	Expulsion Rate Source: [Dataquest]()	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in an enrichment course. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: [SARC]()	2022-23: 97.5%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+2.5%

NOTE: New Los Angeles Charter Elementary School currently serves grades TK-5, 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:
    - Middle School dropout rate
    - High School dropout rate
    - High School graduation rates

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. New Los Angeles Charter Elementary School (NLACES) has established a comprehensive, multi-level assessment and data cycle to drive instructional planning and targeted MTSS interventions. The school implemented planned benchmark and screening measures with fidelity, including i-Ready Reading and Mathematics Beginning-of-Year (BOY) and Mid-Year (MOY) diagnostics and DIBELS. Kickstart screeners were administered class-wide in kindergarten and first grade and used as needed in second grade to inform intervention placement and progress monitoring. In grades 3–5, the school initiated a twice-yearly cycle of interim assessment using CAASPP-aligned IABs and Focused IABs (f-IABs) in English Language Arts and Mathematics to strengthen standards-based reteaching and targeted supports.

To strengthen early identification of reading risk, the school selected the Multitudes Reading Difficulties Screener, with screening scheduled to begin in early March. Implementation planning identified a primary challenge related to assessment administration time, particularly for one-on-one screeners. The overlap between the reading difficulties screener and DIBELS created redundancy that required intentional scheduling to avoid over-assessing students while still meeting screening and instructional needs.

Overall, this fully implemented system has produced frequent, reliable data from multiple sources and increased staff capacity to identify achievement gaps and respond with timely, targeted instruction and interventions. Evidence of effectiveness is reflected in i-Ready outcomes from fall to winter: the percentage of students on grade level increased from 21% to 35% in Reading and from 11% to 18% in Mathematics. Student progress toward typical growth is also trending above expectations mid-year, with 52% meeting typical growth in Reading (compared to 49% at the same point last year) and 51% meeting typical growth in Mathematics (compared to 31% mid-year last year). Collectively, these results indicate that the assessment-driven MTSS approach is strengthening instructional responsiveness and accelerating student growth relative to the prior year.

Action 2: This action was fully implemented. NLACES established and operated a comprehensive academic support system during the 2025–26 school year to address achievement gaps, accelerate learning, and provide intensive supports for students experiencing continued academic need following pandemic-related learning disruptions.

Tiered Instructional Support System (MTSS): Teachers implemented tiered instruction and interventions in both literacy and mathematics, using multiple measures to identify students for support and to target instruction. Students were systematically identified for reading and math intervention based on performance data from DIBELS, Kickstart Number Sense, and i-Ready diagnostics. Using these data sources, teachers delivered Tier 2 supports within the regular instructional setting through small-group instruction, differentiated lessons, and targeted practice aligned to identified skill gaps. Implementation occurred as planned without substantial differences.

Extended Learning Opportunities (ELOP): The school fully implemented supplemental academic supports through ELOP tutoring and intersession programming. The first round of tutoring was completed, and both Thanksgiving and winter break intersession camps were successfully implemented. Two additional rounds of tutoring are scheduled, and a spring break camp is planned. Approximately 30 students were served per tutoring cycle, supported by two teachers who facilitated tutoring. Winter intersession camp served 48 students (capacity 50), maximizing participation and expanding access to additional instructional time.

Challenges: Implementation challenges were primarily capacity-related. Due to budget constraints, the school had fewer instructional assistants/TAs this year, which reduced the availability of in-class support for tiered interventions and required staff to prioritize supports across classrooms. The school also experienced a decline in the number of teachers interested in providing after-school tutoring. Leadership explored outsourced tutoring options but has not yet identified an approach that is an optimal fit for the school's needs and program expectations.

Action 3: This action was fully implemented. NLACES continued to operate a multi-tiered system of supports to strengthen student engagement, attendance, school climate, and social-emotional learning (SEL), while refining PBIS/MTSS practices through ongoing professional learning.

Attendance (Tiered Supports): The school has fully implemented a tiered attendance support system that monitors both ADA and chronic absenteeism, with ongoing review of individual and subgroup attendance patterns to trigger outreach and interventions. The school met its overall attendance target, with 2025–26 ADA currently at 92.45%, exceeding the 92% ADA goal. In addition, the school realized a meaningful year-over-year improvement in chronic absenteeism, with chronic absenteeism decreasing by 8% from 2024–25 school year.

PBIS and MTSS Refinement: The school sustained implementation of PBIS and continued participation in the LACOE cohort, using the professional development cycle to strengthen and refine MTSS systems, including consistent expectations, behavior supports, and the use of data to target interventions.

SEL Implementation and Climate Monitoring: Although the counseling program was reduced due to budget constraints, the school maintained universal SEL instruction through daily Second Step implementation and a dedicated SEL block in every classroom. To monitor school climate and student experience, the school administered the Fall Panorama Survey to students in grades 3–5 and used both overall and disaggregated results to guide planning and targeted supports. Compared to Fall 2024, Fall 2025 student survey results showed increased positive responses in:

- School Rigorous Expectations: 73% (up from 70%)
- School Climate: 59% (up from 58%)

The school also used disaggregated data to design differentiated supports during professional development. For example, based on identified gaps for Black students, staff planned increased SEL check-ins and targeted relationship- and belonging-building supports in areas including school safety, school climate, and school belonging.

Equity Outcomes (Black Student Subgroup): The school made measurable progress in reducing student group gaps that were most pronounced in Fall 2024. From Fall 2024 to Fall 2025, gaps between Black students and the all-student group narrowed substantially:

- School Safety gap: 8% (2024) → 1% (2025)
- Student–Teacher Relationship gap: 12% (2024) → 2% (2025)
- School Climate gap: 7% (2024) → 1% (2025)

Challenges: Implementation occurred in the context of significant health-related disruptions. Widespread illness (including flu and hand, foot, and mouth disease) increased student absences and contributed to a higher *current*(unofficial) chronic absenteeism rate this year (26.23%) compared to the same point last year (21.9%), despite a stronger start to the year. In addition, the reduction of the counseling program created constraints on individualized SEL and tiered behavioral supports within the PBIS framework.

Action 4: NLACES has fully implemented a comprehensive, well-rounded course of study during the 2025–26 school year to ensure all students receive learning experiences that extend beyond core academics and support academic, social, and emotional development.

Comprehensive Course of Study and Enrichment Programming: Implementation occurred as planned with no substantive changes. All TK–5 students received instruction in core academic subjects, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. In addition, students participated in weekly enrichment programming that included Music, Art, Health, and PE. All K–5 students also received weekly Coding instruction, strengthening technology literacy and problem-solving skills aligned to 21st-century learning expectations. These offerings ensured consistent access to creative, physical wellness, and applied learning opportunities as part of the regular instructional program.

Challenges: No challenges were identified in implementation; scheduling, staffing, and delivery of enrichment courses were maintained as planned.

Action 5: This action was fully implemented without substantive differences. NLACES consistently disaggregated and analyzed student performance data from i-Ready and DIBELS to plan and deliver targeted supports for English Learners (ELs) through both integrated and designated ELD. Teachers and leaders used these data cycles to identify needs by skill domain, group students strategically, and adjust instruction and intervention supports to accelerate language development and academic progress.

Implementation and Data Use: EL data from i-Ready and DIBELS were reviewed routinely to inform instructional planning for integrated ELD within core content and designated ELD instruction aligned to identified language and literacy needs. Teachers used data to target specific domains where students demonstrated need and to align instruction to skill gaps, including ELPAC-aligned task types to strengthen readiness and academic language performance.

Challenges: Two implementation challenges were identified. First, there was limited teacher interest in providing after-school tutoring, which reduced the number of students served compared to prior years. The school responded by prioritizing tutoring access for the highest-need English Learners, with an emphasis on Math support. Second, the school continued to observe a larger achievement gap for ELs in Mathematics compared to ELA, reflected in i-Ready trends. The school attributed this gap in part to the need for more structured talk and explicit vocabulary instruction to build academic math language. In response, PLCs focused on strengthening designated ELD in math and embedding academic language routines to support math discourse and comprehension.

Successes: English Learners demonstrated strong mid-year growth, particularly in i-Ready Reading. EL reading growth was 21 percentage points higher than the all-student group. In addition, grade-level i-Ready Reading results for EL students increased from BOY to EOY as follows:

- EL overall: 0% to 27%
- Kindergarten: 0% to 17%
- Grade 1: 0% to 50%
- Grade 2: 0% to 50%
- Grade 3: 0% to 33%
- Grade 4: 0% to 25%
- Grade 5: 0% to 0% (4 students movement from red to yellow but not meeting standard)

The school also strengthened ELPAC preparation by administering ELPAC-aligned task types and targeting instruction to the domains where students demonstrated the greatest need.

Action 6: This action was partially implemented. Core components of service delivery and instructional supports for Students with Disabilities (SWD) were implemented and are functioning in practice; however, two planned elements were not implemented as designed: (1) the school has not had a Director of Special Education in place since September, and (2) quarterly parent meetings have not occurred.

Substantive Differences From the Plan: A substantive difference in implementation is the absence of a current Director of Special Education. Responsibilities typically assigned to that role—including participation in SART meetings and other designated compliance and program functions—were reassigned to the Chief of Staff (COS) and site administrators. In addition, quarterly parent meetings were not held this year, representing an unimplemented family engagement component of the action.

Implemented Components: Despite these gaps, the school implemented several key strategies to strengthen access, instruction, and coordination for SWD:

- Universal Design for Learning (UDL): Through a partnership with Open Access, teachers engaged in monthly professional development, as well as training during summer and pupil-free days. Professional learning focused on universal accommodations and supports in ELA and Math, improving access through learner agency, and understanding learner variability.
- Co-planning and co-teaching: The Principal, general education teachers, and resource teachers conducted twice-monthly co-planning meetings to develop co-taught lessons for push-in resource support. Co-planning and co-teaching practices were implemented in classrooms serving students receiving push-in RSP services.
- Attendance supports for SWD: To proactively address chronic absenteeism among SWD, the school incorporated attendance expectations into IEP meetings and implemented a tiered communication protocol (office outreach, followed by teachers, then administrators). Resource teachers also communicated with families about the instructional and service-minute impact of absences. Letters were issued at the beginning of the year to students who were chronically absent in 2024–25 with attendance goals, with progress updates provided at the 25th, 50th, 75th, and 100th day of school.

Challenges and Mitigation: Two primary challenges affected implementation:

- Limited time for co-planning and co-teaching: Scheduling constraints reduced available collaboration time. The school mitigated this by dedicating grade-level collaboration time every other week to co-teaching planning.
- Vacancy in the Special Education Director role: The lack of a Director since September reduced capacity for centralized oversight and coordination. The school responded by shifting program supervision and compliance supports to site leadership. Site administrators increased their involvement by supervising RSP teachers, participating in department meetings, and attending IEPs as the administrative designee. The COS led department meetings and sought support from COP (as needed) to address compliance requirements and complex cases.

Successes: Co-planning and co-teaching practices are established in all classrooms where students receive push-in RSP services. Instructional access has also been strengthened through consistent UDL-focused professional learning and implementation of universal supports across ELA and Math.

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 six actions implemented under Goal 1 during the 2025-26 school year, no actions resulted in material differences between budgeted expenditures and estimated actual expenditures. All six 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: This action has been effective. Overall, this fully implemented system has produced frequent, reliable data from multiple sources and increased staff capacity to identify achievement gaps and respond with timely, targeted instruction and interventions. Evidence of effectiveness is reflected in i-Ready outcomes from fall to winter: the percentage of students on grade level increased from **22% to 48% in Reading** and from **11% to 35% in Mathematics**. Student progress toward typical growth is also meeting expectations, with **94% meeting typical growth in Reading**, and **77% meeting typical growth in Mathematics**. Collectively, these results indicate that the assessment-driven MTSS approach is strengthening instructional responsiveness and accelerating student growth relative to the prior year.

Action 2: This action has been effective. Despite staffing constraints, the academic support system has been effective in strengthening instructional responsiveness and improving student outcomes. End-of--year i-Ready results show schoolwide growth from BOY to MOY, with Reading increasing from 21% to 35% meeting/exceeding; and Mathematics increasing from 11% to 18% meeting/exceeding. Grade-level outcomes further demonstrate growth trends:

Reading (BOY → EOY): Grade K: 24% → 62%; Grade 1: 12% → 42%; Grade 2: 12% → 47%; Grade 3: 29% → 54%; Grade 4: 39% → 50%; and Grade 5: 16% → 35%.

Math (BOY → EOY): Grade K: 23% → 41%; Grade 1: 4% → 8%; Grade 2: 6% → 36%; Grade 3: 4% → 34%; Grade 4: 4% → 36%; Grade 5: 27% → 38% (with movement from early on-grade-level to mid/above). Overall, this fully implemented action strengthened the school's systems for identifying student needs and delivering tiered supports through classroom-based intervention and expanded learning opportunities, contributing to measurable academic growth across multiple grade levels.

Action 3: This action was effective. Despite these challenges, the action has been effective in strengthening schoolwide systems and improving student experience and outcomes. The school met its 92% ADA goal (current 92.45%), reduced chronic absenteeism by 8% in 2024–25, improved student-reported perceptions of rigorous expectations and school climate, and substantially narrowed key climate and relationship gaps for Black students. The school will continue full implementation through administration of the spring Panorama survey to students, staff, and families and ongoing data-driven refinement of attendance, PBIS/MTSS, and SEL supports.

Action 4: The enrichment program has been successful and effective, with strong student engagement and participation in Music, Art, Coding, PE, and Health. The school is also seeing broader benefits associated with a well-rounded educational program, reflected in academic growth trends, including i-Ready progress and continued improvement in school performance indicators.

Action 5: This action has been effective, as the school is seeing renewed improvement in English Learner progress indicators following a decline from 2023 to 2024. Mid-year i-Ready progress monitoring further indicates growth trends for EL students: 31% of EL students demonstrated progress toward typical growth in Mathematics, and 66% demonstrated progress toward typical growth in ELA. The school will continue to monitor disaggregated i-Ready, DIBELS, and EL progress data to evaluate the impact of supports and to refine integrated and designated ELD instruction to accelerate EL outcomes.

Action 6: While implementation was partial, early indicators suggest positive impact:

- Attendance: SWD chronic absenteeism is trending lower than last year, reported at 24.4% as of June 2026.
- Academic outcomes: 2025 Dashboard results show SWD increases of 31 points in Distance From Standard (DFA) for ELA and 21 points in Math.
- 2025-26 i-Ready growth: End-of-year i-Ready data for SWD show improved growth compared to 2024–25. In Reading last year only 70% of SWD met their growth targets as compared to the end of the 25-26 school 95% of SWD met their growth targets, outpacing the overall population by 1 percentage point. While SWD are still performing below their peers this growth indicates that New LA is closing the gap.

