

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: City Heights Preparatory Charter School

CDS Code: 37 68338 0124347

School Year: 2026-27

LEA contact information:

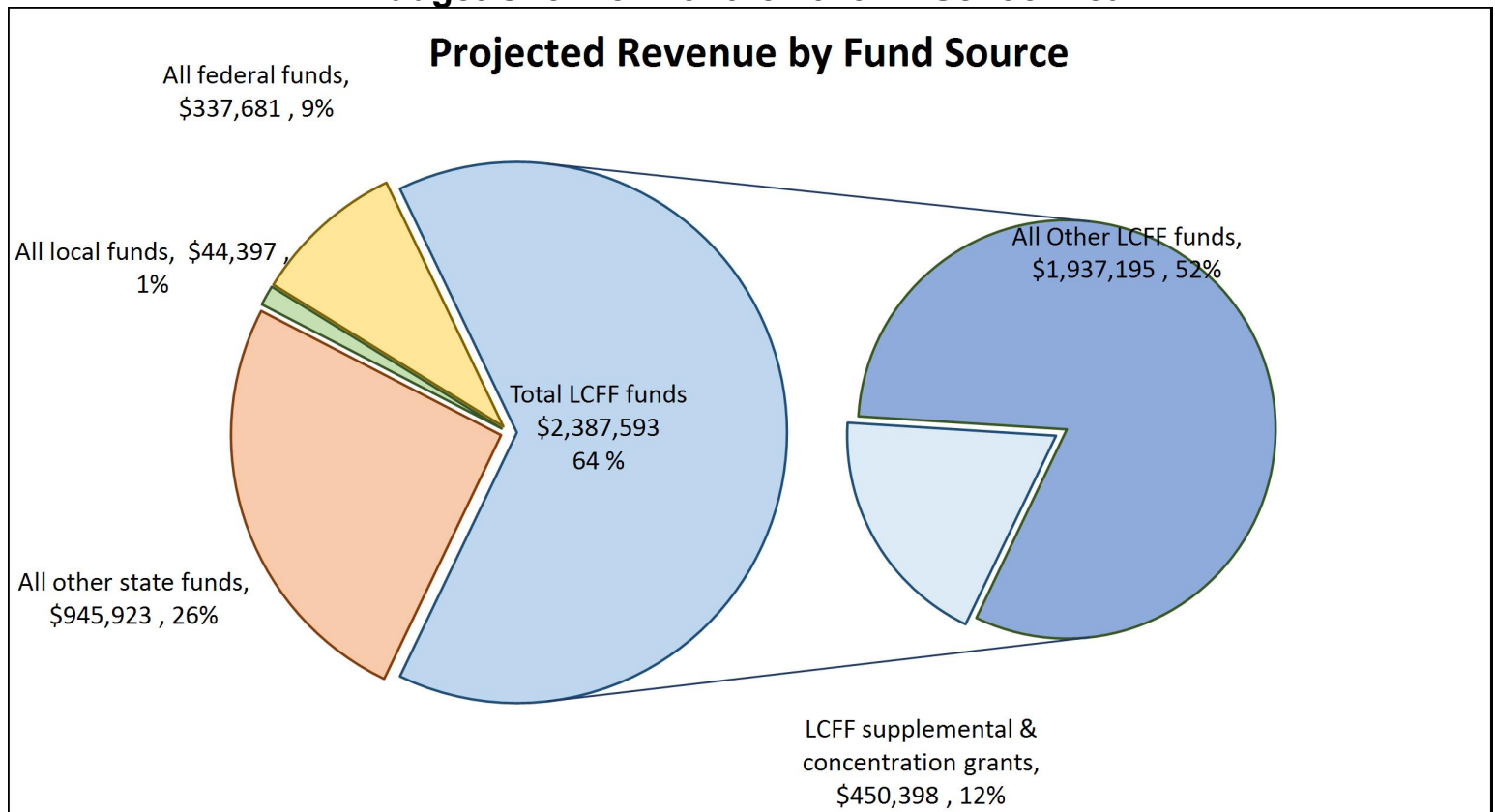
Elias Vargas

Director

(619) 795-3137

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

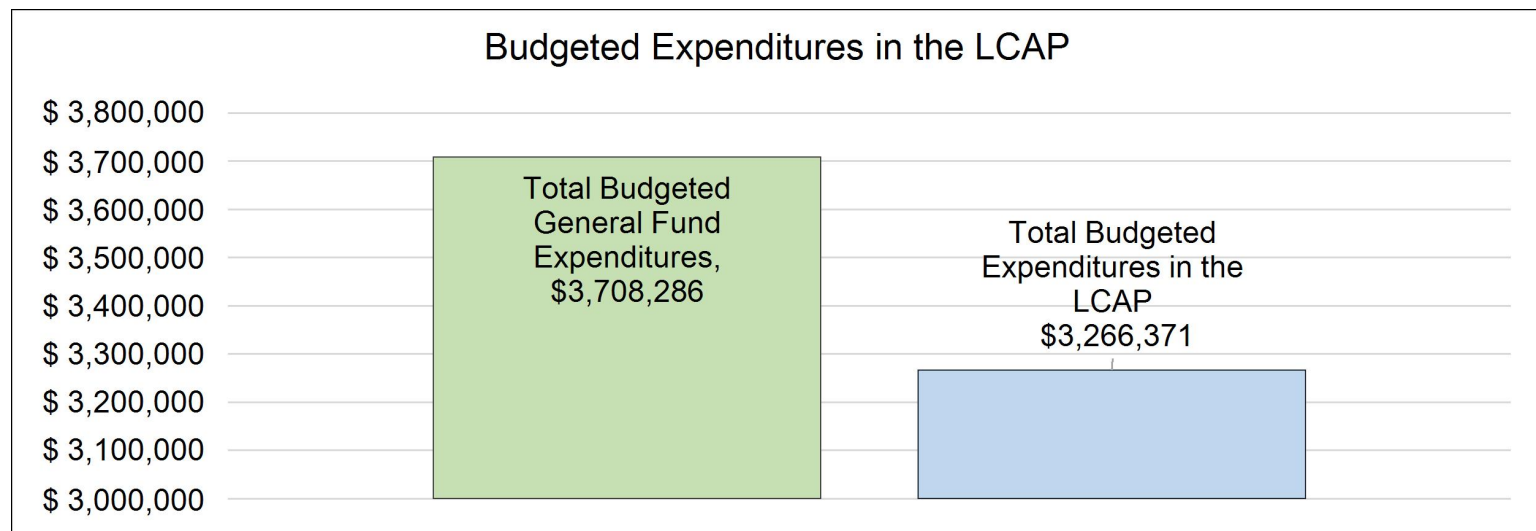


This chart shows the total general purpose revenue City Heights Preparatory Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for City Heights Preparatory Charter School is \$3,715,594, of which \$2,387,593 is Local Control Funding Formula (LCFF), \$945,923 is other state funds, \$44,397 is local funds, and \$337,681 is federal funds. Of the \$2,387,593 in LCFF Funds, \$450,398 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much City Heights Preparatory Charter School 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: City Heights Preparatory Charter School plans to spend \$3,708,286 for the 2026-27 school year. Of that amount, \$3,266,370.59 is tied to actions/services in the LCAP and \$441,915.41,000,000,015 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

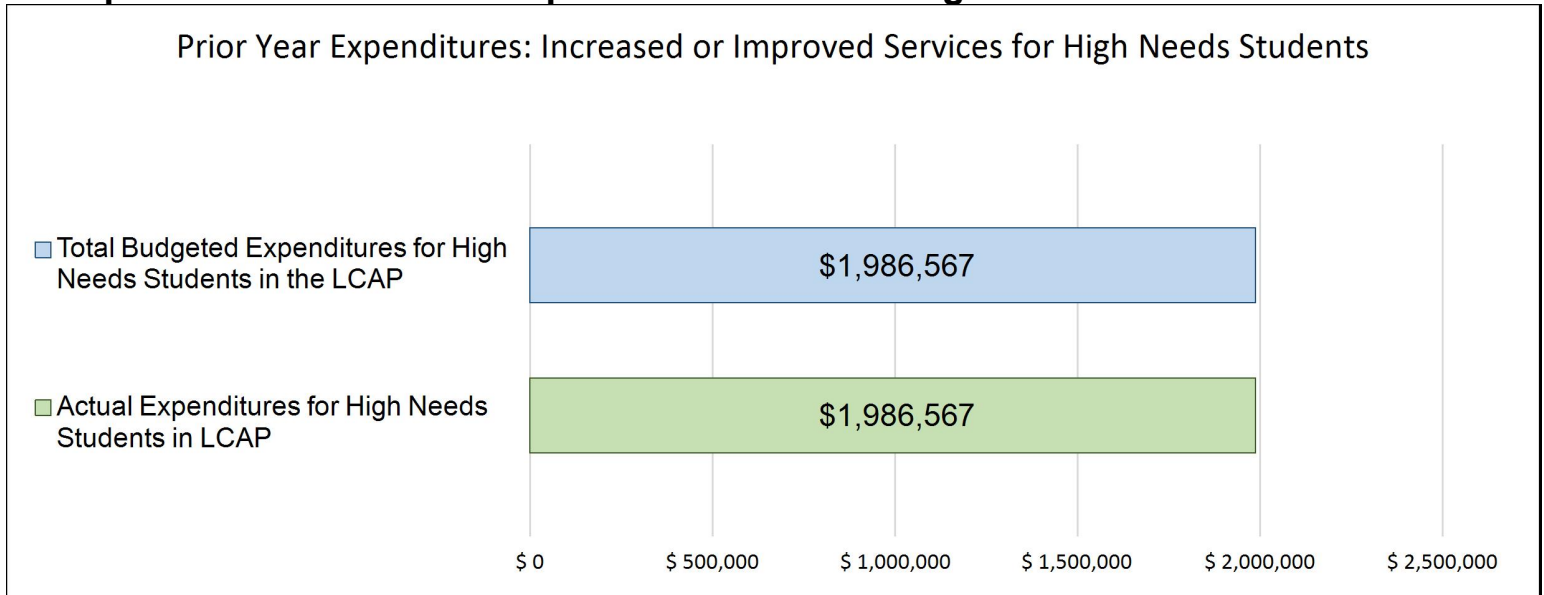
Expenditures not included in the LCAP include payroll fees, accounting, legal, bank fees, oversight fees, marketing and food service.

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

In 2026-27, City Heights Preparatory Charter School is projecting it will receive \$450,398 based on the enrollment of foster youth, English learner, and low-income students. City Heights Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. City Heights Preparatory Charter School plans to spend \$2,177,213.87 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 City Heights Preparatory Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what City Heights Preparatory Charter School 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, City Heights Preparatory Charter School's LCAP budgeted \$1,986,567 for planned actions to increase or improve services for high needs students. City Heights Preparatory Charter School actually spent \$1,986,567 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
City Heights Preparatory Charter School	Elias Vargas Director	evargas@cityheightsprep.org (619) 795-3137

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.

City Heights Prep’s mission is to provide an excellent neighborhood-based, college-preparatory education for middle and high school students in City Heights. The school’s vision is for graduates to succeed in college, university, other postsecondary educational opportunities, or career pathways and to become community leaders who work toward positive change in City Heights and beyond. City Heights Prep is a public charter school serving students in grades 6–12 in the City Heights neighborhood of San Diego. The school serves a diverse student population, including refugees, immigrants, English learners, Long-Term English Learners, students with interrupted formal education, and first-generation college-bound students. Located in one of San Diego's most culturally and linguistically diverse communities, City Heights Prep is committed to providing equitable access to rigorous academic opportunities, social-emotional supports, and college and career pathways. The school works closely with students, families, and community partners to address barriers to success and ensure that all students are prepared for postsecondary education, meaningful careers, and active civic engagement.