The school will continue monitoring disaggregated SWD data and strengthening partially implemented components, including restoring the Special Education Director function and re-establishing quarterly parent meetings to ensure full implementation and sustained program effectiveness.

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 Los Angeles Charter Elementary School (NLACES) develops a one-year LCAP each year. Any changes made to the plan, goal, metrics, target outcomes, or actions are grounded in a comprehensive needs assessment, the review of local, internal, and state California School Dashboard data, and the analysis of surveys and feedback gathered from the school's educational partners across the year. This annual cycle ensures that the LCAP remains responsive to current student needs, current performance data, and current educational partner input.

Change to the California Science Test Metric: NLACES has made one change to the metrics reported in the 2026-27 LCAP. The California Science Test (CAST) metric, previously reported as the percentage of students who met or exceeded the State Board of Education achievement standard, will be reported in the 2026-27 LCAP using the Science Points reporting methodology used by the California School Dashboard. The State Board of Education added the Science Indicator to the California School Dashboard with the release of the 2025 Dashboard, and the Dashboard's reporting methodology for Science is based on Science Points rather than on percent met and exceeded. Because the LCAP is expected to align with the California School Dashboard, NLACES has updated this metric to reflect the Dashboard reporting structure. This alignment ensures that LCAP reporting on Science performance is directly comparable to Dashboard reporting and that families, the school's authorizer, and other educational partners can easily reference LCAP and Dashboard data together when reviewing school performance.

Addition of Stellar Literacy Collective: NLACES will add the Stellar Literacy Collective as a Tier 2 literacy intervention resource for students in grades 3-5 during the 2026-27 school year. Stellar Literacy Collective provides supplemental curriculum that addresses foundational reading skills and supports students with reading comprehension in the upper elementary grades. This resource will serve as a Tier 2 intervention tool used by classroom teachers to support students who require continued foundational literacy instruction beyond the primary grades. The addition responds directly to the ELA needs assessment finding that NLACES currently lacks a structured intervention curriculum for upper-grade students requiring foundational literacy support and to the ongoing achievement gaps for students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students reflected in the 2025 California School Dashboard ELA Indicator results.

No Other Changes to Goals, Metrics, Target Outcomes, or Actions: Aside from the change to the California Science Test metric reporting methodology and the addition of the Stellar Literacy Collective as a Tier 2 literacy intervention resource, NLACES is not making any other changes to the goals, metrics, target outcomes, or actions in the 2026-27 LCAP. The continuity of the LCAP across years reflects the school's commitment to sustained, multi-year improvement work and the recognition that the priorities articulated in the prior LCAP, including improvement in ELA, Mathematics, Science, Chronic Absenteeism, English Learner outcomes, Special Education service delivery, family engagement, professional learning, and student wellbeing, remain accurate priorities for 2026-27.

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	New Los Angeles Charter Elementary School (NLACES) will implement a comprehensive assessment system using universal screeners, diagnostic assessments, and benchmark assessments to identify learning gaps, close achievement gaps among student groups, and inform annual growth targets for all students. The assessment system is designed to provide multiple converging data points on student learning across literacy and mathematics, enabling teachers and instructional leaders to make timely, data-informed instructional decisions consistent with the principles outlined in the Institute of Education Sciences (IES)	$13,262	N

Action #	Title	Description	Total Funds	Contributing
		Practice Guide *Using Student Achievement Data to Support Instructional Decision Making*. **Planned Assessment Implementation** NLACES will administer i-Ready Reading and Mathematics diagnostic assessments (LREBG funded $8,680)three times per year to track student progress and growth toward grade-level proficiency. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) (LREBG funded $3,665.40) will be conducted three times annually to monitor early literacy development and identify students needing additional support. The Kickstart Number Sense screener will provide diagnostic information about mathematical reasoning and foundational mathematics skills to inform classroom instruction and intervention design. Focused Interim Assessment Blocks (F-IABs) and Interim Assessment Blocks (IABs) for both ELA and Mathematics will be administered to students in grades 3-5 to measure progress toward state standards and to guide instructional planning ahead of the CAASPP Summative administration. The Simplify Writing Pre- and Post-Unit Assessments will be administered across grades TK-5 to monitor writing development and evaluate the effectiveness of writing instruction throughout the year. **Multitudes Universal Reading Screener** NLACES will implement the Multitudes universal reading screener at the start of the year to identify students in grades TK-2 at risk for reading difficulties. Multitudes is a free, research-based universal screener developed by the University of California, San Francisco, and approved by the California State Board of Education for use in fulfilling the state's universal reading screening requirements for students in kindergarten through grade two, as established under California Education Code Section 53008. The screener will be administered to all TK-2 students at the beginning of the year, with results used to identify students requiring Tier 2 intervention, students requiring further diagnostic assessment, and students whose needs warrant referral for evaluation. Multitudes results will be triangulated with DIBELS and i-Ready Reading data to produce a comprehensive picture of early literacy development for every primary-grade student. **Kickstart Number Sense Implementation** NLACES will use Kickstart Number Sense as a comprehensive mathematics assessment program that surfaces students' mathematical reasoning and measures the foundational skills essential to building long-term mathematics success. The universal screening and progress monitoring tool provides teachers with detailed		

Action #	Title	Description	Total Funds	Contributing
		information about students at risk for mathematics difficulties and measures the effectiveness of mathematics instruction across grade levels. Kickstart Number Sense will be administered as a diagnostic tool for all students in grades TK-2, with additional administrations conducted twice during the year for students receiving mathematics intervention to monitor response to intervention and to inform adjustments to instructional support. **DIBELS Assessment Protocol** NLACES will implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a set of short fluency measures designed to assess the acquisition of early literacy skills and to monitor the development of early reading capabilities across grades TK-5. DIBELS addresses four of the five Big Ideas of beginning reading: phonemic awareness, phonics, fluency, and comprehension. Vocabulary development, the fifth Big Idea, is supported through core ELA instruction, the school's adopted writing curriculum (Simplify Writing), and embedded vocabulary instruction across content areas rather than through DIBELS measures. DIBELS will function as a benchmark assessment administered three times per year during fall, winter, and spring assessment windows, with additional progress monitoring conducted bi-monthly for students receiving Tier 2 or Tier 3 reading intervention. This systematic approach will enable teachers to identify students requiring additional support and to monitor the effectiveness of literacy instruction and intervention strategies throughout the 2026-27 academic year. **Data Use and Instructional Decision Making** Assessment results across all measures will be reviewed in weekly grade-level data meetings and in regular instructional leadership meetings, ensuring that data drives instructional adjustment rather than serving solely as a measure of student achievement. Teachers will receive professional learning focused on the analysis and use of assessment data, including the identification of student instructional needs, the design of differentiated supports, and the application of consistent entry and exit criteria for Tier 2 and Tier 3 intervention. Data conferences between teachers and instructional leaders will be held following each i-Ready benchmark window and each Multitudes, Kickstart Number Sense, and DIBELS administration to analyze results, identify trends, and plan targeted interventions. Assessment results will be analyzed at both the schoolwide and student group level to monitor progress toward closing achievement gaps for students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students.		

Action #	Title	Description	Total Funds	Contributing
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	NLACES will implement a comprehensive academic support system to address achievement gaps, accelerate learning, and provide intensive support for students who continue to demonstrate significant academic need across ELA, Mathematics, and Science. **Targeted Support for High-Need Student Groups** For English Learners, NLACES will implement a coherent integrated English Language Development (iELD) framework that bridges core instruction and designated ELD across ELA, Mathematics, and Science. Language objectives will accompany every lesson, and structured discourse routines will be implemented consistently across classrooms to support English Learners in accessing grade-level content while developing academic language. For Hispanic students, NLACES will deepen the use of culturally responsive and sustaining instructional practices that honor students' cultural and linguistic assets while accelerating access to rigorous, grade-level content. For students with disabilities, the school will establish structured collaborative planning time between general education teachers, education specialists, and instructional aides to design accommodations and modifications aligned to individual IEP goals while maintaining access to grade-level content. **Tiered Instructional Support System and Multi-Tiered System of Supports** Classroom teachers will provide targeted Tier 2 reading and mathematics support to students identified through multiple assessment measures, ensuring that struggling learners receive immediate intervention within the regular instructional setting. Students will be systematically identified for reading and mathematics support using convergent data from the Multitudes universal reading screener (administered in grades TK-2), DIBELS progress monitoring, and i-Ready Reading and Mathematics diagnostic results, producing a comprehensive picture of student learning needs across literacy and numeracy domains. Criteria for entry into and exit from Tier 2 and Tier 3 intervention will be clearly defined and consistently applied across classrooms, with quarterly reviews of effectiveness. Intervention data review cycles will occur every six weeks across all content areas, with structured protocols for adjusting intervention intensity, group composition, or instructional approach based on student response. **Stellar Literacy Collective:** Beginning in the 2026-27 school year, NLACES will add the Stellar Literacy Collective as a Tier 2 literacy intervention resource for students in grades 3-5. Stellar Literacy Collective provides curriculum for foundational reading skills and reading comprehension in the upper elementary grades, addressing the need identified in the ELA needs assessment for a	$393,426	Y

Action #	Title	Description	Total Funds	Contributing
		structured intervention curriculum supporting students who require continued foundational literacy instruction beyond the primary grades. Classroom teachers will use Stellar Literacy Collective resources to deliver targeted small-group Tier 2 intervention, with student identification driven by i-Ready Reading diagnostic results and DIBELS data. Particular focus will be placed on students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students, the groups for whom ELA performance gaps are most pronounced in the 2025 Dashboard. **Teacher Assistants** Teacher Assistants (LREBG funded: $7,476.37; Title I funded: $75,646) will deliver tiered academic support during the instructional day, providing the additional personnel capacity needed to ensure that intervention services reach all students requiring supplemental support across ELA and Mathematics. This staffing model enables more intensive small-group instruction and individualized support while maintaining clear focus on grade-level standards and expectations. **Supplemental Intervention and Technology Platforms** Struggling learners will have access to research-based supplemental platforms, including i-Ready personalized learning paths in Reading and Mathematics. This adaptive platform adjusts to each student's individual learning needs and pace, complementing core classroom instruction with additional practice and skill development opportunities. Platform use will be monitored for both fidelity (recommended weekly minutes) and growth on platform-embedded measures, with usage and progress data reviewed during PLC meetings to inform Tier 2 grouping and instructional adjustment. **Professional Learning Communities and Collaborative Practice** Professional Learning Community (PLC) time will be structured around regular analysis of student work in ELA, Mathematics, and Science, using calibrated protocols focused on reading and writing development, mathematical reasoning, and three-dimensional Science learning. Lesson study cycles will be implemented across content areas, allowing teachers to collaboratively plan, observe, and refine instruction based on student response. Ongoing professional learning and coaching support will build teacher capacity to use formative assessment data and to adjust instruction in real time. Cross-grade articulation meetings will be held three times per year to ensure vertical alignment of ELA, Mathematics, and Science instruction and smooth transitions between grade levels. **Assessment and Data Systems**		

Action #	Title	Description	Total Funds	Contributing
		NLACES will implement short-cycle formative assessments aligned to priority standards in ELA, Mathematics, and Science, providing frequent feedback on student progress and instructional effectiveness. The CAST Interim Assessments will be administered in grades 3-5 in October and January to inform Science instructional planning, with results reviewed in grade-level data meetings. Data visualization tools will make student performance patterns immediately accessible to teachers, supporting rapid identification of students needing additional support and clear monitoring of student groups disproportionately represented in the data. Data conferences between teachers and instructional leaders will be held following each benchmark window to analyze results, identify trends, and plan targeted interventions. **Family Engagement in Academic Learning** Family engagement around academic learning will be aligned to the Dual Capacity-Building Framework for Family-School Partnerships (Mapp and Kuttner). Family literacy workshops, family mathematics workshops, and family Science events will provide families with concrete strategies for supporting student learning at home, offered in both English and Spanish. Grade-level literacy and mathematics activity kits will be distributed each trimester, providing families with structured, low-prep activities and resources. Student-led conferences focused on academic goals and progress in literacy, mathematics, and Science will be implemented in spring 2027. **Expanded Learning Opportunities Program (ELOP)** NLACES will operate the Expanded Learning Opportunities Program (ELOP) during the 2026-27 school year, providing students with extended learning time during fall intersession, winter intersession, spring intersession, and summer programming. ELOP programming will focus on accelerating learning in reading, writing, and mathematics for students requiring additional support. **After-School Tutoring Component** NLACES is actively seeking a community-based or contracted tutoring partner to provide in-person tutoring services to students requiring additional support beyond the school day. Once a partner is identified and a service agreement is in place, the school will resume after-school tutoring as part of the broader ELOP and academic support offering.		
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	NLACES will strengthen its Multi-Tiered System of Supports (MTSS) Framework to reduce chronic absenteeism, sustain positive behavioral and disciplinary climate,	$341,490	Y

Action #	Title	Description	Total Funds	Contributing
		and provide comprehensive social-emotional and mental health support for all students. This action integrates the school's established Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and Social-Emotional Learning (SEL) systems into a single coordinated approach to student wellbeing and engagement. **Context: Significant Year-Over-Year Improvement for Students with Disabilities** On the 2024 California School Dashboard, students with disabilities at NLACES received a Red performance level on the Chronic Absenteeism Indicator, with 38.9% of students with disabilities classified as chronically absent. This designation represented a critical area of concern and was a primary driver of the school's MTSS focus during the 2024-25 and 2025-26 school years. By the 2025 California School Dashboard, the chronic absenteeism rate for students with disabilities had dropped to 28.3%, an improvement of 10.6 percentage points and a movement from Red to Orange. While the rate remains above the federal 10% chronic absenteeism threshold, this trajectory reflects the effectiveness of targeted attendance work for students with disabilities and establishes a foundation for continued improvement. The 2026-27 action sustains and intensifies this work with the goal of further reducing chronic absenteeism for students with disabilities and for all student groups. **Multi-Tiered System of Supports for Attendance:** NLACES will implement a schoolwide MTSS for Attendance aligned to the Attendance Works framework and the research synthesis of Hedy Chang and colleagues on chronic absenteeism prevention and reduction. Tier 1 universal supports include monthly attendance audits to identify at-risk students, schoolwide and classroom-level recognition for consistent and improving attendance (including monthly perfect attendance awards and weekly class-wide most-improved attendance incentives), and ongoing communication about the importance of attendance. Free TAP cards (Los Angeles Metro transit passes) will continue to be provided to all students to address transportation barriers, a longstanding NLACES practice that directly addresses one of the root causes identified in the chronic absenteeism needs assessment. Attendance messaging will be integrated into every Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and Coffee with the Principal event, and supplemented by weekly Friday email communication to all families. Tier 2 early intervention will provide targeted outreach for students missing five to nine percent of school days, including individual family contact, attendance improvement planning, and small-group attendance interventions. Tier 3		