City Heights Prep strives to provide an exceptional education within a safe and nurturing community, ensuring that all students, regardless of their circumstances, have the opportunity to thrive. Achieving this goal requires a collective effort from the entire community. The Charter School has intentionally located its campus in a community where preparation for college and careers is especially needed, given the circumstances and backgrounds of many students who enroll. A significant portion of City Heights Prep students are refugees from conflict-ridden regions throughout the world. Some students have never participated in formal education prior to arriving in the United States, while others have experienced interrupted educational histories due to challenges in their home countries.

City Heights Prep embraces challenges that others may shy away from. The Charter School is deeply committed to the principles of equitable public education within a democratic society and firmly believes that addressing longstanding opportunity gaps through meaningful educational opportunities benefits not only enrolled students and their families but also strengthens the broader community and society as a whole. As City Heights Prep continues to fulfill its mission, the Charter School remains focused on five key areas: College and Career Readiness, School Climate and Culture, Social-Emotional Well-Being, Community Engagement, and Professional Development.

Many City Heights Prep students begin their educational journey at our school speaking a language other than English, with some having experienced interrupted education, no formal education at all, or traumatic events, including war. These students often face unique challenges, such as adjusting to a new educational system, developing English proficiency, and navigating significant social and emotional transitions. City Heights Prep is committed to supporting these students through targeted academic interventions and social-emotional supports. Services may include English Language Development (ELD), family engagement opportunities offered in multiple languages, and access to counseling and community resources.

Several students have started the school year without knowing a single word of English, without knowledge of the alphabet, and unable to read in any language. According to the most recent report, City Heights Prep has enrolled forty-two English Language Learners identified as Long-Term English Learners due to their classification as English learners for more than seven years. Despite facing unspeakable trauma, chaotic daily circumstances, and significant life disruptions, these students are eager to learn and aspire to attend college. Even without family members who have attended school in the United States or completed formal education in their home countries, they come to school every day, work hard, and strive for success. While our students may face more challenges than students in affluent communities or those who do not experience language barriers and interrupted education, they work diligently to meet academic standards and develop the English language skills necessary to fully participate in their education.

The staff at City Heights Prep is committed to understanding not only students' academic experiences but also their personal experiences, backgrounds, and cultures. By fostering an inclusive and welcoming environment, the Charter School strives to ensure that all students feel safe, supported, and prepared to succeed academically and socially. We actively listen to families and work collaboratively to create a supportive learning environment. The school partners with students and families to discuss and develop student-centered Local Control Accountability Plan (LCAP) goals. These goals provide a blueprint for the school, ensuring alignment with our mission and vision while addressing student aspirations and supporting academic success.

To support students holistically, City Heights Prep has established a variety of practices that are integral to the school culture. Each student is assigned an AVID teacher who regularly communicates with parents and guardians, keeping them informed about their child's progress. Additional outreach is provided to address concerns such as missing assignments, academic or behavioral challenges, or to celebrate student achievements.

Dedicated staff members are available before and after school to provide additional assistance in small-group or one-on-one settings. Students can receive extra academic support or utilize a quiet space to complete their schoolwork.

City Heights Prep also offers a diverse range of after-school clubs, including Boxing, Drums, Mock Trial, Art, Basketball, and 3D Modeling and Printing. These programs provide students with engaging enrichment opportunities while supporting academic growth. In addition, the Volleyball and Soccer Clubs organize schoolwide games at Colina Park, fostering school spirit and community engagement. These programs

are supported by dedicated staff who provide guidance, mentorship, and individualized support to help students build confidence, develop new skills, and succeed both academically and socially.

The school also partners with the Native Biodiversity Corps Program through the San Diego Zoo Wildlife Alliance, in which approximately twenty students participate in learning about biodiversity, the environment, and plant sciences while developing important social skills, presentation skills, and public speaking abilities.

City Heights Prep offers a variety of individual and small-group counseling services designed to provide additional support to students in need. These services address students' specific challenges and promote overall well-being. School counselors provide Social-Emotional Learning (SEL) presentations and classroom lessons throughout the school year on topics such as self-awareness, coping skills, resilience, and building positive relationships.

To better understand and respond to student needs, City Heights Prep utilizes Sown to Grow, a platform that facilitates weekly student check-ins through reflective questions. These check-ins provide real-time insight into students' academic, social, and emotional well-being, allowing staff to identify trends, respond proactively, and provide timely support. School counselors deliver targeted interventions through individual counseling, small-group support, and classroom-based SEL instruction. These services address key areas such as self-awareness, goal setting, coping strategies, and relationship-building. Counselors also utilize data-driven tools, including weekly student check-ins, to monitor student well-being and identify students who may require additional support.

To support college and career readiness, counselors coordinate workshops, college visits, financial aid guidance, and individualized postsecondary planning. Special attention is given to first-generation college students, English learners, and other underserved student groups to ensure equitable access to opportunities and resources. Counselors also monitor student progress, support goal setting, and provide interventions such as individual academic planning, credit recovery guidance, and study-skills development. They collaborate closely with teachers and families to ensure students remain on track for graduation and to address barriers that may impact academic performance.

The Reading Intervention Program assists students who struggle with the language demands of their content-area classes. The program provides remedial instruction in reading comprehension, reading fluency, and phonics based on each student's current reading level. Students receive instruction tailored to their individual needs, with the goal of advancing them into the Reading Enrichment course.

To further support English Language Development, City Heights Prep offers an Academic English Pathway. Students are identified for placement based on their most recent ELPAC scores or teacher recommendations. These students are typically at the Emerging or Expanding levels of English language development and require more intensive support to fully engage in coursework and understand American cultural norms. Beginning in the 2026–2027 school year, the program will expand to include a section for students at the Bridging level of English language development.

The school employs two dedicated counselors who foster relationships with students and families while establishing partnerships with colleges and community-based organizations to expand opportunities for students. In addition, the school has added a part-time counselor and a Student Services Coordinator to provide enhanced social-emotional support and regular student check-ins.

City Heights Prep is committed to maintaining highly qualified instructional staff. All teachers either possess or are actively working toward obtaining the credentials required for their respective teaching assignments, ensuring students receive a high-quality education.

All twelfth-grade students participate in targeted college and career readiness workshops focused on postsecondary planning. These workshops include support with FAFSA, California College Promise Grant, and California Dream Act applications, as well as guidance related to University of California, California State University, and San Diego Community College District admissions. Students receive individualized support, application review, and follow-up to ensure completion. Counselors also monitor and support A–G course completion to ensure students remain eligible for admission to four-year universities. These efforts are intended to increase college application rates, financial aid submissions, A–G completion rates, and postsecondary enrollment.

Community engagement remains a cornerstone of the City Heights Prep experience. Each year, the school hosts events such as Open House, the Spring Showcase, the annual College and Career Fair, cultural potlucks, and monthly Lunch with Your Panther events. These opportunities allow students to showcase their learning, connect with community members, explore career pathways, and strengthen relationships among families, staff, and students.

City Heights Prep also provides extensive field-trip opportunities coordinated by teachers to expose students to real-world experiences beyond the classroom and to broaden their understanding of college, career, and community opportunities.

The Special Education Department has reintroduced remedial reading instruction as part of the daily thirty-minute Reading class. In addition, the department collaborates annually with the Department of Rehabilitation to provide a variety of work-based learning and employment experiences for students ages sixteen and older, helping them develop valuable career readiness skills and prepare for future success.

Reflections: Annual Performance

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

City Heights Prep Charter School was identified as low performing based on Criteria 2, which considers both schoolwide and student group performance on the academic indicators of the California School Dashboard over two consecutive years. To be classified as low performing, a public charter school must demonstrate schoolwide performance levels that are equal to or lower than the state average for all students on each academic indicator for which the charter school receives a Dashboard color. The academic indicators reported on the California School Dashboard include English Language Arts (ELA), Mathematics, English Learner Progress Indicator (ELPI), College/Career Indicator (CCI), and Science (informational indicator with assigned performance color). Analysis of student group performance indicates that Students with Disabilities and Socioeconomically Disadvantaged students represent the lowest-performing student groups in both English Language Arts and Mathematics at City Heights Prep Charter School. These gaps are more pronounced in Mathematics than in English Language Arts. Hispanic students and English Learners also perform below statewide averages in both indicators; however, English Learners demonstrate relatively stronger outcomes in English Learner Progress compared to other academic indicators. Overall, these results reflect persistent and significant achievement gaps across key student groups.

Based on California School Dashboard data, English Learner Progress (ELPI) represents City Heights Prep Charter School's strongest performance area. A comparison between 2024 and 2025 data reveals an increase from 31.4% to 43.8% of Emergent Bilingual's maintaining

the ELPI level. Our Emergent Bilingual students are benefiting from reading intervention programs, after-school tutoring, a designated Academic English course and extracurricular activities focused on improving English language skills. In addition to the intervention courses mentioned above, we have addressed concerns regarding English Learner scores through the continued implementation of the i-Ready curriculum and growth program. Additionally, this year a new Academic English course has been introduced to support newcomer students. All English Learners are placed into intervention courses according to their skill level, receiving individualized lessons to improve reading, writing, and comprehension skills. From 2024 to 2025, ELPI increased by 12.4%, compared to a statewide increase of 0.7%. On the 2025 Dashboard, City Heights Prep achieved an ELPI rate of 43.8%, with 73 eligible English Learners included in the indicator and 32 students demonstrating progress. While English Learner Progress represents a relative strength for City Heights Prep Charter School, the indicator remains slightly below the statewide average, reinforcing the need for continued acceleration of language development supports. It is also noted that the English Learner Progress Indicator includes Long-Term English Learners (LTELs), who are not separately used for performance category determination because statewide LTEL performance (49.1%) exceeds the overall ELPI rate for all English Learners (46.4%). To address this, we have expanded our intervention class offerings during the reading block. However, due to having fewer than 11 students in each group, we are unable to explore groups by performance level. While this performance reflects meaningful growth, it remains slightly below the statewide average of 46.4%, indicating continued need to accelerate language acquisition and academic language development supports.

A review of Dashboard performance indicators reveals significant achievement gaps in English Language Arts (ELA) and Mathematics, where City Heights Prep Charter School performs substantially below statewide averages. In ELA, the school is 104.5 Distance from Standard (DFS) points below the state average, and in Mathematics, 96.5 DFS points below the state average. These gaps are significantly larger than those observed in Science (15.4 DFS points), indicating that core academic achievement in ELA and Mathematics remains the primary area of need.

City Heights Prep Charter School's Special Education (SPED) caseload has increased over the past several years, currently serving 31 students, representing approximately 20% of the student population. In response to low performance in English Language Arts and Mathematics as measured by the Smarter Balanced Assessment Consortium (SBAC), students in the Special Education program, along with all students requiring additional academic support, are enrolled in daily reading and mathematics intervention classes. The school has allocated additional resources and increased Special Education staffing to strengthen targeted instructional support. Intervention placement is determined using NWEA grade-level equivalency data and/or annual Individualized Education Program (IEP) goals to ensure instruction is aligned to individual student needs.

Science performance, while reported as an informational indicator on the California School Dashboard, reflects similar patterns of performance gaps, with student group outcomes below statewide averages. This further underscores the need for sustained instructional improvement across all academic content areas. On the California Science Test, our students scored highest in Earth and Space Science, with 48.89% near standard and 2.22% above standard. Conversely, our Life Science scores were the lowest, with 26.67% near standard and 2.22% above standard. To mitigate this, we have updated our current Science Curriculum for the 2025-2026 school year, expanding upon our current Science education to provide more lab based activities and real-world experiences. This school year we have also introduced Chemistry into our course catalog, which will support Scientific Thinking and reinforce understanding of the other Sciences. Additionally, a new Project Lead the Way Bio-medical Sciences curriculum will be implemented during the 2025-2026 school year to encourage more development in the Sciences. CK-12 curriculum was also added as a supplemental resource to support foundational science skills. Additionally, standard-specific Science IXIs were assigned as a method to practice introduced science concepts.

Overall, California School Dashboard results indicate that City Heights Prep Charter School’s greatest areas of need are in English Language Arts and Mathematics, particularly for Students with Disabilities and Socioeconomically Disadvantaged students. English Learner Progress represents a relative area of strength that may be leveraged to support broader academic improvement. The school will continue to monitor Dashboard indicators and student group performance to guide targeted instructional improvements and move toward the middle-performing category.

In addition to this, in the fall of the 2025-2026 school year, City Heights Prep's school-wide MAP scores were as follows:

- Math: The school-wide average achievement was in the 28th percentile, with a majority students testing at or above the 15th percentile.
- Science: The school-wide average achievement was in the 25th percentile, with all students testing at or above the 19th percentile. Testing data is not available for students in grades 6, 11, or 12.
- ELA: The school-wide average achievement was in the 29th percentile, with a majority of students testing at or above the 19th percentile.
- Reading: The school-wide average achievement was in the 37th percentile, with all students testing at or above the 29th percentile.

Comparing test data between the 2024-2025 and 2025-2026 school years, there were significant achievement increases in all assessed areas. Math scores increased by 216%, Science scores by 238%, Language scores by 108%, and Reading scores by 440%.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

City Heights Prep Charter School

Support for Identified Schools

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

We will continue to review, modify, and execute the school plan for student achievement while working collaboratively with all stakeholders in our educational community.

Monitoring and Evaluating Effectiveness

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

City Heights Prep will continuously review all goals as laid out in the school improvement plan, while also reviewing necessary data points and resource allocation to support those goals in order to continuously improve. It will also review its Corrective Action Plan (CAP) to help direct its course in supporting students.

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

Stakeholder input directly informed the development and refinement of LCAP goals and actions. The LCAP was also reviewed by school students and families, school board, school staff, who participated in structured collaborative working groups. Staff engaged in discussion, analyzed student needs, and contributed to collective brainstorming sessions focused on strengthening the LCAP goals, actions, and services. Feedback regarding LCAP goals including student safety and school facilities contributed to the prioritization of safety enhancements and the continued development of the school site. Requests for increased academic support and intervention services informed the expansion of daily reading and mathematics intervention courses and the addition of Academic English instruction for English Learners. Which is then when families showed a lot of support for the ERWC curriculum used within the English department. Additionally, stakeholder emphasis on supporting English Learners and Long-Term English Learners guided the strengthening of targeted language acquisition programs, including the implementation of Summit K12 as an instructional support platform. Families were generally supportive of proposed budget allocations and were provided with additional context, data, and explanations as needed to support understanding and informed input. Stakeholders consistently emphasized priorities such as student safety, school supplies, and instructional resources, appropriate student and staff ratios, and expressed strong support for the ongoing development of the course catalog and exposing students to higher level courses (such as AP). This input was given in person throughout the school years at scheduled meetings and in-person when seeing staff which contributed to the development of the LCAP and reflects ongoing stakeholder engagement in the planning process.

City Heights Prep Charter School maintains a strong commitment to continuous family engagement and ongoing communication. Families are regularly informed about school priorities, student performance data, and programmatic decisions, and are actively encouraged to provide feedback through meetings, surveys, conferences, and ongoing communication channels. The school prioritizes meaningful family participation as an essential component of the continuous improvement process and actively seeks to strengthen family voice in decision-making related to student outcomes and resource allocation.

Given that City Heights Prep serves a highly diverse student population—including students from a wide range of cultural backgrounds, varying academic performance levels, and differing social-emotional and language development needs—stakeholder engagement is

essential to effectively support student success. Collective input from families, staff, and community members plays a critical role in identifying and supporting students, particularly those who are Long-Term English Learners (LTELs), while strengthening strategies to improve outcomes and reduce the number of students identified in this category.

Within the student population, eighty-six students are identified as English Learners, seventy-four students are identified as foreign-born, and forty-two students are identified as Long-Term English Learners (defined as students who have been classified as English Learners for seven or more years). These indicators, in conjunction with English Learner Progress Indicator (ELPI) data, demonstrate both ongoing progress in English language development and the continued need for targeted instructional support.

In response, City Heights Prep has implemented multiple layers of support for English Learners, including two dedicated sections of Reading Intervention classes for identified students and an additional Academic English course utilizing the Summit K12 platform. This program provides targeted instruction in reading, writing, speaking, and listening skills to accelerate English language acquisition and academic readiness. These supports are designed to ensure equitable access to grade-level content while improving outcomes for English Learners and LTEL students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Course of Study It is essential that all students (including students who are identified as English Learners, Students with Learning Disabilities, and Students who are socio-economic disadvantaged) receive a high-quality and inclusive educational experience. CH Prep is committed to ensuring that every student has access to credible teachers, appropriate instructional materials, and a rigorous curriculum that both supports diverse learning needs and promotes continuous academic growth. The school strives to provide the tools and support necessary for all students to fully participate and succeed in a challenging and engaging learning environment	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The following goal and actions have been implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee. In addition, this goal encompasses the area of growth identified by our WASC team, which is to utilize coordinated data-informed decision-making processes to enhance student outcomes. By analyzing and utilizing data effectively, we aim to make informed decisions that lead to improved academic achievement and overall student success. This data-driven approach will enable us to identify areas for improvement, implement targeted interventions, and monitor progress to ensure continuous growth and positive outcomes for our students

To address the needs of our student population—100% of whom are Socioeconomically Disadvantaged and eligible for free meals—City Heights Prep Charter School is committed to increasing and improving services to ensure equitable access to rigorous instruction, academic support, and college and career readiness opportunities. Therefore, this is why a goal that encompasses all aspects of a strong course of study is one of the school’s LCAP goals, specifically targeting all students performing at low levels on the California School Dashboard.

Based on California School Dashboard results, the school has identified performance in red and/or orange indicators, including: English Language Arts achievement, Mathematics achievement, English Learner Progress, and Chronic Absenteeism. These outcomes are further disaggregated and show disproportionate impact for English Learners (including LTEL students) and other unduplicated student groups. This goal is designed to directly address these performance gaps through targeted instructional supports and increased access to learning resources. Ensuring that all core academic courses are taught by appropriately credentialed staff supports improved instructional quality and consistency, which directly contributes to increased student achievement in ELA and Mathematics Dashboard indicators, particularly for English Learners, LTEL students, and students performing below grade level.

Maintaining accurate curriculum inventory and ensuring that all students and teachers have access to standards-aligned instructional materials strengthens equitable access to high-quality instruction, reduces variability across classrooms, and supports improved outcomes for unduplicated student groups reflected in state Dashboard performance indicators.

Regular transcript audits ensure that students are correctly placed in A–G aligned coursework, remain on track for graduation, and receive appropriate credit recovery support, which helps improve graduation readiness and academic progression indicators, especially for high-need subgroups such as English Learners and Socioeconomically Disadvantaged students.

To improve student outcomes in ELA and Mathematics and address red/orange performance indicators, the school has implemented the following evidence-based actions:

Increased instructional support through additional staff (Teacher Assistants) in general education classrooms to provide targeted small-group and individualized academic intervention (Action 1.16). This support is specifically designed to improve student performance in ELA and Math, with a focus on students performing below standard, English Learners, and students with disabilities.

Extended access to online learning platforms for credit recovery, skill remediation, and academic acceleration (Action 1.7). These platforms provide differentiated instruction aligned to state standards and are used to address gaps in academic achievement indicators on the California Dashboard, particularly in ELA and Mathematics.

Targeted support for English Learners, LTELs, and refugee students, including integrated and designated English Language Development aligned to Common Core and ELD standards. These supports are designed to improve progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) and to increase reclassification rates.

Professional development for teachers focused on standards-based instruction, ELD strategies, and data-driven instruction, ensuring educators are equipped to meet the needs of unduplicated student groups and improve outcomes across Dashboard indicators.

Expected Outcomes

Through these actions, the school expects to:

Increase student proficiency in ELA and Mathematics, as measured by state assessments
Improve performance levels on red/orange Dashboard indicators, moving toward green/blue status over time

Increase English Learner Progress Indicator (ELPI) outcomes and reclassification rates for LTEL and EL students
 Reduce barriers contributing to chronic absenteeism, particularly among high-need student groups
 Ensure equitable access to instructional resources and academic support for all unduplicated pupils
 Increased and Improved Services Rationale

Because 100% of City Heights Prep students are classified as Socioeconomically Disadvantaged, with a significant proportion of English Learners and LTEL students, all actions described above constitute increased and improved services to meet the needs of unduplicated pupils. These services are designed to provide additional academic support beyond what is provided to all students in order to close persistent achievement gaps identified through state and local performance data.

The first metric 1.1 below of maintaining fully credentialed and properly authorized staff ensures high-quality instruction for all students, particularly English Learners, LTEL students, and Socioeconomically Disadvantaged students. This is expected to support improved outcomes in English Language Arts and Mathematics Dashboard indicators. For metric 1.2, this will help ensure equitable and consistent access to instructional materials supports high-quality implementation of standards-based instruction and is expected to improve student performance in ELA and Mathematics Dashboard indicators, particularly for English Learners, LTEL students, and Socioeconomically Disadvantaged students. For metric 1.3, the administration of assessments provide ongoing measures of student progress toward grade-level standards and are used to identify and support students who are not yet meeting proficiency, particularly English Learners, LTEL students, and Socioeconomically Disadvantaged students. Improving performance on these measures is directly aligned to improving English Language Arts and Mathematics Dashboard indicators. Latly, for metric 1.4, accurate transcripts and appropriate course placement ensure students remain on track for graduation and postsecondary eligibility. This directly supports improved outcomes in college and career readiness indicators, particularly for Socioeconomically Disadvantaged students, English Learners, and LTEL students, by increasing graduation readiness and reducing credit deficiencies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	City Heights Prep Charter School will measure the percentage of core academic courses taught by appropriately credentialed teachers, including verification of English Learner (EL) Authorization, as an indicator of instructional quality and capacity to	- Credential: 90% compliance - PD: 100% participation	The teachers who have been working on intern credentials have made significant progress toward earning their preliminary credentials. One teacher has passed the CAL TPA cycle 1 and is	This year, two teachers earned their preliminary credentials and are currently enrolled in induction programs through HTH. Both have successfully passed their CALTPA. One teacher has	We hope that the teachers who are currently holding an Intern Teacher credentials complete their programs and received their preliminary and other added credentials by the 27-28 school year.	All staff have 100% participation in PD, and all teachers are fully invested and working toward the completion of their appropriate credentials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meet the needs of unduplicated students.		currently working on completing the CAL TPA cycle 2. Once these are completed, she will be eligible to submit her application for a preliminary credential. The second teacher has finished her MA and CAL TPA, and she is expected to receive her preliminary credential by the end of the school year, potentially as early as March.	completed her Master of Arts degree, and the other is actively working toward completing her Master's program. Additionally, one teacher has added a Foundational Science credential. Our intern Art teacher is in his second year of the Intern Program and will begin his CALTPA cycles during the second semester. Furthermore, three teachers pursuing National Board Certification have completed Cycle One and are currently awaiting their scores.	And that our teachers are able to move forward with the National Board Certifications. Maintain and/or increase to 100% of core academic courses taught by appropriately credentialed and EL-authorized teachers each year of the LCAP cycle and the data sources for this will be through: Commission on Teacher Credentialing (CTC) credential verification records, EL authorization documentation Professional Development (PD) calendar aligned to instructional priorities, Staff training attendance records demonstrating participation in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standards-based instruction, ELD strategies, and data-driven instructional practices.	
1.2	City Heights Prep Charter School will measure the percentage of teachers with full and timely access to standards-aligned curricular materials, including print, digital, software, and subscription-based instructional resources necessary to deliver core instruction.	CCSS aligned curriculum for core classes: 100% access 1:1 Student computers: 100% access	Our Instructional Coach has worked with teachers to identify curriculum that better supports the expansion of our Science department. The new Science curriculum, called Open Sci Ed, is being implemented through the Activate Learning platform. In addition to OpenSci Ed, a new Project Lead the Way Bio-medical Science will be introduced during the 2025-2026 school year. For 6-8 ELA classes, we are now using the Common Lit curriculum, which provides embedded	This school year, we have two instructional coaches who have divided responsibilities and worked closely with teachers to identify curriculum and platforms that best support each subject area. They continue to assess what is and is not effective to ensure ongoing improvement. The new PLTW Biomedical curriculum was implemented this year for the 2026–27 school year and will continue to be refined moving forward. We have also invested in and utilized K12 Summit, iReady, IXL, and other supplemental	We plan to continue to ensure that curriculum is aligned with the Common Core standards. That all classrooms are equipped with working computers and access to school materials, as well as any other supplemental online platforms teachers would need to teach. And we plan to continue to find new curriculum that is engaging and supports both student learning and teachers.	100% alignment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			scaffolds to support student learning. Additionally, Academic English and High School Reading Intervention 1 are utilizing Summit K12 Learning.	online platforms. Teachers maintain autonomy in selecting curriculum and materials as long as they support instruction of the Common Core Standards and align with students' academic needs.		
1.3	City Heights Prep Charter School will measure student academic growth and proficiency using multiple assessment systems aligned to state standards, including internal diagnostic benchmarks, nationally normed assessments, and state accountability measures.	Current baseline performance is established through the most recent available data from school-based diagnostic benchmarks (Math Diagnostic, Running Records, SBAC-type performance tasks, and iReady) and NWEA MAP assessment results. MAP academic achievements are showing gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level.	We have continued to see increased academic gains for students through the administration of both MAP and i-Ready testing. As a result of these improvements, we were able to move students out of intervention math and English support classes.	A lot of students are showing results of showing more than 1.5 years of Academic growth on MAP test and also performing well on iReady.	We hope that with the administration of the MAP and other school-based diagnostic benchmarks, the school will continue to see an increase in student performance. Additionally, that this is also the case with other state-mandated tests, the students are showing at least one year of academic growth.	Larger number of students are showing higher testing data and higher scores.
1.4	City Heights Prep Charter School will monitor the accuracy	Currently 100% of high school students transcripts are audited,	This year, a few students have been taking	The school counselors continues to	For the 26-27 school year, the school counselor	Many more students are showing an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and completion of student transcripts to ensure students are appropriately placed in A–G aligned coursework, remain on track for graduation, and have access to credit recovery opportunities when needed. As well as track and provide support of other pathways students pick for after graduation.	and each student is placed on their preferred academic track.	additional recovery classes to ensure they stay on track for graduation.	provide transcript audits and meetings with students and families about their current progress towards completion of their preferred track.	will continue to audit student transcripts to ensure that they are on track to graduate and received a high school diploma.	interest in an A-G track and applying to Universities.