Action #	Title	Description	Total Funds	Contributing
		intensive intervention will engage families through the Student Attendance Review Team (SART) process for students whose attendance loss meets the chronic absenteeism threshold. **Strengthened SART Process** NLACES will strengthen and standardize the Student Attendance Review Team (SART) process to ensure timely, consistent engagement of families when students are chronically absent. The Family Engagement Manager will continue to coordinate SART meetings and connect families with comprehensive resources to address attendance barriers, including referrals for mental health services, housing insecurity assistance, transportation supports, and immigration-related legal services. Clear protocols will be established for SART referral thresholds, meeting timelines, family goal-setting, and ongoing progress monitoring. Proactive outreach will begin at the start of the 2026-27 school year for families whose students were chronically absent in 2025-26, with individualized attendance goals set in collaboration with each family and progress updates provided throughout the year. **Targeted Early-Grade Attendance Focus** Because TK and kindergarten students experience disproportionate illness-related absences and because early attendance patterns predict long-term attendance trajectories, NLACES will implement targeted early-grade attendance strategies. Monthly attendance updates will be sent to families of TK and kindergarten students, including each student's attendance status, year-to-date attendance percentage, and concrete messaging on the importance of consistent attendance for kindergarten readiness and long-term academic outcomes. Beginning-of-school messaging in TK and kindergarten will include a family commitment conversation focused on attendance expectations. Communication will be delivered in both English and Spanish to align with the linguistic profile of NLACES families. **Trauma-Informed, Welcoming School Climate** Recognizing that family concerns about immigration enforcement contribute to attendance hesitation, NLACES will reinforce its identity as a safe, welcoming school for all families regardless of immigration status. The school will communicate its compliance with California's safe-haven school protections under AB 699 and related state guidance, which restrict the disclosure of student or family immigration information to federal immigration enforcement authorities without proper legal authority. Trauma-informed practices will be integrated into staff professional learning, drawing on research from the Substance Abuse and		

Action #	Title	Description	Total Funds	Contributing
		Mental Health Services Administration (SAMHSA) and the National Child Traumatic Stress Network on trauma-informed schools, supporting staff in recognizing how family stress related to immigration, housing instability, and economic hardship can manifest in attendance and behavioral patterns. **Community Partnerships for Wraparound Support** Because the root causes of chronic absenteeism at NLACES extend beyond what a small school can address through internal resources alone, the school will build and sustain partnerships with community-based organizations to expand the range of family support available. Priority partnership areas include immigration-support organizations providing legal services and Know Your Rights education, community-based mental health providers offering low-cost or sliding-scale services for caregivers, transportation resources, and housing stability organizations supporting families experiencing housing insecurity. The school will compile and regularly update a community resource directory shared with all families, enabling staff to provide concrete, accurate referrals when family barriers to attendance arise. **Positive Behavioral Interventions and Supports (PBIS)** NLACES will maintain and strengthen its commitment to Positive Behavioral Interventions and Supports (PBIS) as a foundation for positive school climate, social-emotional development, and reduction of exclusionary discipline. The Assistant Principal will continue to lead the PBIS team and coordinate schoolwide PBIS initiatives, including professional development on de-escalation techniques, classroom-based behavioral support strategies, and alternatives to suspension practices. The PBIS Team will continue receiving coaching from the Los Angeles County Office of Education's PBIS Community of Practice to strengthen implementation fidelity and to maintain alignment with the school's Niroga Mindfulness Program, Restorative Justice practices, and Olweus Bully Prevention Program. Building on NLACES's recognition as a Silver PBIS recipient, the team will continue working toward Gold recognition through continued implementation excellence and program expansion. **Restorative Practices and Alternatives to Suspension** NLACES will continue to implement restorative practices as the primary approach to addressing behavioral concerns and conflicts among students. Restorative Justice circles, mediated conversations, and structured opportunities for accountability and relationship repair will replace exclusionary discipline wherever appropriate. The Olweus Bully Prevention Program will continue to provide a structured schoolwide approach to preventing bullying and supporting		

Action #	Title	Description	Total Funds	Contributing
		students affected by peer conflict. The Niroga Mindfulness Program will continue to provide students and staff with self-regulation, stress-management, and emotional awareness practices integrated into the school day. Together, these programs reduce the need for suspension and other exclusionary discipline by providing students with the skills, relationships, and supports they need to engage productively in school. **Behavior Intervention Implementers** Behavior Intervention Implementers (BIIs) (LREBG funded $102,583.93; LCFF S&C funded: $81,837.06) will implement student behavior plans with fidelity to meet the social-emotional and behavioral needs of NLACES students. BIIs play a critical role in the elementary school context, where students with intensive behavioral support needs benefit from sustained, in-class adult support during the regular instructional day. In elementary schools, BIIs typically work one-on-one or in small-group configurations with students who have Behavior Intervention Plans (BIPs) embedded in their IEPs, providing the immediate, consistent behavior support necessary for these students to access grade-level instruction in the least restrictive environment. The day-to-day role of a BII at NLACES includes implementing the specific behavior reinforcement strategies, antecedent interventions, replacement behavior coaching, and de-escalation procedures defined in each student's BIP. BIIs collect behavioral data throughout the school day, providing the evidence base necessary for the Special Education team and Behavior Intervention Developer (BID) to monitor student progress and to adjust the BIP as needed. BIIs serve as a stabilizing adult presence for students during transitions between activities, instructional periods, recess, lunch, and other moments of the day where unstructured time can produce behavioral challenges. By implementing BIPs with fidelity in the elementary classroom environment, BIIs make full inclusion meaningful for students with intensive behavioral needs, supporting access to grade-level content alongside peers while reducing the likelihood of behavioral escalation and exclusionary discipline. BIIs collaborate closely with classroom teachers, education specialists, the Special Education Director, and the Assistant Principal to ensure that behavioral support is consistent across adults and across the school day. **Social-Emotional Learning and Mental Health Services** Teachers will continue to implement the Second Step SEL curriculum and other evidence-based practices to support students' social-emotional development and self-regulation skills. Students will continue to have access to comprehensive		

Action #	Title	Description	Total Funds	Contributing
		counseling services through the school's partnership with Her Healing, providing professional mental health support for students experiencing social-emotional challenges. The Family Engagement Manager will continue to connect families with mental health resources for caregivers, recognizing that family wellbeing directly supports student wellbeing and school engagement. **Comprehensive Data Collection and Analysis** Panorama surveys will be administered to students each trimester as a social-emotional learning universal screener, providing comprehensive data on student wellbeing, school climate, and engagement. The Panorama platform integrates SEL, MTSS, response to intervention, school climate assessment, and student voice initiatives into a single comprehensive system. Recognized as an evidence-based system under the Every Student Succeeds Act (ESSA), Panorama provides school leaders with visual dashboard reporting to interpret data and take immediate action to improve student outcomes. The platform's valid and reliable measurement tools enhance SEL schoolwide while compiling actionable data for educators to implement best practices for intervention management. Panorama surveys will also be utilized to support educator and staff wellbeing and social-emotional capacity, ensuring a comprehensive approach to school climate and mental health support. Schoolwide attendance data will be reviewed every two weeks by the leadership team to identify students entering Tier 2 or Tier 3 attendance territory, ensuring timely outreach and intervention. PBIS office discipline referral data will be reviewed monthly by the PBIS team to identify patterns requiring schoolwide or classroom-level response. SEL screening results from Panorama and behavioral indicators will be triangulated to identify students requiring additional Tier 2 or Tier 3 supports. **Coordinated Approach** The combination of MTSS for Attendance, the strengthened SART process, targeted early-grade attendance work, trauma-informed school climate practices, community partnerships, PBIS, Restorative Practices, Niroga Mindfulness, Olweus Bully Prevention, Second Step SEL, and Panorama SEL screening ensures that NLACES students experience a coherent, multi-layered system of behavioral, social-emotional, and mental health support. This coordinated approach is aligned to the principles of Multi-Tiered Systems of Support (MTSS) and provides students with multiple, mutually reinforcing pathways to wellbeing, engagement, and success.		

Action #	Title	Description	Total Funds	Contributing
4	BROAD COURSE OF STUDY	NLACES will provide all students with access to a broad course of study ensuring that every student receives a well-rounded educational experience supporting academic, social, and emotional development. **Comprehensive Course Offerings** Every NLACES student will participate in core instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, supplemented by enrichment courses in Art, Music, Health, and Coding. This combination ensures that students develop foundational academic competencies alongside the creative, technological, and physical wellness skills associated with strong long-term outcomes. **Research Base for Arts and Enrichment Programming** NLACES's investment in arts and enrichment programming is supported by a substantial research base on the academic, social, and emotional benefits of arts education for elementary students. Research from the Brookings Institution documents that students participating in arts educational experiences show measurable improvement in writing achievement, increased empathy and compassion for peers, and stronger engagement with others' perspectives. A meta-analysis by the Arts Education Partnership documents that students who study music demonstrate increased achievement in mathematics, reading, and broader cognitive development. These findings align with NLACES's instructional philosophy that academic rigor and well-rounded enrichment reinforce one another rather than compete for instructional time. **Integrated Learning Approach** NLACES's broad course of study is designed to complement and extend core academic learning by offering students multiple pathways for expression, creativity, problem solving, and skill development. Art, Music, Coding, and Health are integrated strategically with ELA, Mathematics, Science, and Social Studies instruction wherever possible, reinforcing core content while building disciplinary skills in each enrichment area. This integration directly supports the school's mission of developing passionate learners who are engaged in their community and who demonstrate respect for themselves and others.	$87,698	N
5	SUPPORTING EL – LANGUAGE ACQUISITION	NLACES will implement a comprehensive English Language Development (ELD) program to accelerate language acquisition, close persistent academic achievement gaps, and ensure that every English Learner experiences high-quality, language-rich instruction across all content areas. The action reflects the	$10,495	N

Action #	Title	Description	Total Funds	Contributing
		school's commitment to addressing the specific needs identified through the needs assessments for ELA and Mathematics, where English Learners are identified as the student group most in need of accelerated, targeted support. **Current Performance Context and Needs Assessment** On the 2024 California School Dashboard, the English Learner Progress Indicator (ELPI) for NLACES received a Red performance level, the lowest performance designation on the Dashboard and a critical signal that English Learner progress toward English proficiency required immediate, sustained intervention. On the 2025 California School Dashboard, English Learner progress on the ELPI rose to 35%, reflecting a 5.7% improvement year-over-year and a meaningful step forward, though continued targeted work is required to accelerate English Learner progress toward proficiency. On the 2025 Dashboard CAASPP results, English Learners performed at 52.5 points below standard in ELA and 74.9 points below standard in Mathematics. In Mathematics, the English Learner group experienced a 13-point year-over-year decline in Distance from Standard, the largest decline of any reported student group. Internal needs assessments identify a particular foundational skills gap in writing development for English Learners, alongside elevated chronic absenteeism that has risen from 27% to 37% in the 2025-26 school year. Together, these data establish English Learners as the highest-priority focus for targeted support in the 2026-27 school year. **Comprehensive ELD Service Delivery** All English Learners at NLACES will receive both designated and integrated ELD instruction, consistent with the California ELA/ELD Framework. Designated ELD will be provided as a daily protected instructional block targeting language development at each student's ELPAC proficiency level. Integrated ELD will be embedded throughout content area instruction in ELA, Mathematics, and Science, ensuring that language development is reinforced across the school day rather than confined to a single instructional period. Language objectives will accompany every content lesson, and structured discourse routines, sentence frames, and multi-modal scaffolds will be used consistently across classrooms. The WIDA Can-Do Descriptors will inform differentiated scaffolding across the proficiency continuum. **Language Study Curriculum: New for 2026-27 (Grade 3)** Beginning in the 2026-27 school year, NLACES will adopt the Language Study (LREBG funded: $2,80) writing-focused ELD curriculum for use in third grade.		