Goal Analysis [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.

City Heights Prep staff has taken meaningful steps to ensure all outlined goals are met have been consistent and effective. This includes ensuring that all intern teachers complete their programs in a timely fashion, the Instructional Coach provides access to relevant PDs and support to meet their outlined goals. The professional development training attended by school staff includes: Project GLAD (to support Emerging Bilingual students), ERWC certification training (for all ELA teachers), PLTW course administration training, i-Ready training, and training focused on specific AP courses. These PD opportunities are intended to support teachers in being able to work not only with all of our student populations, but also with students who are identified as Long-Term English Learners (LTELs) to help close gaps and improve ELPI scores, by strengthening language acquisition, academic vocabulary development, reading comprehension, and writing skills across all content areas.

In addition to supporting individual teachers, the process of evaluating the curriculum used in classrooms has merited shifts to more rigorous content that also provides necessary support for all learners. High school ELA courses follow the CSU ERWC curriculum, with middle school ELA courses embedding aspects of the curriculum. Middle School ELA courses primarily use the CommonLit curriculum with aspects of the ERWC curriculum for support. The Math department has used the Illustrative Curriculum to the benefit of their students. These curriculum shifts also support English Learners and LTEL students through structured language supports, academic discourse opportunities, scaffolded reading and writing instruction, and consistent exposure to grade-level academic content designed to improve English proficiency and overall academic achievement.

As a result of the curriculum changes, students show less of a need for intervention classes and are becoming more independent learners. Increased access to rigorous curriculum, targeted language supports, and instructional strategies focused on English language development have also contributed to improved student engagement, stronger academic performance, and continued progress toward increasing ELPI scores and reducing the number of LTEL students.

There has not been a significant shift away from the planned actions which ensured full implementation and that all goals were met. The most relevant success has been through the implementation of a new curriculum. During the adoption process, all newly introduced platforms provided teachers with the necessary training for successful implementation. This has resulted in full adoption of the new curricula, and we are beginning to see student growth in all subject areas, including growth in literacy skills, English language acquisition, and academic performance among all students including English Learners and LTEL students.

New and developing teachers are assigned a teacher mentor to provide mentorship, routine observations, weekly check-ins, and an introduction to external PDs. The mentor teacher also attends mentor meetings for induction and intern programs to ensure that developing teachers are receiving authentic mentorship aligned with their program.

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

The percentage has increased as we are allocating more to ensuring that we have curriculum and learning materials that can support student growth.

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

The actions that have shown the greatest impact in goal progress are the updated curricula for English-Language Arts, Math, and Science. By changing the curricula, students are better able to access the content and show growth not only in content knowledge, but also in fundamental skills. In addition, online supplemental supports have guided teacher learning while also supporting students in better understanding the material. These strategies are implemented with continued awareness of the needs of Long-Term English Learners (LTELs) and overall ELPI scores, with staff consistently utilizing data to monitor progress, provide targeted interventions, strengthen English language acquisition, and support students in increasing English proficiency levels and moving out of LTEL identification.

The ELA department has taken several actions which show progress toward this goal. Middle school ELA courses have implemented new Common Core-based curricula: CommonLit and ERWC. Both provide in-depth opportunities for students to develop their reading, writing, speaking, and listening skills through a wide variety of enrichment modules. Implementation of the California State University Expository Reading and Writing Curriculum (ERWC) also continues across grades 9 through 12 as part of a vertically aligned plan to strengthen literacy and writing. ERWC includes supports for English Learners (ELs), alongside the continued use of strategies such as SIOP. The school is also expanding EL supports by increasing teacher participation in Project GLAD training.

History/Social Science uses curriculum aligned with state history standards and Common Core standards to help support students in grades 7-12 in developing their literacy skills. History-Social Science courses also develop media literacy skills by utilizing curriculum from Common Sense Media and Teach Democracy. These curricula help prepare students to become informed and engaged citizens. We also offer AP Human Geography as an additional social science course. Next year, AP Psychology will be offered as another social science option.

Math Intervention is a remedial course geared toward students in grades 6-12 who are below grade level. Based on students' i-Ready diagnostic results, students follow either the i-Ready Pro curriculum to improve foundational math skills below Grade 6 or the regular i-Ready curriculum to improve Grade 6-8 skills. This allows students to practice and master differentiated math skills based on their current levels.

Students in grades 6-11 receive instruction in grade-level Mathematics based on the Illustrative Mathematics (IM) curriculum. IM lessons emphasize inquiry-based learning, critical thinking, and problem-solving initially, and then teachers supplement with direct instruction to support better student understanding. The provided math instruction prepares students for advanced topics taught at the high school level.

Illustrative Mathematics: Students in grades 11-12 receive instruction in grade-level Mathematics based on the textbook Miller, Precalculus High School Edition. The lessons emphasize critical thinking and problem-solving skills to strengthen student understanding and mathematical reasoning. The provided math instruction prepares students for calculus in a student-friendly format that supports conceptual understanding.

Career Technical Education (CTE) and STEM pathways continue to expand. In prior years, the school offered multiple courses within Project Lead The Way ("PLTW") pathways, including the Computer Science pathway (AP Computer Science Principles and Cybersecurity) and the middle school Gateway pathway (Computer Science for Innovators and Makers and App Creators). In 2025-26, the school expanded these offerings with the addition of a new Gateway module in Automation and Robotics (supported by grant funding) and a new high school course, Applied IT Systems and Support, which focuses on running our school's IT Helpdesk while working toward industry-recognized certifications. Additional expansion is planned for 2026-27 with the development of a high school Engineering pathway, including a Principles of Engineering course. The school is also strengthening its CTE program through the initial implementation of Perkins V funding and the development of a CTE Advisory Committee.

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 have been changes to the tools used to address the targeted goals and metrics. The metrics have also been revised to better measure and support student growth

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
1.1	Teacher Credentials	Review teacher credential information and adjust assignments accordingly; hire staff as needed and ensure that they hold appropriate credentials.	\$2,042,328.96	No Yes

Action #	Title	Description	Total Funds	Contributing
1.2	PD Opportunities	Ensure all teachers participate in annual PD prior to beginning of school year and a minimum of 15 times annually throughout school year and other PD opportunities in their content areas.	\$0.00	No Yes
1.3	Teacher Evaluation Plan	Execute board-approved Teacher Evaluation Plan and added more opportunities for professional development to the master schedule.	\$0.00	No Yes
1.4	Teacher Quality	CH Prep teachers are properly assigned, fully credentialed in the subject areas, and for the pupils they are teaching and participate in ongoing PD opportunities focused on identified needs	\$20,016.84	No Yes
1.5	Instructional Materials and Classroom Curriculum	Every student at CH Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day.		No Yes
1.6	Inventory Audit	Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed	\$76,000.00	No Yes
1.7	Online Learning Platforms	Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed	\$75,327.40	No Yes
1.8	Computers	Purchase student computers to meet goal	\$5,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.9	English Language Arts, Math, Science and English Language Development (ELD)	CH Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS). CH Prep students will demonstrate proficiency in all written, reading, listening, and oral English language conventions for writing and speaking.		No Yes
1.10	Supplemental Materials	Provide supplemental Literacy and Math Intervention course to all students who are two or more grade levels behind in reading (additional 30 minutes of English support weekly)		No Yes
1.11	Reading	Provide extended time (120 min wk) for reading through Literacy Intervention course.		No Yes
1.12	Literacy Programs	Implement Academic Literacy program across the curriculum (Wordgen word lists, STARI, Houghton Mifflin grammar instruction, Collaborative Strategic Reading (CSR), Thinking Maps)	\$12,000.00	No Yes
1.13	Math Intervention	Provide supplemental Individualized Math support for students who are two or more grade levels behind in math (additional 30 -60 minutes of Math support weekly)		No Yes
1.14	Science	Provide hands-on science laboratory-based science curriculum	\$8,377.73	No Yes
1.15	Testing Coordinator	A testing coordinator will help ensure all students are tested and appropriate testing data is shared with staff and families. This includes NWEA MAP Testing.		No Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Teacher Assistants	Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8 and even in some of our high school classes.	\$214,821.33	No Yes
1.17	Student Schedule Audits	Monitor student course schedules to ensure enrollment in courses leading to a – g requirement completion and other graduation tracks such as state diplomas or trade schools.	\$210,534.02	No Yes
1.18	Report Card Monitoring	Monitor student report cards to ensure completion of courses leading to a – g requirement completion	\$12,391.68	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Engagement & School Climate CH Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The following goal and actions have been implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee. In addition, this goal encompasses the area of growth identified by our WASC team, which is to utilize coordinated data-informed decision-making processes to enhance student outcomes. By analyzing and utilizing data effectively, we aim to make informed decisions that lead to improved academic achievement and overall student success. This data-driven approach will enable us to identify areas for improvement, implement targeted interventions, and monitor progress to ensure continuous growth and positive outcomes for our students The importance of this goal is to ensure that City Heights Prep Charter School is intentionally creating systems and environments that effectively engage all students in their learning. At times, the process of adjusting to a new academic environment, combined with language acquisition challenges and other academic barriers, can make it difficult for students to fully engage in school. These barriers can then negatively impact both attendance and overall engagement with learning. Because of this, the school has worked intentionally to create a supportive and connected school environment that prioritizes relationship-building, belonging, and consistent efforts to connect students to school in meaningful ways. For context, at the start of the 2024–2025 school year, City Heights Prep Charter School identified Chronic Absenteeism as a significant area of need based on California School Dashboard data. The school’s Chronic Absenteeism rate for grades 6–8 was 32.9%, with 32 students identified as chronically absent, indicating a need for targeted attendance interventions and strengthened student engagement supports. And
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therefore the SARB team worked hard this school year to target those students and implement strategies to address the chronically absentee rate, and build student and school engagement.

Through the implementation of attendance monitoring systems, restorative engagement practices, daily relationship-building strategies, monthly award certificates, raffles, and coordinated outreach to families, the school has made significant progress in improving student attendance and reducing chronic absenteeism.

As of April 2026 in the 2025–2026 school year, the school is currently reporting a projected Chronic Absenteeism rate of 2.6% for grades 6–8, with 0 active students currently identified as chronically absent. This reflects a substantial improvement in student engagement and attendance systems, as well as increased effectiveness of early intervention and support structures.

These outcomes demonstrate the impact of intentional school climate and engagement practices in reducing barriers to attendance, particularly for Socioeconomically Disadvantaged students and English Learners, and contribute directly to improved performance on the California School Dashboard Chronic Absenteeism indicator. Therefore metric 2.1, will allow for accurate and timely data entry in PowerSchool ensures early identification of students at risk for chronic absenteeism, academic failure, and disengagement. This directly supports improved outcomes in California School Dashboard indicators, particularly Chronic Absenteeism, Attendance, and academic performance for English Learners, LTEL students, and Socioeconomically Disadvantaged students. And metric 2.2 identifies how tracking and increasing student participation in community service strengthens student engagement, sense of belonging, and civic identity. These experiences support improved outcomes in school climate and engagement indicators on the California School Dashboard, particularly for Socioeconomically Disadvantaged students and English Learners, by increasing connection to school and community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Data Accuracy and Attendance Monitoring (PowerSchool System Usage) for the assessment of Chronic Absenteeism Rate, review of the Average Daily Attendance Percentage, and the identification and documentation of student progress	To have at least a 93% attendance rate across all grade levels. Currently, attendance, grading, and intervention data are updated in PowerSchool on a daily basis.	The school maintained a strong attendance rate across all grade levels, with the attendance rate at 92.26%.	The school's overall attendance rate remained at 92.26% across all grade levels. Chronic absenteeism continues to present a significant challenge, as an increasing number of students have demonstrated low	For the 26-27 school year, the desired outcome is that the school achieves a 93% (or better) attendance rate and continues with its initiative to promote school attendance and recognition for good attendance.	The school is developing strong strategies to increasing its baseline and closing the chronically absentee rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	towards their educational pathways. City Heights Prep Charter School will use the PowerSchool Student Information System to monitor and maintain accurate, real-time student data related to attendance, grades, and student engagement indicators.			attendance due to illness, personal circumstances, or lack of engagement in coming to school. Students exhibiting persistent attendance concerns are referred to the SART team, which meets regularly with identified students to determine underlying barriers to attendance and to develop individualized support plans. The committee also evaluates and implements incentive systems and engagement strategies aimed at increasing students' interest in school and improving daily attendance. Attendance remains a critical area of focus, and the school continues to		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				implement targeted interventions to improve student outcomes in this domain.		
2.2	City Heights Prep Charter School will track student participation in community service through a centralized Community Service Spreadsheet to monitor student involvement in service-learning opportunities that support school connectedness.	100% of our high school students will participate in at least 5 hours of community service every school year. With many students documenting over 50 hours annually.	Many students completed at least 15 hours of community service by the end of the school year.	Students successfully completed the required 15 hours of community service. Several students exceeded this requirement, with some reporting over 50 hours and a few reaching as many as 100 hours.	For the 26-27 school year, the desired outcome is that the high school students continue to engage with outside community agencies for community service opportunities.	Students this school year reported higher volunteer hours than they did in past school years.

Goal Analysis [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.

Both goals were fully implemented by our school staff with supports in place to ensure student success. To encourage high rates of attendance, initiatives such as attendance raffles and monthly recognition were developed and implemented consistently. As a strategy to support students social & emotional well-being, a full-time counselor has been added to the staff. The SART time also implemented AVID attendance competitions (between the different grade levels) and worked on incentive initiatives for the students who were chronically absent. To support students in completing community service, relationships with community organizations have been formed to help students locate volunteer placements. Additionally, field trips have been organized with volunteer organizations to ensure students can complete hours.

Overall, this goal was successfully implemented during the previous school year through a combination of relationship-building practices, social-emotional supports, attendance interventions, and community engagement opportunities. Staff consistently prioritized creating a restorative school culture by conducting daily check-ins, learning about students' interests, and maintaining a calm, nonjudgmental approach when interacting with students. These efforts helped students feel known, respected, and connected to the school community. To strengthen

students' social-emotional well-being, counselors conducted a total of 1,384 SEL check-ins between both of them and facilitated 22 restorative circles and conflict mediations throughout the year. In addition, three SEL presentations were delivered to students, and counselors supported ASB in organizing community-building activities, including Spirit Week events and prom activities. These efforts provided students with opportunities to build positive relationships, strengthen school connectedness, and develop conflict-resolution skills. The school also expanded its mental health support systems. A total of 10 suicide risk assessments were conducted during the year, reflecting the growing need for student mental health services. Both counselors completed additional training in the Columbia Suicide Severity Rating Scale (C-SSRS) and post-intervention planning to ensure appropriate support for students in crisis. Partnerships with community mental health providers were strengthened, allowing students greater access to services both on campus and within the community.

Attendance remained a key focus area. Planned initiatives, including attendance raffles, monthly recognition programs, grade-level attendance competitions, and individualized counseling interventions, were implemented consistently throughout the year. Counselors also provided attendance support through one-on-one student meetings and targeted interventions for chronically absent students, helping to increase engagement and connection to school.

Academic success was supported through 664 academic check-ins that included, college application small group (workshops), financial aid small group, progress report reviews, D/F intervention meetings, A-G monitoring, credit recovery support, and individualized academic counseling. These efforts ensured that students received timely interventions and guidance to remain on track toward graduation.

The school further supported students' long-term success through college and career readiness programming. FAFSA workshops, college application workshops, college visits, and career readiness activities were provided for students and families. Staff also participated in professional development related to financial aid and college readiness, strengthening their capacity to support students in postsecondary planning.

Community partnerships continued to play an important role in achieving this goal. Relationships with local organizations helped students access volunteer opportunities and complete community service requirements. Organized volunteer field trips provided additional opportunities for students to engage with their community and develop a sense of civic responsibility.

While challenges remained in addressing chronic absenteeism and the increasing mental health needs of students, the overall implementation of this goal was highly successful. The combination of restorative practices, social-emotional supports, attendance initiatives, academic interventions, and community partnerships contributed to a positive school climate and supported students' academic, social, and emotional growth.

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

The budgeted expenditures closely mirrored the estimated actual expenditures. A significant portion of the budget was used in part for salaries to those who oversee and support attendance tracking. Additionally, funds were used in attendance incentive programs and in the continued use of online platforms to collect data for attendance tracking purposes. The other money was allocated towards raffle prizes, party incentives, and rewards to encourage student attendance.

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

The actions implemented to make progress toward school goals have generally been effective. Regarding student attendance, the attendance initiatives, along with the addition of support staff to monitor and track attendance, were instrumental in improving daily student attendance. The rapport that staff developed with chronically absent students also proved effective; students who were consistently marked as UT30s or frequently absent demonstrated increased effort to attend school, resulting in a reduction in the number of absences. The strategies implemented to support students in completing at least 15 hours of community service have also been successful.

To support our action plan at the start of the 25-26 academic year support staff created an additional attendance goal. The goal stated “the number of students identified as chronically absent will decrease from 37 students to 15 students or fewer by June 2026 through targeted attendance interventions, individual student monitoring, family outreach, and collaboration with school staff.” As a result of our goal, chronic absenteeism decreased from 37 students at the start of the 2025–2026 school year to 0 students as of May 2026, exceeding the established goal. Intervention we implemented included individual 1:1 counseling was provided to 9 students who were newly identified on the chronic absenteeism list and/or demonstrated frequent absences. Attendance counseling was delivered through a collaborative team approach, including the student record specialist, assistant principal, and school counselors. Home visits were conducted by the assistant principal and school staff to engage families and support re-engagement. Students were referred for SEL (Social-Emotional Learning) supports as needed. Additional academic support was provided through individualized 1:1 check-ins and monitoring. Parent/guardian contact was made through phone calls to increase communication and address barriers to attendance. Restorative and supportive accountability strategies were implemented, including campus beautification activities and structured lunch check-ins in the office.

In addition to monitoring chronic absenteeism, the school reviewed UT30 and overall absence data to evaluate the effectiveness of these interventions. Attendance Count reports indicate that UT30 occurrences increased from 1,199 in 2024–2025 to 1,962 in 2025–2026, while A/U marks increased from 4,952 to 5,838. However, data from the Student Absence Summary report showed a substantial decrease in total days absent, from 2,246 days in 2024–2025 to 91 days in 2025–2026. These results suggest that while attendance issues continued to be identified and monitored through attendance coding, the interventions were effective in reducing the overall number of days students were absent from school. The elimination of chronic absenteeism and significant reduction in total absences demonstrate the positive impact of targeted attendance supports, family outreach, and individualized student interventions

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.

Additional initiatives have been discussed to increase student attendance. Examples of such is to continue with monthly attendance competitions and individual counseling for truant students. No changes will be made in the actions taken for community service completion. Also, continuing to build on the student and staff relational piece.

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
2.1	Attendance	Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records	\$104,955.49	No Yes
2.2	Truancy Follow-up	Implement truancy follow-up as outlined in CH Prep Attendance Policy	\$0.00	Yes
2.3	Attendance Competitions	Publicly recognize excellent attendance/ high academic performance		No Yes
2.4	Classroom Sizes	Maintain low student/instructional staff ratio	\$0.00	Yes
2.5	PBIS	Maintain implementation of PBIS		No
2.6	Character and Social Development	CH Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities and their performance in related coursework. Offer community service/leadership opportunities for every student.	\$5,000.00	Yes
2.7	Course Enrollment	Ensure enrollment in World/US History courses for all students at appropriate grade level(s) and provide students with the opportunity to participate in dual-enrollment with local colleges		Yes
2.8	AVID	Ensure enrollment in AVID course for all students	\$8,107.88	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parental Involvement and Community Engagement CH Prep will seek to involve parents in meaningful ways that promote student achievement.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The following goal and actions continue to be implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee. We strongly believe that parental involvement plays a crucial role in fostering students' sense of connection, engagement, and growth within the school community. When parents actively participate in decision-making processes, including the allocation of school resources, and provide valuable feedback and ideas, the overall educational experience improves. Parents act as a vital bridge between the school and students, and their involvement makes a positive and meaningful contribution. As mentioned previously the school was able to decrease the attendance data from 32.9% chronic absenteeism, 32 students chronically absent, to a projected 2.6% chronic absenteeism. This goal is also aligned to the California School Dashboard indicators, as research and local data demonstrate that increased family engagement is directly linked to improved student attendance, stronger school connectedness, and higher academic performance. When families are meaningfully engaged in school processes, students are more likely to feel supported, stay connected to school, and demonstrate improved outcomes in areas such as English Language Arts, Mathematics, and Chronic Absenteeism. As a result, strengthening parent involvement serves as an important lever for improving both student engagement and academic achievement, particularly for Socioeconomically Disadvantaged students and English Learners. Metric 3.1 allows for assessment of how increased family participation strengthens student connectedness to school and supports improved academic outcomes by reinforcing learning expectations at home and school. Research and local school data indicate that higher levels of family engagement are associated with improved performance on California School Dashboard indicators, including Chronic Absenteeism, English Language Arts, and Mathematics, particularly for English Learners, LTEL students, and Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	City Heights Prep Charter School will measure the level of family engagement through participation in school-sponsored meetings, including parent conferences, SSC meetings, ELAC meetings, Lunch with your Panthers, informational sessions, and school-wide engagement events, to ensure families are actively involved in supporting student learning and school decision-making.	The average attendance for families at our events during the 2025-26 school year was 10 families. Average SSC and ELAC parent participation throughout the school year was three. Average parent participation in one of our school-events such as Career Day was one.	Parent participation has increased at our scheduled school meetings due to scheduling the meetings based on parent preferences, and parents encouraging other parents to attend. On average, each parent meeting or event has had at least 10 or more families in attendance. The family engagement activities "Lunch with Your Panther" and "Coffee with the Principal," organized by the SSC, has proven to be the most effective in increasing parent involvement.	This year, the school observed a decline in parent participation at schoolwide family meetings. When parents were asked for feedback and encouraged to attend, many cited barriers such as current world events, work obligations, and childcare responsibilities. In response, the school adjusted the scheduling of "Lunch with Your Panther," which resulted in a significant increase in parent participation. Additionally, attendance at parent conferences and Back-to-School Night also improved, with at least 20 families participating—effectively doubling	We hope to maintain the participation of 10 families but to increase that number. We want to continue seeing parents on campus and collaborating with them to brainstorm additional ways they can participate in events—whether hosted by the school, planned by families, or opportunities for them to be on campus at various times. We would also like to get at least one parent to take on an advisory director role for parents and help the school build stronger relationships. This was the second year that a	While the number of parents attending schoolwide family meetings decreased, there was an increase in participation for "Lunch with Your Parents" and other evening parent engagement events.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				attendance from previous years. While some traditional family meetings saw lower turnout, the overall engagement of parents through alternative events and conferences demonstrates the school's continued commitment to fostering strong family partnerships and ensuring families remain connected to their children's academic and social-emotional development.	parent participated in our Career Fair and hosted a booth showcasing his career in computer engineering.	