Action #	Title	Description	Total Funds	Contributing
		Language Study provides explicit, writing-focused ELD instruction designed to develop the language structures, vocabulary, and discourse patterns English Learners need to access grade-level academic writing. The implementation will grow with the cohort: third grade in 2026-27, expanding to grades 3-4 in 2027-28, and to grades 3-5 in 2028-29 as students' progress and as the school builds capacity. Third grade teachers will participate in six hours of dedicated professional learning throughout the school year to support effective implementation of the Language Study curriculum (LREBG funded: $2,500) . **Professional Development and Teacher Capacity Building** NLACES will provide all teachers with sustained professional learning focused on evidence-based English Learner instruction. Content will include the California ELA/ELD Framework, designated and integrated ELD strategies, structured discourse and academic language development, the use of Kagan cooperative learning structures, and writing instruction for English Learners. Professional learning will be designed in alignment with research on effective teacher professional development, including sustained duration, active learning, content focus, and coherence with classroom practice. Third grade teachers will receive the additional six hours of Language Study-specific professional learning described above, and grade-level teams across TK-5 will engage in collaborative planning to integrate ELD strategies into core instruction. **Tiered Academic Support and Intervention** English Learners who require additional academic support will receive tiered intervention from credentialed teachers and Teacher Assistants, providing intensive small-group instruction that addresses both language development and academic skill gaps. Students will be identified for intervention using convergent data from the ELPAC, the Multitudes universal reading screener (grades TK-2), DIBELS, i-Ready Reading and Mathematics diagnostic results, and teacher-collected formative data. BrainPop EL (LREBG funded: $5,125), a research-based digital platform designed for English Learners, will continue to be available to supplement classroom instruction with engaging, level-appropriate content supporting language acquisition. **After-School Tutoring Component** The after-school tutoring component, previously staffed by NLACES classroom teachers, is not being offered during the 2026-27 school year due to limited teacher availability for after-school assignments. NLACES is actively seeking a community-based or contracted tutoring partner to provide in-person tutoring services. Once a partner is identified, English Learners will be prioritized for		

Action #	Title	Description	Total Funds	Contributing
		participation in after-school tutoring as a strategy for providing extended learning time focused on language acquisition. In the interim, English Learners will continue to access extended learning through the Expanded Learning Opportunities Program (ELOP) intersession offerings during fall, winter, spring, and summer programming. **Data Analysis and Assessment** Local assessment results will be systematically disaggregated by student group, with particular focus on English Learners by ELPAC proficiency level, to identify trends, monitor progress, and inform targeted tiered intervention. ELPAC summative and interim results will be analyzed alongside i-Ready, DIBELS, Multitudes, and classroom formative data to develop a comprehensive picture of each English Learner's language and academic progress. Data review will occur in weekly grade-level data meetings and in dedicated ELD planning sessions, supporting timely instructional adjustments. **English Learner Master Plan Revision and Educational Partner Engagement** The English Learner Master Plan will be comprehensively reviewed and revised in with input from educational partners, including the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal participants. The revision process will ensure that language acquisition policies and procedures reflect current best practices and meet the specific needs of the NLACES English Learner population and will incorporate stakeholder feedback in alignment with current research on effective English Learner instruction.		
6	COMPREHENSIVE SPED PROGRAM	The Special Education program is anchored in a full-inclusion service model and a commitment to ensuring that every student with a disability receives the specialized instruction, related services, and individualized supports outlined in the student's Individualized Education Program (IEP), while maintaining meaningful access to grade-level content and to the broader school community. NLACES participates in the Los Angeles Unified School District (LAUSD) SELPA under Option 3, and the program is structured to meet all federal, state, and SELPA compliance requirements. **Identified Areas of Need for Students with Disabilities** NLACES has identified three priority areas of need for students with disabilities, from the comprehensive needs assessments: academics in both ELA and Mathematics, behavioral support, and chronic absenteeism. Students with	$601,406	N

Action #	Title	Description	Total Funds	Contributing
		disabilities perform at 97.5 points below standard in ELA and 105.3 points below standard in Mathematics on the 2025 California School Dashboard, the largest achievement gaps of any reported student group. Although chronic absenteeism for students with disabilities improved from 38.9% (Red) on the 2024 Dashboard to 28.3% (Orange) on the 2025 Dashboard, rates remain above the federal chronic absenteeism threshold and continue to require sustained attention. **Academic Assessment Updates for 2026-27** For 2026-27, NLACES will implement the Woodcock-Johnson V as its academic assessment for Students with Disabilities. NLACES staff have received training on the Woodcock-Johnson V from LAUSD. The Woodcock-Johnson V will provide NLACES'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. **Full Inclusion and Co-Teaching Model** NLACES will continue to implement a full-inclusion model with focused effort on developing a co-teaching model supported by structured co-planning tools. Resource Specialist Teachers (RSTs) will partner with general education teachers and related service providers to ensure that students with disabilities access grade-level content while receiving the specialized instruction and accommodations outlined in their IEPs. All RSTs will participate in weekly grade-level meetings with the general education teachers serving their students, supporting awareness of current curriculum and creating regular opportunities for co-planning and co-teaching. **Special Education Team and Service Delivery** The Special Education team is composed of the Special Education Director, two Resource Specialist Teachers, Behavior Intervention Implementers (BIIs), and contracted related service providers. The team provides all services required by student IEPs to address academic, social-emotional, and behavioral needs. NLACES ensures that all providers meet state credentialing and training requirements and that required caseload limits are observed. Behavior Intervention Implementers and Behavior Intervention Developers (BIDs) implement student behavior plans with fidelity to meet the cognitive, social-emotional, and physical needs of students with disabilities. **Role of the Special Education Director** The Special Education Director ensures IEP compliance and timelines, communicates with families, and oversees the overall vision of the Special		

Action #	Title	Description	Total Funds	Contributing
		Education program. The Director supports Special Education staff with IEP compliance, co-teaching practice, the development of lessons aligned to IEP goals, and the integration of IEP accommodations into general education lessons and assessments. The Director also supports general education teachers in planning universally designed lessons that support students with disabilities. Special Education team members participate in LAUSD SELPA Option 3 committees and professional development opportunities. **Coaching Support for Education Specialists** New for the 2026-27 school year, the school Principal will provide ongoing coaching to education specialists, supporting their instructional practice, IEP implementation, co-teaching practice, and professional growth. This coaching structure reinforces the school's commitment to high-quality specialized instruction and creates a direct link between the school's overall instructional leadership and the Special Education program. **Academic Supports and Curricular Resources** In addition to the specialized instruction and supports outlined in each student's IEP, NLACES provides Tier 1 and Tier 2 academic support to students with disabilities and to students who have not been identified for special education services. The Special Education team uses evidence-based curricular resources to support academic progress, including Lindamood Bell’s Seeing Stars. Students with disabilities have full access to all core and supplemental instructional materials. Staff are trained in each program by internal and external experts to support effective implementation. **Professional Learning and Collaborative Practice** The Special Education team meets weekly to review compliance practices and to participate in professional development directed by the Special Education Director. The team participates in professional learning offered through the LAUSD SELPA Option 3 and in additional opportunities such as conferences and a department-wide professional read. General education teachers participate in professional development provided by the Special Education department throughout the year, including content on providing IEP-aligned accommodations, co-planning and co-teaching models, instructional practices for diverse learners, and the role of the general education teacher on the IEP team. These professional learning structures collectively support the school's effort to improve the delivery of instruction, accelerate student learning, and produce stronger academic outcomes for students with disabilities.		

Action #	Title	Description	Total Funds	Contributing
		Data Use and Progress Monitoring NLACES uses i-Ready to monitor academic progress for students with disabilities. The Special Education team reviews disaggregated i-Ready data alongside other formative data on a monthly basis. The Woodcock-Johnson V results will be added to this data review as students are assessed. This data review will support the team in both department-level goal setting and individual student progress monitoring. Disaggregated data analysis informs adjustments to specialized instruction and to the supports provided through the IEP. Parent and student voice are included in decision making and feedback through parent-teacher conferences, school committees, and the IEP process. **Behavioral Support** The Special Education team will implement Behavior Intervention Plans (BIPs) with fidelity and will collaborate with the Assistant Principal and the Positive Behavioral Interventions and Supports (PBIS) committee to ensure that Tier 1 supports for all students are in place to maintain a safe and supportive learning environment. When behavior becomes a challenge for a student with disabilities, the team will assess the need and may amend the BIP, adjust behavior goals or behavior services on the IEP, develop a safety plan, and engage in alternatives to suspension when a consequence is warranted. In some cases, student behavior may result in a recommendation for re-evaluation. NLACES will continue to collaborate with and consult the behavior team at the SELPA both to prevent behavior incidents and to respond appropriately when an incident occurs. COP3 Behavior Specialists will provide organization-wide professional development on responding to behaviors in and out of the classroom environment, supporting the social-emotional needs of all students. **Chronic Absenteeism for Students with Disabilities** To address chronic absenteeism among students with disabilities, NLACES will implement the schoolwide attendance policy with fidelity, responding quickly to absences with supportive measures before attendance becomes a significant issue. All parents are informed of the importance of attendance and are contacted when absences occur. For students with IEPs who have elevated absentee rates, attendance is addressed at every IEP meeting. The Special Education Director participates on the Student Attendance Review Team (SART), which focuses on identifying the root causes of chronic absenteeism and collaborating with students and families to develop solutions. The Special Education department will also hold quarterly parent meetings and trainings focused on special education policy, best practices, parent engagement, and the importance of consistent		

Action #	Title	Description	Total Funds	Contributing
		attendance for accessing curriculum and ensuring continuity of special education services as outlined in each student's IEP.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

This goal was developed in response to converging evidence from its needs assessments, California School Dashboard results, and educational partner input, all of which point to a clear conclusion: closing achievement gaps and improving student outcomes at NLACES requires more than instructional improvement alone. It requires a coordinated, schoolwide system of academic, behavioral, social-emotional, and family-facing supports that responds to the full range of barriers students face in their learning.

Dashboard Performance Indicating the Need for Integrated Support: The 2025 California School Dashboard shows persistent and significant performance gaps for the school's highest-need student groups, including students with disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students. Performance gaps in ELA, Mathematics, and Science are accompanied by elevated chronic absenteeism rates that remain above the federal 10% threshold for every reported student group, and by root causes (immigration concerns, transportation, caregiver mental health, housing instability, and student illness) that extend well beyond what the classroom alone can address. On the 2024 California School Dashboard, students with disabilities received a Red performance level on the Chronic Absenteeism Indicator and English Learners received a Red performance level on the English Learner Progress Indicator (ELPI), establishing that the school's most vulnerable student groups were not being adequately supported by existing structures.

Alignment with the California Community Schools Framework: The California Community Schools Framework, developed by the California Department of Education in partnership with the State Board of Education, provides an evidence-based, statewide model for organizing the kind of comprehensive, integrated response these conditions require. The Framework articulates Four Pillars of Community Schools (Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded and Enriched Learning Time and Opportunities) and centers the Four Key Conditions for Learning (supportive environmental conditions, productive instructional strategies, social and emotional competencies, and a sense of safety and belonging) that research links to academic and developmental success. By committing to the Framework, NLACES is committing to a coherent organizing structure that aligns the school's existing strengths (a Multi-Tiered System of Supports, Positive Behavioral Interventions and Supports, restorative practices, Niroga Mindfulness, the Olweus Bully Prevention Program, partnership with the LACOE PBIS Community of Practice, and active ELAC, PAC, and Coffee with the Principal engagement) with a recognized framework for continuous improvement.

Strengthening Inconsistent MTSS, PBIS, and SART Implementation: The school's MTSS, PBIS, and SART systems, while operational, have been identified through needs assessment as inconsistently implemented. Strengthening these systems within the structure of the Community Schools Framework provides the school with a clearer, evidence-based pathway to ensure that all students are reliably identified for and connected to the right level of support at the right time.

Addressing Interconnected Root Causes Through a Coordinated System: The root causes underlying chronic absenteeism, behavioral incidents, and academic underperformance at NLACES are deeply interconnected, and addressing them in isolation has produced uneven results. The Four Pillars and Four Key Conditions provide an integrated structure that allows the school to address academic, social-emotional, family-facing, and community-facing supports as parts of one coordinated system rather than as separate initiatives.

Building Family and Community Engagement Capacity: The Community Schools Framework explicitly emphasizes Family and Community Engagement and Collaborative Leadership and Practices as core pillars, aligning with the resource inequities NLACES has identified, particularly the need for stronger family and community partnership infrastructure that a small charter school cannot easily build through internal resources alone. The Framework provides a recognized pathway for developing this infrastructure with the support of statewide guidance and best practice.

Alignment with the School's Mission and Identity: This goal also reflects NLACES's longstanding mission and identity. The school was founded on a commitment to social justice, community engagement, and developing students who are passionate about learning, engaged in their community, and respectful of themselves and others. The Community Schools Framework operationalizes these mission-level commitments through a recognized, evidence-based structure that is consistent with the school's identity while providing a clear pathway for continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 100%	2022-23: 81%	2023-24: 82.6%	2024-25: 100%	-16.9%
14	% 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%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase;	2023-24 ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: N/A	2024-25 ELA: 5 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A	2025-26: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: N/A	2026-27: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: N/A	ELA: 0 ELD: 0 Math: 0 Social Science: +1 Science: 0 CTE: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	Health:5 PE: 5 VAPA:5 World Language: N/A	Health: 5 PE: 5 VAPA: 5 World Language: N/A	Health: 4 PE: 5 VAPA: 5 World Language: N/A	Health: 5 PE: 5 VAPA: 5 World Language: N/A	Health: -1 PE: 0 VAPA: 0 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 without substantive differences. New LA Charter Elementary School implemented a comprehensive professional learning system to strengthen instructional practice and improve student outcomes through sustained training in co-teaching, Universal Design for Learning (UDL), and data-driven planning.

Implementation: Returning teachers completed five days of summer professional development focused on co-teaching practices, UDL implementation, and data-driven instructional planning. New teachers completed a total of ten summer professional development days to ensure readiness and alignment to schoolwide instructional expectations. Throughout the school year, weekly staff meetings have consistently provided ongoing professional development on priority topics, including UDL, English Learner supports (ELD), and Professional Learning Communities (PLCs). The school also implemented dedicated time for deeper learning through pupil-free professional development days, including one completed pupil-free day focused on a UDL deep dive, with a second pupil-free day scheduled for February 13.

Challenges: The primary challenge has been balancing multiple professional learning priorities within limited time. The school addressed this by using a structured rotation during weekly professional development, cycling through four focus areas each month to ensure coverage and coherence while maintaining depth of implementation.

Successes: Professional learning has resulted in observable shifts in instructional practice. Classroom walkthrough data indicate strong teacher engagement with UDL strategies and increased access to grade-level content for a wider range of learners. Staff implementation has become more consistent across classrooms, reflecting the impact of sustained training and coaching.

Action 2: This action was fully implemented without substantive differences. NLACES implemented a coherent, year-long professional development and coaching system focused on strengthening instructional practice, increasing student access and engagement, and improving academic outcomes through aligned instructional frameworks.

Instructional Coaching and Data-Driven Practice: Teacher coaching occurred every other week and included observation-based feedback cycles with clear action steps, weekly data meetings, and data-driven planning routines. These structures supported consistent implementation of CGI math practices and the school's structured literacy program. Teachers also implemented structured writing expectations, with K–5 teachers providing structured writing instruction at least three days per week.

Project-Based Learning: Project-based learning expectations were fully implemented. Teachers planned and facilitated one larger project and one mini-project during the year. Faculty meetings included a dedicated monthly focus on project planning and implementation to support quality and consistency across classrooms.

Universal Design for Learning: The school's partnership with Open Access supported implementation of UDL through day-long professional development sessions and ongoing monthly "sparks" to reinforce and deepen practice. The school also initiated walkthroughs specifically to gather evidence of UDL implementation and to identify targeted next steps for continued professional learning.

Behavioral and Social-Emotional Learning Support: Behavioral and SEL practices were implemented schoolwide. All teachers used class meeting time for social-emotional instruction, and CHAMPS was implemented consistently to establish positive behavior expectations in classrooms and common areas, including the playground.

Leadership Development and Coaching: Leadership development was implemented as planned. The Principal received weekly coaching with the Chief of Staff (COS), and the program leadership team engaged in monthly leadership coaching. In addition, the Principal, Assistant Principal, and DEIJ Director met monthly to review data and plan DEIJ professional development aligned to the school's equity-focused strategic plan.

Challenges: No significant challenges were identified in implementation.