Goal Analysis [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.

Parent engagement events and meetings held in the evening or on Wednesdays have proven to be highly effective. Events such as “Lunch with Your Panther” and “Coffee with the Director” have demonstrated the greatest success in overall parent attendance. A primary challenge remains engaging underrepresented families, particularly those with working guardians or younger children to care for. These families often face barriers to participation, including the inability to take time off work or arrange childcare. While children are always invited to attend with their parents, many families choose not to participate when younger children are present, due to concerns about maintaining focus and minimizing distractions during the meetings. The school continues to explore strategies to increase accessibility and participation for all families.

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

The differences we are seeing between budgeted expenditures and the estimated actual is due to increases in student enrollment and need for more translation services. Also because the school started to bring coffee, donuts and bagels to the meetings to increase parent involvement.

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

The monthly lunch events have been exceptionally effective in increasing parent engagement. At other school-wide events, we are seeing consistent attendance from many parents. The use of our school-wide parent engagement app has also proven effective as a means to communicate information about parent engagement events.

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.

We have not made any significant changes to the planned goal, metric, target outcomes, or actions. The only pending goal is to encourage parents to take on roles during our family meetings.

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
3.1	Parent Involvement	Retain Parental Involvement	\$0.00	No Yes
3.2	Family Committees	Host triennial Family Committee Meetings/schoolwide events		No Yes
3.3	Parent Engagement	Monitor Home Contact Logs/Reports , Parent Engagement App - Thrillshare	\$10,918.53	No Yes
3.4	Parent Feedback	Administer Parent Survey to gather parent feedback		No

Action #	Title	Description	Total Funds	Contributing
				Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Facilities CH Prep will ensure that school facilities are maintained in good repair by providing a safe learning environment for all students, staff, and visitors. This will be measured through facility inspection results, compliance with annual fire inspections, and the ongoing review, approval, and implementation of corrective actions identified in the School Safety Plan.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The following goal and actions continue to be implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee.

his goal is established based on the belief that a safe, clean, and well-maintained school facility is essential to supporting student learning, staff effectiveness, and overall school success. The condition of school facilities is directly connected to the school's broader LCAP priorities, as students are more likely to be engaged, attend school regularly, and perform academically when they learn in environments that are safe, stable, and conducive to instruction.

This goal aligns with the California School Dashboard indicators, particularly Chronic Absenteeism, Academic Performance (ELA and Mathematics), and School Climate indicators, as facility conditions can directly impact student attendance, engagement, and overall sense of safety and belonging. When students and staff experience consistent access to safe classrooms and functional learning environments, it supports improved instructional time and stronger academic outcomes, especially for Socioeconomically Disadvantaged students and English Learners.

To ensure this level of support, City Heights Prep Charter School maintains a commitment to providing classrooms that are free from structural issues, with fully functioning heating and air conditioning systems, clean and sanitary restroom facilities, and designated safe areas for student eating and recreation. The school also prioritizes emergency preparedness, including fully operational fire alarm and safety systems, ensuring compliance with safety standards and protection of students and staff at all times. Additional security measures, including double-fencing and controlled gated entry access, are in place to further ensure campus safety.

An onsite facilities manager is responsible for ongoing monitoring, inspection, and timely response to maintenance and repair needs as they arise. This proactive approach ensures that facility issues are addressed quickly, minimizing disruptions to instruction and maintaining a safe and stable learning environment.

By maintaining high-quality facility conditions, City Heights Prep Charter School ensures that students and staff can fully focus on teaching and learning in an environment that supports academic achievement, student engagement, and overall school improvement goals. As mentioned in metric 4.1, maintaining safe, compliant, and well-functioning school facilities supports increased student attendance, engagement, and instructional time, which are directly connected to improved outcomes in California School Dashboard indicators, particularly Chronic Absenteeism, School Climate, and academic performance in ELA and Mathematics. Safe learning environments are especially critical for supporting Socioeconomically Disadvantaged students and English Learners by reducing barriers to consistent school attendance and participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	City Heights Prep Charter School will ensure that school facilities meet all required safety, health, and operational standards through annual inspections and the implementation of a comprehensive safety planning system that supports a secure learning environment for students and staff. Such as those listed below. - Annual School Facility Inspection - Annual Fire Inspection - Comprehensive School Safety Plan	- School Facility Inspection: Achieved passing status - Fire Inspection: Achieved passing status The school continues to remain in good repair 100% of the time and areas of needing fixing are addressed and correctly immediately.	The school passed all safety and security inspections and collaborated with local agencies to ensure everything is up to date for creating a safe environment. The school facilities manager continually assesses the campus, repairs any issues, and renovates areas that require additional support.	The school recently underwent a William Audit visit, during which the facility was thoroughly inspected. The school successfully passed all inspections, including the fire safety inspection, reflecting the school's commitment to maintaining a safe, clean, and appropriate learning environment for all members of the campus	The school staff and families believe that a safe and clean environment significantly enhances the educational experience for both students and staff, fostering a sense of security that supports effective teaching and learning. Therefore, the school will continue to collaborate with staff, students, and families to brainstorm ways to enhance safety	The school completes required annual inspections and maintains a Comprehensive School Safety Plan in compliance with state requirement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				community. Numerous renovations have been completed to address facility needs, including painting, roof and ceiling tile replacements, new furniture, window repairs, and drywall maintenance. The school's Maintenance Manager conducts daily assessments of the campus and ensures that necessary repairs and renovations are addressed promptly, maintaining high standards for safety and functionality.	measures and maintain a secure and well-maintained campus. Our goal is for the school to always be a safe and welcoming place for everyone who steps onto campus.	

Goal Analysis [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.

To ensure that facilities are kept in safe working order, our facilities manager provides consistent and timely assessments to determine when repairs are needed. Our school staff provides immediate communications with our facilities manager when they notice areas where repairs or replacements are needed. These actions align with the originally developed goals and plans for implementation.

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

There was an increased in facility repair costs for deferred maintenance related to the William's audit.

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

The steps taken to make the goal progress have been effective. The most effective steps are the assessments completed by the facilities manager to ensure all safety regulations are met. Developing a system of open communications between staff and the facilities manager has also proven to be effective.

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 have been made to the planned goal, metrics, target outcomes, and actions. The developed action plan has proven to be effective.

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
4.1	Annual Facility Inspection	Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed	\$460,590.73	No Yes
4.2	Annual Fire Inspection	Facilitate annual Fire Inspection		No Yes
4.3	Communication with Landlords	Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection		No
4.4	School Safety Plan	Update Comprehensive School Safety Plan Annually		Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Installation of Security Cameras	The installation of security cameras to ensure the staff is aware of who gets on and off campus. This safety measure has been put into place to help ensure the school continues to provide a safe learning environment.		No Yes
4.6	Installation of Halo Sensors	The installation of Halo sensors have also been put into place for a safety measure and has become one way of alerting admin of the possibilities of any drugs on campus.		Yes
4.7	School Safety Renovations	The installation of a new fence in the parking lot, student ramp to one of the classroom buildings, a local access control door, a front office security window, and removal of potentially hazardous oversized trees has all be done to make sure that the students and staff continue to have a safe school.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [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.

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

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

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.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$450,398	\$14,529

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
23.250%	0.000%	\$0.00	23.250%

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 #	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
1.1	Action: Teacher Credentials Need: Teachers who are appropriately credentialed in their areas of expertise so they can teach all students who are categorized as emergent bilinguals, foster youth, homeless students, or students with interrupted education	The reason is that our student population primarily consists of emergent bilinguals or newly arrived students. It is important that we have teachers who have undergone schooling, received their credentials, and as of now, 7 out of 9 of our teachers hold clear credentials. We need them to not only teach to the Common Core Standards but can also address the unique academic and social-emotional needs of our students, considering the interrupted education and trauma they have	Continue to hire credentialed teachers or ensure they are in programs where they are obtaining credentials. Our teacher mentor can continue to help and provide feedback to our teachers as they continue in their programs to get clear credentials.

Goal and Action #	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
	Scope: LEA-wide	experienced, to help with any equity gaps they may encounter.	
1.2	Action: PD Opportunities Need: Teachers attend school-wide and subject or area-focused professional development sessions of their interest but also in the opportunities that align with their designated teaching courses. Scope: LEA-wide	It is important that teachers and staff continue to attend professional development opportunities as the learning needs, supports, and great additional educational resources out there differ and can bring in new ideas to their classrooms and schools to support their students' needs	Monitor the number of PD opportunities they have attended, what they have implemented, and how that has supported them and their students.
1.3	Action: Teacher Evaluation Plan Need: Help teachers to continue to improve their teaching practice and keep their 'why' at the forefront, aiding them in reaching their students." Scope: LEA-wide	It is important for teachers to obtain valuable feedback that can continue to help them with their teaching, ensuring that any student needs or gaps they may not have seen can be addressed. They should work with administration on feedback and plans on how they can help address the student needs they see in their classrooms	Continue to have formal and informal conversations and analyze any plans that were put in place for progress
1.4	Action: Teacher Quality Need: Teachers who can effectively teach students.	We want to ensure that students receive quality education, which starts from teachers who are qualified and provide quality teaching	Teacher observations, student feedback, and observations from teacher mentor.