Successes: Classroom walkthrough evidence indicates consistent implementation of the structured literacy curriculum and strong uptake of UDL practices. UDL and project-based learning, in particular, have increased student access to content and improved engagement across classrooms. Teacher feedback on professional learning has also been positive, with especially strong staff responsiveness to UDL-focused training.

Action 3: New LA Charter Elementary School fully implemented this action during the 2025–26 school year, ensuring that all students have comprehensive access to high-quality, standards-aligned curriculum and instructional materials across academic disciplines to support equitable access to rigorous learning and grade-level mastery.

Standards-Aligned Curriculum Access: Implementation occurred without substantive differences. Teachers consistently used rigorous, standards-aligned curriculum and instructional materials in Reading, Writing, Mathematics, Science, and History–Social Science. Instructional resources are aligned to California State Standards, including the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, California History–Social Science Standards, and Physical Education Standards, ensuring that instruction targets essential learning objectives and supports preparation for state assessments and future academic success.

In addition to core content areas, the school provided students equitable access to instructional materials and learning resources in enrichment disciplines, including Art, Physical Education, Coding, and Music. Materials and resources were available across classrooms and grade levels to ensure consistent access to grade-level content and program expectations for all students.

Challenges: The primary challenge was budget limitations affecting the purchase of additional student materials and curriculum resources. The school addressed this constraint through targeted family donation requests and fundraising efforts. In addition, savings generated in certain areas due to lower enrollment helped offset unforeseen needs and enabled the school to maintain access to required curricular materials.

Action 4: This action was fully implemented without substantive differences. New LA Charter Elementary School ensured that all K–5 students have one-to-one access to Chromebooks and that devices are used in developmentally appropriate ways to strengthen instruction, support UDL practices, and expand access to learning for all students.

Implementation: All K–5 students were assigned individual Chromebooks. Teachers integrated devices routinely to support instruction, targeted intervention, and accessibility supports aligned to student needs. Technology use was implemented in an age-appropriate manner and embedded within classroom routines to reinforce core instruction and provide differentiated learning opportunities.

Challenges: Two primary challenges were identified. First, limited funding has constrained the school's ability to replace or refresh devices, and many Chromebooks are aging because they were purchased around the same time. Second, the school has a limited inventory of projectors; while each classroom has a projector, there are no additional units available to cover classrooms when technical issues arise.

Successes: Chromebooks have been leveraged effectively to provide intervention supports such as i-Ready and other instructional programs and to improve universal access through accommodations. For example, devices are used to provide read-aloud text supports and other accessibility tools to ensure students can access grade-level content. Classroom observations confirm that devices are being used strategically and effectively in 100% of classrooms, indicating consistent implementation across the school.

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: This action has been effective, as reflected in student performance data. Mid-year i-Ready results show measurable growth from BOY to MOY, with the percentage of students meeting or exceeding expectations increasing from 21% to 36% in Reading and from 12% to 18% in Mathematics. These trends, alongside walkthrough evidence of improved instructional accessibility, indicate that the school's professional learning system is supporting stronger instructional practice and contributing to improved achievement in ELA and Math.

Action 2: Student academic outcomes indicate the action has been effective. State assessment results show academic growth across nearly all student groups in both ELA and Math. These gains reflect sustained implementation of the school's data-driven instructional focus areas over multiple years, including structured writing, which has remained a consistent emphasis within the coaching and professional learning system.

Action 3: This fully implemented action ensured schoolwide consistency in standards-aligned instruction and equitable access to instructional materials across all classrooms, supporting rigorous teaching and learning and strengthening the conditions for improved student achievement.

Action 4: This action has been effective. By maintaining one-to-one access and consistent, purposeful classroom integration, this action has strengthened student access to instruction and interventions and supported schoolwide implementation of UDL-aligned practices.

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

There will be no changes to the goal, metrics, target outcomes, or actions in Goal 2 for the 2026-27 school year. The continuity of Goal 2 across years reflects the school's commitment to sustained, multi-year improvement work and the recognition that the priorities articulated in this goal remain accurate priorities for 2026-27.

One-Year LCAP Development Cycle: New Los Angeles Charter Elementary School (NLACES) develops a one-year LCAP each year. Decisions regarding what to retain, revise, or replace from the prior LCAP are influenced by several converging sources of evidence, including local data, California School Dashboard data, state assessment results, structured feedback gathered from the school's educational partners across the year, and student, staff, and family surveys including the Panorama Social-Emotional Learning surveys administered each trimester to students and annually to staff and families.

Rationale for Continuity in Goal 2: The actions in Goal 2 are part of a multi-year approach to improving student academic outcomes. Sustained focus and continuity in implementation are essential for the actions in this goal to produce the intended student outcomes, particularly in areas such as core instructional improvement, Multi-Tiered System of Supports development, teacher capacity building, and family engagement, where research consistently identifies sustained, multi-year investment as a precondition for measurable change. By maintaining the actions in Goal 2 across years, NLACES preserves the conditions under which the school's instructional and operational improvements can produce cumulative gains in student outcomes over time.

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 Elementary School (NLACES) will maintain a Principal and appropriately credentialed teachers to deliver high-quality instruction in the core educational program encompassing English Language Arts, Mathematics, Science, Social Studies, and Physical Education for all students. **Staffing and Credentialing** NLACES will ensure that all teaching positions are filled with appropriately credentialed educators who meet California state certification requirements and demonstrate expertise in their assigned subject areas and grade levels. Administrative leadership will include a Principal who provides instructional leadership and supports teacher effectiveness in delivering standards-based	$1,650,400	Y

Action #	Title	Description	Total Funds	Contributing
		instruction across all core academic areas. The school will continue to ensure compliance with all federal and state requirements for teacher assignment, credentialing, and English Learner authorization. **Substitute Teacher Coverage** NLACES will employ substitute teachers to ensure continuity of instruction at all grade levels and to support teachers during professional learning activities. This substitute coverage system maintains consistent educational delivery for students while enabling teachers to participate in professional development without disrupting instruction. **Summer Professional Learning Institute** All teachers will participate in ten days of intensive professional learning during Summer 2026 in preparation for the 2026-27 school year. The Summer Professional Learning Institute will address the school's instructional priorities for 2026-27, including curriculum implementation, assessment system rollout (including the new Multitudes universal reading screener for grades TK-2), evidence-based instructional practices, integrated English Language Development, and the targeted support strategies for ELA, Mathematics, and Science. COP3 Behavior Specialists will provide organization-wide professional development during the summer session on responding to behaviors in and out of the classroom environment, supporting the social-emotional needs of all students. Third grade teachers will begin their six hours of professional learning specific to the new Language Study writing-focused ELD curriculum during the summer institute. **Non-Instructional Data Analysis Days** In addition to the summer institute, teachers will participate in three non-instructional days during the 2026-27 academic year dedicated to data analysis and instructional decision-making. These structured sessions will enable teachers to examine student performance data, identify learning trends across student groups, adjust instructional strategies, and develop targeted interventions based on assessment results and progress monitoring. Data analysis days will be timed to align with i-Ready benchmark windows and other key assessment cycles to support timely instructional response. **Weekly Professional Learning** Teachers will engage in weekly professional learning during the 2026-27 academic year, ensuring continuous professional growth and collaborative improvement. Weekly sessions will be structured around Professional Learning		

Action #	Title	Description	Total Funds	Contributing
		Community (PLC) work using the DuFour framework, with regular cycles devoted to examining student work, refining teaching strategies, sharing effective practices, and implementing evidence-based approaches. Lesson study cycles will be embedded within weekly professional learning to allow teachers to collaboratively plan, observe, and refine instruction in ELA, Mathematics, and Science. Cross-grade articulation meetings will be held three times per year to ensure vertical alignment across grade levels. **Coaching and Instructional Leadership** The Principal will provide ongoing coaching support to education specialists during the 2026-27 school year, reinforcing the connection between schoolwide instructional leadership and the Special Education program. Instructional leadership will also support general education teachers through walkthrough-based feedback cycles tied to the school's instructional non-negotiables in ELA, Mathematics, and Science, with walkthrough data reviewed in monthly leadership team meetings to identify trends, target coaching, and surface professional learning needs in real time.		
2	PROFESSIONAL LEARNING OPPORTUNITIES	NLACES will provide all teachers and instructional leaders with robust, evidence-based professional learning during the 2026-27 school year. The professional development program is designed to improve instructional delivery, build teacher capacity and expertise, support teacher retention, and accelerate student outcomes across academic and social-emotional domains. Professional learning content is organized around two interconnected strands: instructional practice across content areas, and behavioral and social-emotional support, with dedicated leadership development supporting implementation. **Data-Informed Focus Areas** Professional development priorities for 2026-27 are drawn from comprehensive analysis of student assessment results, educational partner feedback, classroom observation findings, and staff survey data. The instructional practice strand will focus on Cognitively Guided Instruction (CGI) (Math PD – LREBG funded: $4,750) to strengthen mathematical reasoning and problem-solving in the early grades, structured writing instruction to improve student writing outcomes across all grade levels, and Tier 2 intervention structures and best practices to strengthen support for struggling learners. Professional learning will also address Project Based Learning to align instruction with the school's mission of community engagement and real-world application, and Diversity, Equity, Inclusion, and Justice (DEIJ) practices to ensure culturally responsive instruction for all students.	$23,250	N

Action #	Title	Description	Total Funds	Contributing
		Universal Design for Learning Partnership with Open Access NLACES will continue its multi-year partnership with Open Access to deepen the implementation of Universal Design for Learning (UDL) across all classrooms. The partnership provides teachers with systematic strategies for designing instruction with multiple means of engagement, representation, and action and expression, with particular emphasis on ensuring access to grade-level content for English Learners, students with disabilities, and other student groups requiring additional scaffolding. UDL implementation will be reinforced through coaching, peer observation cycles, and the collaborative development of grade-level UDL-designed lesson exemplars. **Behavioral and Social-Emotional Professional Learning** Professional development in the behavioral and social-emotional strand will include continued implementation of Positive Behavioral Interventions and Supports (PBIS), with focus on effective responses to student behavior, trauma-informed classroom practices, and the implementation of CHAMPS classroom management procedures. Training will include the Olweus Bully Prevention Program, Restorative Justice practices, accommodations and modifications for students with disabilities, and the use of structured talk routines to enhance student engagement and academic discourse across all content areas. COP3 Behavior Specialists will provide organization-wide professional development during the beginning-of-year summer session on responding to behaviors in and out of the classroom to support the social-emotional needs of all students. **Leadership Development and Coaching** The Chief of Schools will provide ongoing mentoring and coaching for the Principal and the Special Education Director, focusing on instructional leadership, data analysis, program management, and the building of organizational capacity. The Principal will mentor and coach the Assistant Principal and will provide direct coaching to education specialists during the 2026-27 school year. The Principal will also collaborate with organizational leadership to collect and analyze multiple sources of data measuring program effectiveness, to maintain systems for ongoing progress monitoring, and to implement and assess progress on the NLACES Strategic Plan for Equity. **Comprehensive Leadership Coaching** The leadership team will receive specialized coaching focused on effective teacher and staff evaluation, data analysis and goal setting, and fostering productive collaboration between general education teachers and the Special		

Action #	Title	Description	Total Funds	Contributing
		Education department. This coaching ensures that leadership capacity supports both individual teacher growth and schoolwide improvement initiatives, and that systems for teacher development and accountability operate consistently across the school. **Teacher Effectiveness, Retention, and Credential Clearance** To support teacher effectiveness, retention, and credential clearance, NLACES will partially fund induction expenses for teachers participating in California teacher induction programs. Investment in induction supports both individual teacher growth toward a clear credential and the school's broader goal of retaining effective teachers in the NLACES community over time.		
3	CORE CURRICULAR NEEDS	New Los Angeles Charter Elementary School (NLACES) will provide all students with comprehensive access to high-quality, standards-aligned curriculum and instructional materials across all academic disciplines. This action ensures equitable access to rigorous educational resources that support student achievement, mastery of grade-level standards, and full participation in the broad course of study. **Standards-Aligned Curriculum Access** All students at NLACES will have access to curriculum and instructional materials fully aligned to California State Standards, including the California Common Core State Standards for English Language Arts and Mathematics, the California Next Generation Science Standards (CA NGSS), the California History-Social Science Content Standards, and the California Model Content Standards for Physical Education. This alignment ensures that daily instruction is focused on essential learning objectives, prepares students for state assessments, and builds the foundational skills necessary for long-term academic success. **Comprehensive Disciplinary Coverage** Curriculum and instructional materials at NLACES encompass all core academic disciplines, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education, alongside enrichment areas including Art, Music, Health, and Coding. This comprehensive approach ensures that students receive a well-rounded education that supports both academic achievement and creative, technological, and physical wellness development consistent with the school's broad course of study commitment. **Studies Weekly: New for 2026-27**	$18,660	N

Action #	Title	Description	Total Funds	Contributing
		Beginning in the 2026-27 school year, NLACES will adopt Studies Weekly as a supplement to the school's social studies curriculum. Studies Weekly provides students with high-quality, standards-aligned social studies materials that support close reading of primary source documents, including first-person accounts of historical events. The resource expands the volume and quality of nonfiction text available to students during social studies instruction and project-based learning, supporting both content-area learning and the literacy demands embedded in the California History-Social Science Content Standards. Studies Weekly will be integrated into existing social studies instruction across grade levels, providing teachers with grade-appropriate materials that connect to broader instructional themes and project-based learning experiences. **Annual Procurement and Maintenance of Instructional Materials** Annual purchases will be made as needed to maintain current and effective instructional resources, including consumable materials such as student workbooks, manipulatives, laboratory and investigation supplies, art materials, and technology resources that support hands-on, three-dimensional, and inquiry-based learning experiences. This ongoing procurement ensures that teachers have the tools necessary to deliver high-quality instruction and that students have access to current, engaging materials that enhance the learning experience across all content areas.		
4	CLOSING THE DIGITAL DIVIDE	All NLACES students will have access to appropriate technology devices necessary for engaging with curricular and instructional materials, ensuring that digital learning opportunities are available regardless of home technology resources or socioeconomic circumstances. NLACES will provide individual devices that support student learning across all academic disciplines and grade levels, with device selection appropriate to each grade band (for example, devices suited to primary-grade learners in TK-2 and devices supporting more independent use in grades 3-5). **Bandwidth and Network Infrastructure** The Technology Support team will maintain schoolwide bandwidth capacity sufficient to support simultaneous use of digital resources across all classrooms during instructional activities, assessment administration, and online intervention platform use. Network infrastructure will be sized to support concurrent use of i-Ready Reading and Mathematics diagnostic and instructional platforms, CAASPP and CAST online assessment administration, the Multitudes universal reading screener, and other digital instructional resources.	$1,250	N

Action #	Title	Description	Total Funds	Contributing
		Technical Support and Maintenance Comprehensive technical support will be available to address device issues, software problems, and connectivity challenges that might otherwise impede student learning or family communication with the school. Subscriptions for virtual meeting platforms and educational software will be maintained as needed to support family conferences (including remote IEP meetings, parent-teacher conferences, and ELAC, PAC, and Coffee with the Principal sessions when held virtually), collaborative learning experiences, and continuity of instruction in the event of school disruptions. **Device Management and Software Updates** Technology devices will be regularly updated with current software and security features to ensure optimal performance and to maintain safe digital learning environments. Device filtering and student safety protocols will be maintained in compliance with the federal Children's Internet Protection Act (CIPA) and applicable California student data privacy requirements. Devices will be available for use during the instructional day across all content areas and will be accessible to students participating in ELOP intersession programming during fall, winter, spring, and summer sessions.		

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.

The goal was developed in recognition that meaningful, sustained family engagement is among the most powerful and least costly drivers of student academic and developmental success. Research synthesized by Karen Mapp and colleagues in the Dual Capacity-Building Framework for Family-School Partnerships, developed through the U.S. Department of Education's SEDL Family and Community Engagement Center, documents that strong family engagement is associated with improved student attendance, higher academic achievement, stronger social-emotional development, and increased high school graduation and college-going rates. Meta-analyses including those by Henderson and Mapp consistently identify family engagement as a high-impact factor in student outcomes across grade levels and student demographics. By committing to a relationship-centered approach to family engagement, NLACES is investing in one of the highest-leverage strategies available for accelerating student outcomes and closing achievement gaps.

Direct Response to Needs Assessment Findings: The 2026-27 needs assessments across multiple indicators identify family engagement as both a strength and a continued growth area for NLACES. The Chronic Absenteeism needs assessment identifies family-level factors, including immigration concerns, transportation barriers, caregiver mental health, and housing instability, as primary root causes requiring strong, trust-based family partnership to address effectively. The ELA, Mathematics, and Science needs assessments identify family literacy and academic support as essential supplements to classroom instruction, particularly for the 83% of NLACES students identified as socioeconomically disadvantaged and the 19% identified as English Learners. The Special Education needs assessment identifies sustained family engagement through IEP meetings, parent-teacher conferences, and quarterly Special Education parent meetings as critical for ensuring that students with disabilities receive coordinated, IEP-aligned support across home and school.

Alignment with the Dual Capacity-Building Framework for Family-School Partnerships: The Dual Capacity-Building Framework provides an evidence-based structure for family engagement that emphasizes building the capacity of both educators and families to partner around student learning. The Framework identifies four conditions necessary for effective family-school partnership, including capacity building, relational trust, alignment with student learning, and developmental focus. By committing to a relationship-centered, education-focused, and communication-rich approach to family engagement, NLACES is aligning its practice with the Framework's evidence base. Family engagement at NLACES is not designed as a one-way flow of information from school to home, but as a partnership in which families contribute knowledge, perspective, and decision-making influence on the school's work.

Commitment to Shared Decision-Making and Participatory Practices: The goal explicitly commits NLACES to shared decision-making and participatory practices, reflecting both the school's mission and California Education Code requirements for charter schools. The school maintains active educational partner engagement structures, including the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), and regular Coffee with the Principal sessions, all of which provide families with structured opportunities to inform school decisions. Family voice is also incorporated through parent-teacher conferences, IEP meetings, the Student Attendance Review Team (SART) process, and the annual LCAP educational partner engagement cycle. This commitment to shared decision-making reflects the school's foundational belief that families are essential partners in education, not passive recipients of school services.

Family Engagement as a Lever for Equity and Resource Inequity Response: The school's resource inequity analysis identifies family and community engagement capacity as a constraint affecting outcomes across the indicators. Chronic absenteeism root causes (immigration concerns, transportation, caregiver mental health, housing instability) require partnership and wraparound support that no school can provide through internal resources alone. The 2026-27 plan therefore commits the school to building partnerships with community-based organizations to expand the range of family support available, including immigration-support, mental health, transportation, and housing-stability organizations. This goal supports the development of the family and community engagement infrastructure the school needs to address resource inequities that are not solvable through classroom instruction alone.

Equitable, Linguistically Accessible Engagement: NLACES is committed to ensuring that family engagement is genuinely accessible to every family in the school community. Bilingual support staff serve as a primary communication bridge, professional interpreters are provided at all workshops and educational events, and all correspondence is provided in English and Spanish in alignment with California Education Code Section 48985. Multiple communication platforms (DeansList, ParentSquare, and Mail Chimp) are used to meet families through their preferred channels. These investments ensure that language, technology access, and economic circumstance do not function as barriers to meaningful family partnership at NLACES.

Coherence with the School's Mission and Identity: This goal reflects NLACES's longstanding mission and identity. The school was founded on a commitment to social justice, community engagement, and developing students who are passionate about learning, engaged in their community, and respectful of themselves and others. Family engagement is foundational to this mission: families are the school's first and most consistent partners in the work of developing community-engaged learners. The relationship-centered approach articulated in this goal expresses the school's belief that strong, trust-based relationships among students, families, staff, and the broader community are themselves a primary educational outcome, not merely a means to academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: [SARC]()	2023-24: Good	2024-25: Good	2025-26: Good	2026-27: Good	No Difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase;	2023-24: 9. 4 10. 3 11. 4 12. 4	2024-25: 9. 4 10. 4 11. 4 12. 4	2025-26: 9. 4 10. 4 11. 4 12. 4	2026-27: 9. 4 10. 4 11. 5 12. 4	9. 0 10. +1 11. 0 12. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 4 2. 4 3. 5 4. 4	<u>2024-25:</u> 1. 4 2. 5 3. 5 4. 4	<u>2025-26:</u> 1. 4 2. 5 3. 5 4. 5	<u>2026-27:</u> 1. 5 2. 5 3. 5 4. 5	1. 0 2. +1 3. 0 4. +1
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 61% Sense of Safety 59% School connectedness	<u>2024-25:</u> 68% Sense of Safety 57% School Connectedness	<u>2025-26:</u> 66% Sense of Safety 50% School Connectedness	<u>2026-27:</u> 70% Sense of Safety 55% School Connectedness	+5% Sense of Safety -9% School Connectedness
20	Other Local Measure - Parent Survey: Sense	<u>2023-24:</u> 87% Sense of Safety	<u>2024-25:</u> 90% Sense of Safety	<u>2025-26:</u> 88% Sense of Safety	<u>2026-27:</u> 90% Sense of Safety	+1% Sense of Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of safety & school connectedness. Source: Panorama	90% School connectedness	88% School Connectedness	91% School Connectedness	>90% School Connectedness	+1% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 74% Sense of Safety 86% School connectedness	<u>2024-25:</u> 60% Sense of Safety 60% School Connectedness	<u>2025-26:</u> 50% Sense of Safety 100% School Connectedness	<u>2026-27:</u> 60% Sense of Safety >90% School Connectedness	-24% Sense of Safety +14% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: This action was partially implemented. New LA Charter Elementary School maintained a safe, welcoming, and positive learning environment and provided multiple opportunities for student engagement and schoolwide culture-building during the 2025–26 school year. However, a substantive difference in implementation occurred in the area of extended learning and real-world experiences due to the elimination of the field trip and outdoor education budget.

Substantive Difference From the Plan: Extended learning experiences, including field trips and outdoor education, were not implemented as originally planned because the allocated budget for this component was fully cut. As a result, the school could not provide the full scope and consistency of planned real-world learning opportunities across grade levels.

Implemented Components: Safe learning environment and supervision were implemented successfully. Staff received ongoing training and support from the Assistant Principal through daily post-recess huddles to address supervision concerns, reinforce expectations, and plan targeted supports. These topics were also addressed weekly during faculty meetings, supporting consistent implementation of safety routines and positive campus climate practices.

Student engagement and school spirit were implemented without substantive differences. The school maintained weekly awards assemblies, a monthly spirit store, and attendance incentives to promote engagement and reinforce positive behavior and participation. The school also increased family engagement by inviting parents to campus for celebrations and culminating learning events, including Hispanic Heritage Month and Black History Month activities.

Challenges and Mitigation: The primary challenge was the lack of funding for field trips and outdoor education. The school addressed this by engaging families as fundraising partners and actively identifying free or low-cost opportunities to provide students with enrichment experiences. As a result, the school secured several no-cost and fundraising-supported trips, including a January visit to the La Brea Tar Pits for third grade, a planned March trip to the Getty Museum for second and third grades, a February trip to Knott's Berry Farm funded through fourth grade fundraising, and a planned spring trip to the Griffith Observatory for fifth grade. The school is continuing to seek affordable opportunities for TK–1 student to ensure more equitable access to extended learning experiences across grade levels.

Action 2: This action was fully implemented. NLACES established and operated a systematic structure to solicit and incorporate parent input into school decision-making during the 2025–26 school year through multiple, formal engagement channels and representative advisory committees.

Advisory Committee Structure: The school implemented structured opportunities for parent participation in school governance and program planning through the English Language Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and the Community Schools Steering Committee. ELAC and PAC were established to meet statutory intent and to provide formal mechanisms for parent voice in the development and review of school priorities, policies, and programs, including the LCAP-related engagement requirements outlined in California Education Code 52062(a)(2) for ELAC and 52062(a)(1) for PAC. Committee meetings were scheduled and facilitated during the school year, including initial PAC and ELAC meetings set for February as part of the school's planned engagement cycle.

Implementation of Ongoing Engagement Systems: To strengthen participation and continuity, the Family Engagement Manager co-led the Parent Ambassador Program and held monthly planning meetings with the Principal to coordinate family events, fundraising activities, and teacher support efforts. This system created consistent two-way communication between families and school leadership and increased parent access to leadership and decision-making structures beyond committee meetings.

Diverse Representation and Equity: The school implemented an inclusive approach to committee membership and outreach to ensure that advisory bodies reflect diverse family perspectives. Advisory committees included families of Unduplicated Pupils, including English Learners, low-income students, and foster youth, as well as families of Students with Disabilities. The Parent Ambassador Program further supported equitable representation, with multiple parent ambassadors in each classroom to broaden participation and strengthen class-to-school communication systems. The school also expanded PAC participation by supporting self-nomination, resulting in several new parents volunteering to serve.

Challenges and Responsive Strategies: A challenge identified this year has been limited parent participation in ELAC. The school addressed this through targeted outreach, including one-on-one conversations with families and relationship-building opportunities such as Coffee with the Principal to increase awareness, clarify the purpose of ELAC, and encourage participation.

Action 3: This action was fully implemented. NLACES implemented a comprehensive family engagement plan that created multiple, consistent opportunities for families to participate in school decision-making, schoolwide events, and educational programming throughout the year.

Implementation: The school provided ongoing engagement structures through monthly Coffee with the Principal meetings, as well as PAC and ELAC meetings to support two-way communication and parent input. Families were also offered a wide range of opportunities to engage in school community events and learning-focused activities, including learning presentation days, parent-teacher conferences held twice per year, and schoolwide events such as Trunk or Treat and the Spring Dance. Weekly Friday assemblies were held to celebrate student achievements and reinforce school culture, with family participation actively encouraged.

To support family understanding of instructional programming and strengthen home–school partnership, the school also hosted family workshops prior to implementation of sex education in grades 3–5. These sessions provided parents the opportunity to ask questions, clarified the topics to be taught, and offered guidance for how families can support learning at home.

Language Access and Communication: Bilingual Spanish communication and support were provided at parent events and meetings to ensure meaningful access for Spanish-speaking families. The school also implemented systems to improve communication across languages, including use of ParentSquare's translation features for written correspondence.

Challenges: A continuing challenge has been meeting the needs of families who speak languages other than English or Spanish, particularly Arabic and Amharic, as the school has had difficulty securing live interpretation for meetings. To mitigate this barrier, the school relied on translated messaging through ParentSquare to support clearer communication and reduce access barriers for these families.

Action 4: This action has been fully implemented. The school maintains a safe, clean, and well-maintained facility that supports optimal educational outcomes and community well-being.

Program Components: Comprehensive janitorial services ensure all classrooms, common areas, restrooms, and outdoor spaces are consistently clean, sanitized, and conducive to learning. Daily cleaning protocols maintain health and safety standards. The Facility Inspection Tool (FIT) report is completed annually to assess facility conditions across all required categories. Results are transparently reported through the SARC, LCAP and Local Indicators Report.

Challenges: Staffing janitorial services was a challenge earlier in the year, requiring the use of substitutes. The site is now fully staffed with custodial personnel. Additionally, the aging buildings present ongoing maintenance challenges. A significant leak related to the HVAC system in one classroom is currently being addressed by the CMO in coordination with the landlords.

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 3 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: This action was moderately effective. Overall, the action was implemented in core climate and engagement components but was partially implemented due to the budget-driven reduction in field trips and outdoor education.

Action 2: This action has been successful and effective in strengthening family leadership and expanding opportunities for meaningful participation. The school established a strong base of parent ambassadors across classrooms, increased PAC participation through new self-nominations, and maintained advisory committees that include parents of English Learners and Students with Disabilities. To evaluate family engagement outcomes, the school will administer a Panorama family survey in spring. Prior family survey results from spring 2025 indicated growth across all areas, with the strongest increases in family engagement (12 points) and family support (10 points), providing evidence that the school's family partnership systems are strengthening over time.

Action 3: The school experienced strong participation in multiple events, including winter concerts, Hispanic Heritage Month learning days, and Trunk or Treat, reflecting increased family connection to school activities. Family engagement outcomes are also reflected in Panorama survey trends. Spring 2025 family survey results showed growth across all areas, with the largest increases in family engagement (12 points) and family support (10 points). The school will administer the Panorama family survey again in the spring to measure continued progress and inform ongoing improvement efforts.

Action 4: The school maintains clean, safe facilities that support student learning and reflect pride in the school community. Annual FIT reporting ensures transparency and accountability for facility conditions.

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

No changes were made to the goal, metrics, target outcomes, or actions in Goal 3 for the 2026-27 school year. The actions will remain the same as those in the prior LCAP because they have been effective in meeting the goal during the prior year, and continuity is necessary to sustain the progress generated through this work.