Goal and Action #	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
	Scope: LEA-wide		
1.5	Action: Instructional Materials and Classroom Curriculum Need: Ensure that teachers have access to what they need to teach. Scope: LEA-wide	In order to help close the equity gaps and increase student participation in their learning, it is important that students have access to free instructional materials provided by the school. This way, families are not struggling to obtain the supplies that their children would need. Additionally, it is important that teachers have access to curriculum and the ability to purchase supplies, supplemental materials, online educational platforms, and other resources they believe would not only support their teaching but also aid students in their learning.	Monitor student participation and engagement in their learning as well as monitor student academic growth.
1.6	Action: Inventory Audit Need: Continue to monitor what the school has on hand. Scope: LEA-wide	This is important so that the school can continue to monitor what resources are already available on campus, what needs to be purchased, or what items need to be replaced.	Continue to monitor and update inventory spreadsheet.
1.7	Action: Online Learning Platforms Need: Our students come to us with large academic grade-level gaps and language barriers, so it is important that we provide them with additional support resources.	100% of our student population has experienced some kind of challenge that makes their learning more difficult compared to students in affluent areas. Our students have either experienced interrupted education, speak another or multiple languages, may be performing up to 5 grade levels below their grade level, or have encountered some other kind of learning barrier. Therefore, supplemental online learning platforms have been	Student academic progress reports, teacher internal data tracking, progress from the platforms being utilized, student grades, and other internal or external assessments.

Goal and Action #	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
	Scope: LEA-wide	found to support our students' learning experiences and help address some of the educational challenges they face	
1.8	Action: Computers Need: All classrooms equipped with 1:1 to computers and computer access at home for students as well. Scope: LEA-wide	A large percentage of the schools' instructional materials, curriculum, learning videos, and supplemental support services are accessed online. Therefore, it is important that all students have access to their own computer in the classroom and access to one at home so that they are able to complete homework assignments or unfinished classwork assignments	Student work completion, which would also affect students' academic grades.
1.9	Action: English Language Arts, Math, Science and English Language Development (ELD) Need: The school needs to ensure that supports are in place so that students are able to learn and meet the academic standards within those core classes. Scope: LEA-wide	Our student population is primarily made up of Emergent Bilinguals and/or students who are the first in their families to have access to an education, the first to complete middle school, or even graduate from high school and attend higher education. Most of our students do not have access to academic support at home and/or have experienced interrupted education. Therefore, it is important that we provide them with extra support to help them learn the content and meet the standards in these areas. This will allow them to perform well in those classes and also apply themselves to their future educational goals.	Academic progress - learning growth.
1.10	Action: Supplemental Materials Need:	Because our students are performing anywhere from 2 to 5 grade levels below, it is important that students have access to additional supports to help address the learning gaps that exist. It is also important that teachers have the resources they	Student Grades, Student and Staff Feedback.

Goal and Action #	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
	Students and staff have access to supplemental materials to support teachers in their instruction and to aid students in their academic learning. Scope: LEA-wide	need in order to help address our students' needs and to help close the equity gaps and existing learning gaps.	
1.11	Action: Reading Need: Access to reading is important as our students are not fluent in English. Scope: LEA-wide	Providing students with access to reading and books at school will support them in learning across all their courses. Not only will they learn how to read, but it will also aid in learning the English language and enhance their ability to engage with academic material. Due to the language barrier, it is extremely important that we provide them with access to books and reading time built into their school day.	Assessments.
1.12	Action: Literacy Programs Need: Access to literacy support programs is needed because our students are not fluent in English and some have also experienced interrupted education. Scope: LEA-wide	The 30-minute literacy support programs will enable us to meet our students at their current levels and provide assistance to enhance their academic progress, aiding their learning in all classes, and easing the challenges they face in academics. There is a clear need for these classes among our students, as evidenced by both state and internal assessments highlighting areas for growth.	Assessments (MAP and SBAC). Grades, and Teacher Feedback.
1.13	Action: Math Intervention Need:	The 30-minute math intervention classes will enable the school to offer targeted support to students, meeting them at their current math level. This support will assist them in their regular math	Assessments (MAP and SBAC). Grades, and Teacher Feedback.

Goal and Action #	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
	Students are performing below grade level, indicating a need for math support for our students. Scope: LEA-wide	classes by reinforcing basic fundamentals, teaching formulas and expressions, and improving their counting skills. There is a clear need for these classes among our students, as evidenced by both state and internal assessments highlighting areas for growth.	
1.14	Action: Science Need: Students in middle school should also be exposed to science content as the content and language is used in testing. Scope: LEA-wide	All middle school students will take science classes and will also have access to various science classes in high school. This exposure is essential not only to help them develop scientific language and content knowledge to support them with testing but also provides valuable exposure for students interested in pursuing careers in the science field.	Assessments and Feedback from Students and Staff.
1.15	Action: Testing Coordinator Need: We need dedicated testing coordinators who can not only assist in scheduling and administering tests but also gather and present testing data effectively Scope: LEA-wide	This will enable the school staff not only to ensure accurate scheduling of assessments but also to collect and present data to staff and administrators. This data will support decision-making regarding students' academic needs and the identification of educational equity gaps. As a collective, the school staff can brainstorm ways to address these learning needs	Data Review.
1.16	Action: Teacher Assistants Need:	Due to our unique student population, which includes individuals with various academic gaps and those with limited English proficiency requiring additional support, it is crucial that we offer	Assessments and Grades.

Goal and Action #	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
	With various learning gaps, additional staff is needed in the classrooms to provide more student support. Scope: LEA-wide	students access to multiple staff members. This is why we have found that the addition of a Teacher Assistant is beneficial. It enables students to seek support from another staff member in the class, allows the teacher to conduct small group work, and facilitates the provision of more individualized support. This fosters increased academic engagement among students and ensures they have access to multiple sources of assistance.	
1.17	Action: Student Schedule Audits Need: Ongoing assessment of student grades and schedules to ensure they are on track to graduate. Scope: LEA-wide	For many of our students, this is their first experience attending a U.S. school, while others are the first in their families to pursue higher education. It is crucial that we assist our students and their families in achieving their academic aspirations. Therefore, our school counselor diligently meets with each student to discuss their academic and career goals. They also consistently review transcripts and student academic trackers to ensure they are on track to graduate.	High School Completion Data.
1.18	Action: Report Card Monitoring Need: It is important for the school staff to be aware of students who are experiencing academic difficulties and to ensure they are on track for graduation. Scope: LEA-wide	This will enable us to ensure that students receive support in their classes where they are struggling and to find ways to assist them. Additionally, it ensures that high school students are enrolled in any necessary credit recovery classes to keep them on track for graduation.	High School Completion Data.