One-Year LCAP Development Cycle: New Los Angeles Charter Elementary School (NLACES) develops a one-year LCAP each year. The annual LCAP is informed by feedback from the school's educational partners, local and internal data, state and California School Dashboard data, and the findings from the school's annual comprehensive needs assessment. Changes are made when analysis of these data sources identifies an area where revised goals, metrics, target outcomes, or actions would more effectively respond to student needs. For the 2026-27 school year, no such changes are planned for Goal 3.

Rationale for Continuity in Goal 3: The continuity of Goal 3 reflects two converging conclusions from the school's reflection on prior practice. First, the actions implemented under Goal 3 in prior years have produced the intended outcomes and continue to position the school to meet the goal during 2026-27. Second, sustaining effective practice over time is itself a strategy supported by the school's commitment to continuous improvement, particularly in areas where implementation depth, family relationships, and consistency across the school community contribute meaningfully to student outcomes. Maintaining Goal 3 across the 2026-27 school year preserves the conditions under which these outcomes can continue to be produced.

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	Students will have access to diverse learning opportunities outside the traditional classroom setting to deepen engagement, increase motivation for academic achievement, and connect classroom learning to authentic, real-world contexts. Field trips, outdoor education experiences, and community-based learning will provide students with opportunities to apply academic standards through hands-on experiences, supporting the school's mission of developing engaged learners who connect their education to the community around them. Field trips and outdoor experiences will be aligned wherever possible with current units of study in ELA, Mathematics, Science, and Social Studies, reinforcing the broader curricular goals of the school. **Safe Learning Environment and Supervision** Campus Aides will provide comprehensive student supervision throughout the school day to maintain a safe learning environment while implementing schoolwide restorative practices that support positive student behavior and	$15,647	N

		constructive conflict resolution. All staff will receive ongoing training in the Olweus Bully Prevention Program to create a supportive school climate that prevents harassment and promotes respect among all community members. Restorative practices, Positive Behavioral Interventions and Supports (PBIS), and the Niroga Mindfulness Program will continue to operate as a coherent set of practices supporting safety, engagement, and student wellbeing. The Comprehensive School Safety Plan will be reviewed and revised annually with input from educational partners, including parents, staff, and community members, ensuring that safety protocols remain current, effective, and responsive to the needs of the school community. The Plan will be submitted for review and approval in accordance with California Education Code requirements for charter schools. **Student Engagement and School Spirit** NLACES will host schoolwide events and assemblies that celebrate cultural heritage, important community holidays, mindfulness practices, positive behavior recognition, and consistent attendance. These celebrations honor the diverse backgrounds of NLACES students and families, reinforce positive school values, and strengthen the community connections that contribute to engagement, attendance, and academic motivation. Recognition for consistent and improving attendance will align with the school's broader chronic absenteeism reduction strategy, ensuring that students and families demonstrating attendance progress are visibly affirmed. **Equity and Support Services** NLACES will provide school uniforms as needed to ensure that all students can participate fully in the school community regardless of family economic circumstances. Bus passes will be provided to students experiencing homelessness to eliminate transportation barriers that might prevent consistent school attendance and full participation in educational activities, in alignment with the school's obligations under the federal McKinney-Vento Homeless Assistance Act. Free TAP cards (Los Angeles Metro transit passes) will continue to be provided to all students to address transportation barriers and support consistent attendance. **School Climate Assessment and Data Use** Panorama Social-Emotional Learning surveys will be administered to students, staff, and families to measure school safety perceptions, sense of belonging and connectedness, and overall school climate. Student surveys will be administered each trimester as part of the school's universal SEL screening, while staff and family surveys will be administered annually. Survey results will be		

		comprehensively reviewed and analyzed by the leadership team and PBIS team, with findings used to inform continuous improvement of school climate, student engagement, and family partnership.		
2	PARENT INPUT IN DECISION-MAKING	At NLACES, 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). These structures will continue to ensure meaningful family engagement: • **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). **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.	$0	N
3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Families will have multiple opportunities to participate in their child's educational experience through signature schoolwide events, including Back-to-School celebrations and Passion for Learning showcases that highlight student achievement and the school's instructional programs. Regular Coffee with the Principal sessions will provide informal, recurring opportunities for family input, dialogue, and community building. FACTOR parent educational workshops will offer structured learning opportunities focused on practical strategies families can use to support student success at home. **Responsive Parent Education Workshops** School leadership will offer additional parent workshops on topics requested by families and in areas of identified need, ensuring that educational programming	$63,325	N

		responds to actual family interests and concerns. Workshop topics for 2026-27 will include understanding the impact of attendance on learning and social development, interpreting i-Ready assessment results to support student progress, accessing counseling and mental health resources, preparing for state-mandated assessments including CAASPP and CAST, and navigating sex education curriculum and conversations with children. The Special Education department will continue to hold quarterly parent meetings focused on special education policy, best practices, parent engagement, and the importance of consistent attendance for accessing curriculum and special education services as outlined in each student's IEP. **Bilingual Communication and Family Connection** Bilingual support staff will serve as the primary communication bridge between the school and families, providing regular and accessible contact that strengthens school-home partnerships. These staff members will be instrumental in connecting with families across the school community and in supporting schoolwide implementation of attendance policies and the Student Attendance Review Team (SART) process, ensuring that language is not a barrier to family engagement, attendance intervention, or student support. **Multi-Platform Communication Systems** NLACES will use multiple communication platforms to ensure that families receive timely, accessible information through their preferred channels. DeansList and ParentSquare will be used for text messaging and direct family communication, and Mail Chimp will be used for email newsletters and broader schoolwide communications. All correspondence sent to families and guardians will be provided in English and translated to Spanish (and any other primary languages identified through the Home Language Survey representing 15% or more of the student population), ensuring equitable access to school information and resources. **Language Access and Interpretation Services** Professional interpreters will be provided at all workshops and educational events, with additional interpretation services available upon family request to ensure that language differences do not create barriers to meaningful participation in their child's education. Interpretation will be available for parent-teacher conferences, IEP meetings, ELAC and PAC meetings, Coffee with the Principal sessions, parent education workshops, and any other school-sponsored event where language access is needed. This language support system ensures that all families can fully engage in school activities and decision-making regardless of primary language or English proficiency level.		

		Family Engagement Tied to Student Outcomes Family engagement at NLACES is intentionally connected to the broader academic and wellbeing goals of the school. Family literacy workshops, family mathematics workshops, and family Science events provide families with concrete strategies for supporting student learning in core content areas. Family-focused communication around attendance reinforces the school's chronic absenteeism reduction work. Quarterly Special Education parent meetings ensure that families of students with disabilities have dedicated forums for engagement with the Special Education program. Student-led conferences focused on academic goals and progress will be implemented in spring 2027, increasing student ownership of learning while engaging families as partners in the educational process.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	**Facility Maintenance and Cleanliness** NLACES will maintain comprehensive janitorial services to ensure that all classrooms, common areas, restrooms, and outdoor spaces are consistently clean, sanitized, and conducive to learning. Daily cleaning protocols will be implemented to maintain health and safety standards, support infection prevention, and create a school environment that reflects pride in the community and reinforces the conditions under which students achieve. **Annual Facility Inspection and Reporting** The Facility Inspection Tool (FIT) will be completed annually to assess the condition of school facilities across all required categories, including structural integrity, cleanliness, safety systems, and the functionality of educational spaces. FIT results will be transparently reported through the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the Local Indicators report on LCAP Priority 1 (Basic Services and Conditions of Learning), ensuring that students, families, staff, and the broader community have clear visibility into facility conditions. **Responsive Maintenance and Improvement** Findings identified through the annual FIT inspection or through ongoing facility assessments will be addressed in a timely manner to maintain safe and functional learning environments. NLACES will prioritize repairs and improvements that directly affect student safety, accessibility, instructional programming, and overall facility functionality, ensuring that the physical environment consistently supports the school's educational mission. Routine preventive maintenance will be conducted to extend the useful life of building systems and to reduce the risk of disruptions to instruction.	$542,447	N

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
$601,285	$70,646

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
31.12%	0%	$0	31.12%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The 2025 California School Dashboard documents significant academic performance gaps for NLACES unduplicated pupils (foster youth, English learners, and low-income students) in both ELA and Mathematics. In ELA, English Learners performed at 52.5 points below standard and socioeconomically disadvantaged students at 21.1 points below standard, compared to 13.6 points below standard for the All Students group. In Mathematics, English Learners performed at 74.9 points below standard (a 13-point year-over-year decline) and socioeconomically disadvantaged students at 46.4 points below standard, compared to 43.3 points below standard for the All Students group. The 2025 mid-year i-Ready Mathematics data documented 0% proficiency for English Learners, and	This action directly addresses each identified need for unduplicated pupils through five integrated investments. First, the addition of the Stellar Literacy Collective as a Tier 2 literacy intervention resource for students in grades 3-5 closes the structured intervention curriculum gap identified in the ELA needs assessment, with student identification driven by i-Ready Reading and DIBELS data and with particular focus on English Learners, socioeconomically disadvantaged students, and Hispanic students. Second, the implementation of refined Tier 2 and Tier 3 entry and exit criteria, six-week intervention data review cycles, and convergent screening through Multitudes, DIBELS, i-Ready, and Kickstart Number Sense closes the consistency gap identified in the Mathematics needs assessment. Third, the implementation of a coherent integrated English Language	The metrics used 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
	the 2024 California School Dashboard assigned English Learners a Red performance level on the English Learner Progress Indicator. Hispanic students, the majority of whom are unduplicated pupils, performed at 39.2 points below standard in ELA and 62.9 points below standard in Mathematics. The ELA and Mathematics needs assessments identified five interrelated needs requiring targeted action for unduplicated pupils: (1) the absence of a structured Tier 2 literacy intervention curriculum for students in grades 3-5 requiring foundational reading support beyond the primary grades; (2) inconsistent Tier 2 mathematics intervention practices across classrooms; (3) inconsistent integration of designated and integrated English Language Development across content instruction, contributing to the widening Mathematics gap for English Learners; (4) the academic language demands of grade-level ELA and Mathematics instruction, which disproportionately affect English Learners and socioeconomically disadvantaged students entering school without the early language exposure associated with strong long-term outcomes; and (5) limited capacity to deliver small-group, classroom-based intervention without dedicated Teacher Assistant staffing. The ELAC explicitly recommended that the school provide stronger support for English Learner students in Mathematics achievement, and the PAC validated these priorities through review of disaggregated Dashboard data during the 2025-26 LCAP development cycle.	Development (iELD) framework with language objectives accompanying every lesson and structured discourse routine applied consistently across classrooms responds to the inconsistent ELD identified in the ELA, Mathematics, and Science needs assessments and to the ELAC recommendation. Fourth, the implementation of culturally responsive and sustaining instructional practices for Hispanic students, structured collaborative planning between general education teachers and education specialists for students with disabilities (the majority of whom are also unduplicated pupils), and the WIDA-aligned scaffolding across the proficiency continuum responds to the academic language and access needs identified for unduplicated pupils. Each of these investments is designed to grow services in both quality and quantity for unduplicated pupils. This action is provided on a schoolwide basis because the system of academic acceleration it implements cannot be delivered effectively to unduplicated pupils in isolation from the broader instructional system. The Multi-Tiered System of Supports (MTSS), which is the operational structure for this action, requires schoolwide universal screening (Multitudes, DIBELS, i-Ready) to identify which unduplicated pupils require Tier 2 or Tier 3 intervention, schoolwide consistent entry and exit criteria so that unduplicated pupils enter and exit intervention based on convergent evidence rather than on subjective classroom-level judgment, and schoolwide alignment between core instruction and intervention so that the intervention students receive reinforces and extends the core instruction delivered in their classrooms. Integrated ELD, by its design under the California ELA/ELD Framework, must be delivered across all content area instruction by every classroom teacher, which requires schoolwide implementation in order to reach the English Learner students for whom the action is principally directed. The classroom-based Tier 2 intervention model that this action implements depends on the same teachers, the same instructional minutes, and the same core curriculum being	

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
		used schoolwide, since pulling unduplicated pupils into a separate intervention system would fragment their access to grade-level content and undermine the very gains the action is designed to produce. The Teacher Assistant staffing model, which provides the personnel capacity necessary to deliver this small-group intervention, is principally directed at students requiring supplemental support, the substantial majority of whom are unduplicated pupils, but the staffing must be present in the classrooms where these students learn alongside their peers. As a small school of approximately 175 students with 83% socioeconomically disadvantaged students and 19% English Learners, NLACES does not have an enrollment structure that would allow effective delivery of this action through a separate, parallel system serving only unduplicated pupils. Schoolwide delivery is also justified by the fact that this action is principally designed to improve outcomes for unduplicated pupils as compared to all students, not merely to deliver the same service to all students. The action's design centers on the specific instructional, language development, intervention, and staffing needs of unduplicated pupils identified through the needs assessments and through educational partner engagement. Schoolwide professional learning on integrated ELD, structured discourse routines, evidence-based intervention practices, and culturally responsive instruction is designed primarily to build teacher capacity to accelerate outcomes for unduplicated pupils; the access this professional learning provides to all students is incidental to the action's primary purpose. The performance gaps for unduplicated pupils on the 2025 Dashboard (52.5 points in ELA and 74.9 points in Mathematics below standard for English Learners; 21.1 points in ELA and 46.4 points in Mathematics below standard for socioeconomically disadvantaged students) demonstrate that maintaining the existing schoolwide instructional system without this action would leave unduplicated pupils significantly behind their peers. The schoolwide delivery of this action is therefore the most	

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
		effective and operationally feasible mechanism for closing these gaps.	
Goal 1, Action 3	The 2025 California School Dashboard documents elevated chronic absenteeism rates for NLACES unduplicated pupils (foster youth, English learners, and low-income students) that compound the academic performance gaps identified in the ELA, Mathematics, and Science needs assessments. English Learners performed at 27% chronic absenteeism (Orange) on the 2025 Dashboard and have risen to 37% in current-year 2025-26 tracking, a 10-percentage-point in-year deterioration that represents the largest current-year increase of any student group. Socioeconomically disadvantaged students performed at 27.1% chronic absenteeism (Orange) on the 2025 Dashboard and have risen to 29% in current-year tracking. Hispanic students, the majority of whom are unduplicated pupils, performed at 26% chronic absenteeism (Orange), and students with disabilities (a substantial portion of whom are also unduplicated pupils) performed at 28.3% (Orange), improved from the 38.9% Red performance level on the 2024 Dashboard. Every reported student group at NLACES remains above the federal 10% chronic absenteeism threshold, and the elevated rates for unduplicated pupils are directly associated in research with reduced access to core instruction, lower academic achievement, and weaker social-emotional outcomes. The chronic absenteeism needs assessment identified three categories of root causes that disproportionately affect unduplicated pupils: family and caregiver factors (immigration enforcement concerns within the school's Latino and immigrant communities, transportation barriers, caregiver mental health, and housing instability), student health factors (illness, particularly in TK and kindergarten, and limited family access to consistent primary care), and monitoring and support factors (inconsistent SART implementation and	This action directly addresses each identified need for unduplicated pupils through seven integrated investments. First, the schoolwide Multi-Tiered System of Supports (MTSS) for Attendance, aligned to the Attendance Works framework, implements Tier 1 universal supports (monthly attendance audits, free TAP cards addressing transportation barriers, schoolwide recognition for consistent and improving attendance), Tier 2 early intervention for students missing five to nine percent of school days, and Tier 3 intensive intervention through the strengthened SART process, all of which are designed to identify unduplicated pupils at risk of chronic absenteeism before attendance loss becomes entrenched. Second, the strengthened and standardized SART process, coordinated by the Family Engagement Manager, provides families of chronically absent students (the substantial majority of whom are unduplicated pupils) with structured engagement, individualized attendance goal-setting, and referrals to community-based resources addressing mental health, housing insecurity, transportation, and immigration-related legal services. Third, targeted early-grade attendance strategies for TK and kindergarten students respond to the illness-related and family-routine factors that disproportionately affect unduplicated pupils in the earliest grades. Fourth, the trauma-informed, welcoming school climate work, including communication of NLACES's compliance with California's safe-haven school protections under AB 699 and trauma-informed staff professional learning, directly responds to immigration-related attendance hesitation that affects unduplicated pupils within the school's Latino and immigrant communities. Fifth, the community partnerships for wraparound family support extend the school's capacity to address the root causes of chronic absenteeism that no small school can address through internal resources alone, with partnerships in immigration support, community-based mental health,	The metrics used to monitor effectiveness are: • #7: Attendance Rate • #8: Chronic Absenteeism Rates • #9: 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
	limited school resources for wraparound support). The April 2026 Panorama Social-Emotional Learning survey identified school engagement (declined 8 percentage points) and school climate (declined 7 percentage points) as the areas of greatest concern for students in grades 3-5, with disproportionate impact likely to fall on unduplicated pupils given the broader research linking school engagement to academic outcomes for students experiencing economic, linguistic, and immigration-related stressors. The PAC explicitly recommended the return of counseling services at the school during 2026-27 as a response to family-identified social-emotional and mental health needs. The 2024 Dashboard Red performance level on Chronic Absenteeism for students with disabilities, while improved to Orange on the 2025 Dashboard, indicates a foundational need for sustained behavioral and attendance support, including dedicated Behavior Intervention Implementer (BII) capacity to implement Behavior Intervention Plans with fidelity for students with intensive behavioral needs.	transportation, and housing stability. Sixth, the continued investment in PBIS, Restorative Practices, the Niroga Mindfulness Program, the Olweus Bully Prevention Program, and Second Step SEL sustains the schoolwide behavioral, social-emotional, and mental health infrastructure that produced the school's Blue performance level on the Suspension Rate Indicator and reduced exclusionary discipline that historically falls disproportionately on unduplicated pupils. Seventh, the LREBG-funded ($102,583.93) and LCFF Supplemental and Concentration-funded ($81,837.06) Behavior Intervention Implementers implement Behavior Intervention Plans with fidelity for students with intensive behavioral needs, the majority of whom are unduplicated pupils, enabling these students to access grade-level instruction in the least restrictive environment and reducing the likelihood of behavioral escalation and exclusionary discipline. The active search for sustainable counseling services responds directly to the PAC recommendation and to the broader social-emotional and mental health needs of unduplicated pupils identified through the Panorama survey. This action is provided on a schoolwide basis because the integrated system of behavioral, social-emotional, and attendance support it implements cannot be delivered effectively to unduplicated pupils in isolation from the broader school climate, behavioral, and family engagement infrastructure. The MTSS for Attendance requires schoolwide attendance tracking, schoolwide consistent identification of students entering Tier 2 or Tier 3 attendance territory, and schoolwide application of attendance protocols and SART processes, since chronic absenteeism affects students across every classroom and every student group. PBIS, by its design as a tiered behavioral framework, requires schoolwide implementation of universal expectations, schoolwide consistent staff response to behavior, and schoolwide application of restorative practices and alternatives to suspension; delivering PBIS to only a subset of students would undermine the consistency that produces the	

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
		schoolwide Blue performance level on the Suspension Rate Indicator and would leave unduplicated pupils more vulnerable to behavioral incidents and exclusionary discipline in classrooms where universal expectations are not consistently applied. The trauma-informed, welcoming school climate work, including AB 699 compliance, must be communicated schoolwide because immigration-related concerns affect not only unduplicated pupils directly but also the broader family network and the school community's collective experience of safety, and a partial implementation would leave families uncertain about the school's commitments. The community partnership infrastructure must be available schoolwide because the root causes of chronic absenteeism (immigration concerns, housing instability, caregiver mental health, transportation) affect families across the unduplicated pupil population, and a parallel system serving only specific student groups would fragment access and create administrative inefficiencies that a small school of 175 students cannot sustain. The Behavior Intervention Implementer staffing model, by IDEA and SELPA design, must be present in the general education classroom where students with intensive behavioral needs (the substantial majority of whom are unduplicated pupils) receive grade-level instruction; the staffing supports both the specific students with Behavior Intervention Plans and the broader classroom environment necessary for their inclusion. Schoolwide delivery is also justified by the fact that this action is principally designed to improve outcomes for unduplicated pupils as compared to all students, not merely to deliver the same service to all students. The action's design centers on the specific attendance, behavioral, social-emotional, and mental health needs of unduplicated pupils identified through the chronic absenteeism needs assessment, the Panorama survey, and the PAC and ELAC engagement structures. The intensification of SART, the trauma-informed work responding to immigration concerns, the community partnerships extending wraparound support, and the BII	

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
		staffing model are each designed primarily to close the chronic absenteeism, behavioral, and mental health gaps experienced by unduplicated pupils; the broader school climate benefits accrue to all students but are incidental to the action's primary purpose. The current-year chronic absenteeism deterioration for English Learners (rising from 27% to 37%) and socioeconomically disadvantaged students (rising from 27% to 29%) demonstrates that maintaining the existing schoolwide system without this action's intensification would leave unduplicated pupils with widening attendance and engagement gaps. The schoolwide delivery of this action is therefore the most effective and operationally feasible mechanism for closing these gaps.	
Goal 2, Action 1	The 2025 California School Dashboard documents significant performance gaps for NLACES unduplicated pupils. English Learners performed at 52.5 points below standard in ELA and 74.9 points below standard in Mathematics (a 13-point year-over-year decline), and socioeconomically disadvantaged students performed at 21.1 points below standard in ELA and 46.4 points below standard in Mathematics. Closing these gaps requires sustained investment in teacher capacity, since classroom teachers are the primary point of contact between unduplicated pupils and the instructional practices that produce student outcomes. The ELA, Mathematics, and Science needs assessments identified targeted teacher capacity needs including Multitudes universal reading screener implementation for grades TK-2, integrated and designated English Language Development across content areas, the new Language Study writing-focused ELD curriculum for third grade, CAST Interim Assessment use, structured data analysis cycles, and behavioral support for students with intensive needs. Educational partners reinforced these priorities: administrators identified deeper investment in Special Education and stronger co-teaching practice; teachers requested differentiated	Goal 2, Action 1 builds the teacher capacity required to close performance gaps for unduplicated pupils through five integrated investments. Substitute Teacher Coverage enables teachers to participate in professional learning without disrupting instruction for unduplicated pupils, who are most affected by lost instructional time. The Summer Professional Learning Institute provides ten days of intensive training in the practices that close gaps for unduplicated pupils, including Multitudes implementation for early identification of TK-2 unduplicated pupils at risk for reading difficulties, integrated ELD across all content areas for English Learners, targeted ELA, Mathematics, and Science support strategies, six hours of Language Study curriculum-specific professional learning for third grade teachers serving English Learners, and COP3 Behavior Specialist organization-wide professional development on responding to behaviors in and out of the classroom for students with intensive behavioral needs. Three Non-Instructional Data Analysis Days, timed to i-Ready benchmark windows, enable teachers to examine disaggregated student performance data and adjust instruction for unduplicated pupils based on convergent evidence. Weekly Professional Learning structured around the DuFour PLC framework, with embedded lesson study	The metrics used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP • #15: Implementation of the State Academic Content & 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
	professional development, more frequent walkthroughs, and stronger mathematics instruction; Grade Cluster Coordinators identified the need for structured talk routines and designated ELD in mathematics; the PBIS Committee identified the need for more frequent discipline data review; and SELPA Option 3 identified the need for continued professional learning for general education teachers on IEP-aligned instructional practices.	cycles and three cross-grade articulation meetings, ensures sustained focus on the instructional needs of unduplicated pupils across the year and across grade levels. Coaching and Instructional Leadership, including the Principal's new coaching of education specialists and walkthrough-based feedback cycles tied to instructional non-negotiables, ensures consistent implementation of practices that close gaps for unduplicated pupils. This action is provided on a schoolwide basis because teacher capacity, by its operational nature, cannot be built effectively for a subset of teachers serving only unduplicated pupils. Every classroom at NLACES enrolls unduplicated pupils, and the instructional practices required to serve them (integrated ELD, structured discourse routines, Multitudes-informed early literacy intervention, Stanford Mathematics Language Routines, culturally responsive instruction, evidence-based behavioral support, IEP-aligned accommodations) must be implemented in every classroom because unduplicated pupils receive grade-level instruction alongside their peers in the school's full-inclusion model. Integrated ELD under the California ELA/ELD Framework must be delivered by every classroom teacher in every content area, and Multitudes screener implementation must be conducted by every TK-2 teacher because unduplicated pupils are distributed across all classrooms. The MTSS infrastructure, which is the operational mechanism for serving unduplicated pupils requiring Tier 2 and Tier 3 academic and behavioral support, requires schoolwide screening, schoolwide consistent entry and exit criteria, and schoolwide alignment between core instruction and intervention. The action is principally designed to improve outcomes for unduplicated pupils as compared to all students: its content centers on the specific instructional capacities required to close performance gaps for unduplicated pupils, and the broader benefits to all students are incidental to that primary purpose.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to fund substitute teachers to maintain continuity of instruction and increase the number of staff providing direct services to students. (Goal 2, Action 1)

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:	$ 3,016,747.00	$ 3,020,557.25

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	Yes	$ 8,625	$ 8,875
1	1	ASSESSMENT OF LEARNING	No	$ 4,188	$ 3,681
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 463,075	$ 453,814
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 236,907	$ 232,169
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	$ 2,181	$ -
1	4	BROAD COURSE OF STUDY	No	$ 96,568	$ 96,568
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 5,024	$ 5,025
1	6	COMPREHENSIVE SPED PROGRAM	No	$ 550,480	$ 527,634
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 306,899	$ 317,184
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	No	$ 663,594	$ 721,244
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	No	$ 22,050	$ 22,050
2	3	CORE CURRICULAR NEEDS	No	$ 32,115	$ 32,000
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 360	$ 953
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	$ 55,924	$ 52,040
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	$ 65,683	$ 64,369
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 503,074	$ 482,951

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)
$ 563,253	$ 557,455	$ 563,253	$ (5,798)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ASSESSMENT OF LEARNING	Yes	$ 8,625	$ 8,875.00	0.000%	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 236,907	$ 232,168.86	0.000%	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	$ 5,024	$ 5,024.97	0.000%	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	$ 306,899	$ 317,183.80	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)
$ 1,847,747	$ 563,253	0.000%	30.483%	$ 563,253	0.000%	30.483%	$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	$ 1,931,846	$ 601,285	31.125%	0.000%	31.125%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,376,399	$ 1,269,200	$ -	$ 117,157	$ 3,762,755.38	$ 2,391,899	$ 1,370,857

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	$ -	$ 13,262	$ 917	$ 12,345	$ -	$ -	$ 13,262	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	NLA-ES	2026-27	$ 7,042	$ -	$ 7,042	$ -	$ -	$ -	$ 7,042	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2026-27	$ 93,958	$ 292,427	$ -	$ 310,738	$ -	$ 75,646	$ 386,384	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	NLA-ES	2026-27	$ 219,377	$ 19,529	$ 238,906	$ -	$ -	$ -	$ 238,906	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No				2026-27	$ 102,584	$ -	$ -	$ 102,584	$ -	$ -	$ 102,584	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2026-27	$ 57,580	$ 30,118	$ 65,953	$ 21,745	$ -	$ -	$ 87,698	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	All	No				2026-27	$ -	$ 10,495	$ -	$ 10,495	$ -	$ -	$ 10,495	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	All	No				2026-27	$ 176,130	$ 425,276	$ 215,276	$ 344,619	$ -	$ 41,511	$ 601,406	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	Yes	Schoolwide	All	NLA-ES	2026-27	$ 320,000	$ 39,725	$ 359,725	$ -	$ -	$ -	$ 359,725	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No				2026-27	$ 1,290,675	$ -	$ 1,226,506	$ 64,169	$ -	$ -	$ 1,290,675	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No				2026-27	$ 10,000	$ 13,250	$ 1,000	$ 22,250	$ -	$ -	$ 23,250	0.000%
2	3	CORE CURRICULAR NEEDS	All	No				2026-27	$ -	$ 18,660	$ 15,202	$ 3,458	$ -	$ -	$ 18,660	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2026-27	$ -	$ 1,250	$ 1,250	$ -	$ -	$ -	$ 1,250	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No				2026-27	$ -	$ 15,647	$ 5,147	$ 10,500	$ -	$ -	$ 15,647	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2026-27	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	No				2026-27	$ 60,490	$ 2,835	$ 63,325	$ -	$ -	$ -	$ 63,325	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No				2026-27	$ 54,063	$ 488,384	$ 176,151	$ 366,296	$ -	$ -	$ 542,447	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
$ 1,931,846	$ 601,285	31.125%	0.000%	31.125%	$ 605,673	0.000%	31.352%	**Total:**	$ 605,673
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 605,673

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-ES	$ 7,042	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLA-ES	$ 238,906	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	Schoolwide	All	NLA-ES	$ 359,725	0.000%

Local Control and Accountability Plan Instructions

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[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)**

- o 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**
  - o 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)**
  - o 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**
  - o 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)**
  - o 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 (%)**
  - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - o 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)**
  - o 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).