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
1.1	Action: Teacher Credentials Need: Teachers who are appropriately credentialed in their areas of expertise so they can teach all students who are categorized as emergent bilinguals, foster youth, homeless students, or students with interrupted education Scope: Limited to Unduplicated Student Group(s)	This will ensure that students have access to teachers who are knowledgeable in their teaching content and have the right credentials certifying their ability to teach that content.	CTC monitoring and student academic achievement.
1.2	Action: PD Opportunities Need: Ongoing access to outside learning to support student learning. Scope: Limited to Unduplicated Student Group(s)	Staff members who continue their learning, expanding their knowledge, building their professional networks, and exposing themselves to additional learning support programs and curricula, will be better equipped to support students in their academic and social needs. This enables teachers to access supports that help them reach all students and address their academic learning needs effectively.	Assessments and Teacher and Student Feedback.
1.4	Action: Teacher Quality Need: Teachers who specialize in their area of content teaching. Scope:	In order to effectively reach students at their academic levels, considering the academic challenges they have faced and are currently facing, teachers must be able to identify those learning needs. They should create learning assignments that not only address those gaps but also help close them, enabling students to perform at or above grade level. This approach facilitates	Teacher Mentor Feedback and Teacher Evaluations.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	academic growth and increases student engagement.	
1.5	Action: Instructional Materials and Classroom Curriculum Need: Student access to materials to fully engage with their learning. Scope: Limited to Unduplicated Student Group(s)	It is important that teachers have access to curriculum that not only meets the Common Core standards but also includes supports and resources to address the academic gaps and challenges that their students experience. Instructional materials should be provided by the school, relieving families of the burden of purchasing materials. This ensures that students can fully engage in their learning without the challenge of having to buy the materials needed to participate in their classes.	Student Grades and Teacher Feedback.
1.6	Action: Inventory Audit Need: Accurate inventory of materials and tech at school. Scope: Limited to Unduplicated Student Group(s)	The school should conduct frequent inventory audits to ensure all classrooms are equipped with properly functioning materials, allowing students to fully engage in their academic learning.	Inventory Tracker.
1.7	Action: Online Learning Platforms Need: Additional Resources to support Academic needs. Scope: Limited to Unduplicated Student Group(s)	There are several online learning platforms that have been found to be supplemental supports. These platforms teach students English, provide additional support for those enrolled in remedial support classes, or offer other engaging learning experiences. Online platforms also allow teachers to be creative with their teaching methods and supplement students with content teaching. This fosters increased student engagement and supports them with their academic learning needs.	Student Academic Performance.
1.8	Action: Computers	To ensure that all students can participate in their learning without falling behind, it is important that	Student Academic Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 1:1 student to computer ratios. Scope: Limited to Unduplicated Student Group(s)	all classrooms are equipped with a 1:1 student-to-Chromebook ratio. This ensures that students do not need to share computers and can learn effectively as a whole. Additionally, providing access for students to take computers home enables them to continue engaging with their learning and complete homework assignments.	
1.9	Action: English Language Arts, Math, Science and English Language Development (ELD) Need: Student supports in content classes. Scope: Limited to Unduplicated Student Group(s)	Students have access to participation in core classes and are supported by their teachers to help them meet and be at grade level, despite the challenges they may experience.	Student Grades.
1.10	Action: Supplemental Materials Need: Access to resources to support their learning provided Scope: Limited to Unduplicated Student Group(s)	All students should have access to supplemental materials to support them in fully engaging in their learning, especially when facing challenges such as language barriers.	Student Grades.
1.11	Action: Reading Need: Exposure to reading built into their schedule. Scope:	It is important that students have access to enrolling in a 30-minute reading class to help them build their vocabulary and develop effective reading skills, supporting them in all of their academic classes.	Student Grades and Assessment Data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.12	Action: Literacy Programs Need: Remedial support classes that are built into their schedule. Scope: Limited to Unduplicated Student Group(s)	It is important that students have access to enrolling in a 30-minute remedial literacy support class to help them achieve their true literacy academic performance. This allows them to practice and learn the skills necessary to successfully participate in their classes.	Student Grades and Assessment Data.
1.13	Action: Math Intervention Need: Remedial support classes that are built into their schedule. Scope: Limited to Unduplicated Student Group(s)	It is important that students have access to enrolling in a 30-minute remedial math support class to help them achieve their true math academic performance. This allows them to practice and learn the skills necessary to successfully participate in their state-mandated grade-level math class.	Student Grades and Assessment Data.
1.14	Action: Science Need: Exposure to science content across all grade levels. Scope: Limited to Unduplicated Student Group(s)	It is important that students in all grade levels have exposure to science content. This exposure helps them learn vocabulary and content knowledge necessary for success on state-mandated tests that include science content. Additionally, it builds their academic knowledge and helps close any access equity gaps, ensuring they have the same access to science curriculum as students in more affluent areas	ELPAC scores and student grades.
1.15	Action: Testing Coordinator	It is important to have a staff member who specializes in the various assessments that students must take and the collection of	Assessment Data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Specialized staff members to manage the scheduling of tests and handle data. Scope: Limited to Unduplicated Student Group(s)	assessment data. They can generate data reports on student performance from current and previous years, facilitating discussions and brainstorming sessions on how to support students in their academic learning progress.	
1.16	Action: Teacher Assistants Need: Lower student to staff ratios. Scope: Limited to Unduplicated Student Group(s)	Teacher assistants serve as additional staff members both inside and outside of the classrooms, providing students with additional support. Their presence in the classrooms contributes to smaller teacher-to-student ratios and allows students access to multiple staff members. Outside of the classrooms, they serve as additional staff members whom students can confide in for areas of need beyond academic support. This ensures that students have access to multiple support channels.	Assessments and Grades.
1.17	Action: Student Schedule Audits Need: Ensure students are on track to graduate. Scope: Limited to Unduplicated Student Group(s)	The ongoing audits of schedules will ensure that students are enrolled in the necessary courses required for graduation and in courses that align with their areas of interest for college.	High School Completion
1.18	Action: Report Card Monitoring Need: Ensure students are on track to graduate. Scope:	Monitoring student report cards enables school staff to identify students' learning needs and discuss which classes could provide support for them. This ensures that students do not fall behind and are able to pass their classes.	High School Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.1	Action: Attendance Need: Ensuring students attend school daily. Scope: Limited to Unduplicated Student Group(s)	For students to succeed in their academic learning and avoid falling behind, it is crucial that they attend school every day. Therefore, the school needs to emphasize the importance of regular attendance and being on time so that students can fully engage with their learning and stay on track in their classes.	Attendance Trackers and ADA.
2.2	Action: Truancy Follow-up Need: Decrease number of students who are labeled as truant. Scope: Limited to Unduplicated Student Group(s)	To help students maintain good attendance and prevent falling behind in their learning, it's important to monitor and identify students who are becoming chronically truant. Follow-up meetings with families and students should be conducted to discuss the attendance issues, identify underlying reasons, and collaboratively explore strategies to address them. This collaborative approach helps implement measures to ensure students attend school regularly, thereby preventing academic setbacks.	Truancy Tracker/
2.3	Action: Attendance Competitions Need: Increase student attendance. Scope: Limited to Unduplicated Student Group(s)	School-wide attendance competitions can create incentives to encourage students to arrive on time, thus addressing attendance issues and increasing student participation in their learning. This initiative helps prevent students from falling behind in their classes and ensures they remain on track for graduation.	Attendance Trackers.
2.4	Action: Classroom Sizes Need:	Because the academic gaps and needs vary greatly from student to student, we believe that our students can excel with access to learning environments featuring small class sizes (no larger	Assessments, Grades, and Feedback from students and staff.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Smaller teacher and student ratios. Scope: Limited to Unduplicated Student Group(s)	than 30-32 students per class) and additional teacher assistants. With smaller teacher-to-student ratios, such as 15 to 1, students have more personalized and effective learning opportunities and access to teacher support for their academic needs. This allows teachers to effectively identify learning gaps and be creative in addressing them on both an individual and collective basis.	
2.6	Action: Character and Social Development Need: Supporting our students socially and emotionally as well, not just academically. Scope: Limited to Unduplicated Student Group(s)	In order for students to effectively engage in their academic learning, it is essential that their social and emotional needs are also met. This includes addressing any trauma they have experienced, teaching coping skills and stress management strategies, addressing grief and loss, assisting with assimilation into a new country, school, or learning a new language. Additionally, it is crucial that we teach and expose them to skills that help build their character and socialization aspects, enabling them to become active leaders in their communities.	Community Service Hours.
2.7	Action: Course Enrollment Need: Students are enrolled in the necessary courses. Scope: Limited to Unduplicated Student Group(s)	With the various career and college pathways that each student has chosen for themselves, it is important that we not only offer a broad range of courses for students to choose from but also enroll them in classes aligned with their interests. Additionally, we must support them in their courses to ensure they are on track for graduation.	School Completion and Feedback.
2.8	Action: AVID Need:	With many of our students being the first in their families to attend and complete schooling, it is important to provide them with access to curriculum that teaches the resources and skills necessary to achieve their career and college	Feedback forms and Student College and Career tracker.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Student access to college and career readiness curriculum. Scope: Limited to Unduplicated Student Group(s)	goals. Therefore, all students from grades 6 to 12 are enrolled in our AVID program, providing them with the skills and knowledge needed to attain those goals.	
3.1	Action: Parent Involvement Need: Increase parent and staff collaboration. Scope: Limited to Unduplicated Student Group(s)	Parental involvement will facilitate better collaboration with staff, allowing for discussions about budget allocations and ideas for additional supports, and resources to better enhance the learning experience of their children.	Family Attendance at School Events.
3.2	Action: Family Committees Need: Increase parent and staff collaboration. Scope: Limited to Unduplicated Student Group(s)	The participation of families in family committees will help build and increase family involvement in school-sponsored events, their attendance at their children's events, and the sharing of ideas with school staff to create a better learning experience for students.	Family Meeting Attendance.
3.3	Action: Parent Engagement Need: Increase parent and staff collaboration. Scope: Limited to Unduplicated Student Group(s)	Parent engagement will foster increased parental participation in their students' schooling and facilitate the discovery of ways to better support their children. It will also promote more effective collaboration among parents, students, and school staff. This collective effort will support students and establish a robust network where students feel empowered to voice their concerns, needs, or areas requiring support with their learning.	Family Meeting Attendance.
3.4	Action: Parent Feedback	In order to provide a great learning environment that addresses student needs and support,	Family Feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Increase parent and staff collaboration. Scope: Limited to Unduplicated Student Group(s)	feedback from parents is vital. This will allow for increased collaboration between parents and school staff to brainstorm ways to create better learning opportunities. It can provide school staff with valuable feedback on the allocation of resources and monies, areas requiring support for students, and the sharing of ideas.	
4.1	Action: Annual Facility Inspection Need: Ensure the school facility remains in good repair. Scope: Limited to Unduplicated Student Group(s)	The school staff must consistently check that the school facility is in good repair. Should there be any areas of need, they are promptly addressed and corrected to ensure students have a safe learning environment and can fully engage in their academic studies and extracurricular activities.	Inspection Reports.
4.2	Action: Annual Fire Inspection Need: Ensure the proper installation and working of equipment in the event of a fire Scope: Limited to Unduplicated Student Group(s)	Another aspect of maintaining a safe learning environment involves ensuring that the school is equipped with properly functioning equipment in the event of a fire on campus, and that it is connected effectively with the fire department. This ensures that students and staff have a safe learning space and that proper resources are in place in the event of a fire.	Inspection Reports.
4.4	Action: School Safety Plan Need: Outlined protocols to assist with potential safety risks. Scope:	In addition to ensuring the school is safe and clean, it's crucial to have a comprehensive school safety plan in place that addresses potential risks, events, or concerns. This plan should be shared, created, and regularly reviewed by all stakeholders, particularly teachers and students, to ensure they know how to respond in the event of a safety emergency. Conducting drills is	Monthly Drills Data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	essential to provide practice for students and staff on how to react to various emergency scenarios.	
4.5	Action: Installation of Security Cameras Need: This would allow for the school to provide a safe learning environment. Scope: Limited to Unduplicated Student Group(s)	School should be a safe learning space free of violence, ensuring the safety of both students and staff. Therefore, to minimize the risk of dangerous individuals accessing campus, security cameras will provide ongoing surveillance of those entering or attempting to access school grounds. This allows students to engage in their academic learning with the assurance that the school is actively monitoring and working towards maintaining a safe campus environment.	Student, Staff and Family Feedback, as well as incident monitoring.
4.6	Action: Installation of Halo Sensors Need: Decrease drugs on campus. Scope: Limited to Unduplicated Student Group(s)	The school aims to cultivate a learning environment free from distractions, including dangerous ones such as drugs, to allow students to focus on their education. The installation of Halo Sensors would help detect if drugs, including vapes, are brought onto campus and assist staff in removing them from the school. This ensures that students are not exposed to such substances and can fully engage in their learning.	Suspensions
4.7	Action: School Safety Renovations Need: This would allow for the school to provide a safe learning environment. Scope: Limited to Unduplicated Student Group(s)	The school needs to remain in good condition to provide teachers with a safe and clean environment for teaching students. In return, a safe and clean campus allows students to feel protected and provides them with a calm environment conducive to learning.	Inspections and Feedback.

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.

The ongoing collaboration among staff, students, and families determined this. We discussed what's been helpful and aim to maintain the support in place for addressing and providing effective learning environment for students.

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.

This will help us maintain more individualized support to students by hiring and placing teaching assistants in the classroom to help lower the staff/student ratio and to provide more support inside of the classrooms. This will also provide students access to additional staff support in order to support their academic needs.

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		25 to 1
Staff-to-student ratio of certificated staff providing direct services to students		23 to 1

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	1,937,195	450,398	23.250%	0.000%	23.250%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,177,213.87	\$933,375.35	\$0.00	\$155,781.37	\$3,266,370.59	\$2,518,065.71	\$748,304.88

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	1.1	Teacher Credentials	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$1,928,058.96	\$114,270.00	\$1,590,941.14	\$413,799.52		\$37,588.30	\$2,042,328.96	
1	1.2	PD Opportunities	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	
1	1.3	Teacher Evaluation Plan	All Students with Disabilities English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide		All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.4	Teacher Quality	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,016.84	\$10,016.84			\$10,000.00	\$20,016.84	
1	1.5	Instructional Materials and Classroom Curriculum	All Students with Disabilities English Learners Foster Youth Low Income English Learners and	No Yes	LEA-wide Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools									

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
			Socio Economic Disadvantaged		Group(s)											
1	1.6	Inventory Audit	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$76,000.00	\$75,000.00	\$1,000.00	\$0.00	\$0.00	\$76,000.00	
1	1.7	Online Learning Platforms	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$75,327.40	\$59,537.23	\$7,798.85		\$7,991.32	\$75,327.40	
1	1.8	Computers	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.9	English Language Arts, Math, Science and English Language Development (ELD)	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	1.10	Supplemental Materials	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	1.11	Reading	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									

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	1.12	Literacy Programs	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$12,000.00		\$12,000.00			\$12,000.00	
1	1.13	Math Intervention	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	1.14	Science	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$8,377.73				\$8,377.73	\$8,377.73	
1	1.15	Testing Coordinator	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	1.16	Teacher Assistants	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$214,821.33	\$0.00	\$58,901.33	\$155,920.00			\$214,821.33	
1	1.17	Student Schedule Audits	All Students with Disabilities English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$210,534.02	\$0.00	\$57,725.80	\$101,960.78		\$50,847.44	\$210,534.02	
1	1.18	Report Card Monitoring	All Students with Disabilities	No	LEA-wide Limited	English Learners Foster Youth	All Schools		\$0.00	\$12,391.68	\$12,391.68				\$12,391.68	

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
			English Learners Foster Youth Low Income English Learners and Socio Economic Disadvantaged	Yes	to Undupli cated Student Group(s)	Low Income										
2	2.1	Attendance	All English Learners Foster Youth Low Income	No Yes	Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$74,080.62	\$30,874.87	\$104,955.49				\$104,955.49	
2	2.2	Truancy Follow-up	English Learners Foster Youth Low Income	Yes	Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	Attendance Competitions	All	No Yes	Limited to Undupli cated Student Group(s)		All Schools									
2	2.4	Classroom Sizes	English Learners Foster Youth Low Income	Yes	Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.5	PBIS	All	No			All Schools									
2	2.6	Character and Social Development	English Learners Foster Youth Low Income	Yes	Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.7	Course Enrollment	English Learners Foster Youth Low Income	Yes	Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
2	2.8	AVID	English Learners Foster Youth Low Income	Yes	Limited to Undupli cated	English Learners Foster Youth	All Schools		\$0.00	\$8,107.88				\$8,107.88	\$8,107.88	

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
					Student Group(s)	Low Income										
3	3.1	Parent Involvement	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Family Committees	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
3	3.3	Parent Engagement	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,918.53	\$0.00	\$10,918.53	\$0.00	\$0.00	\$10,918.53	0
3	3.4	Parent Feedback	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
4	4.1	Annual Facility Inspection	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$90,570.78	\$370,019.95	\$197,744.36	\$229,977.67		\$32,868.70	\$460,590.73	
4	4.2	Annual Fire Inspection	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
4	4.3	Communication with Landlords	All	No			All Schools									
4	4.4	School Safety Plan	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									

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
					)											
4	4.5	Installation of Security Cameras	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools									
4	4.6	Installation of Halo Sensors	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
4	4.7	School Safety Renovations	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									

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
1,937,195	450,398	23.250%	0.000%	23.250%	\$2,177,213.87	0.000%	112.390 %	Total:	\$2,177,213.87
								LEA-wide Total:	\$1,869,514.02
								Limited Total:	\$2,177,213.87
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher Credentials	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,590,941.14	
1	1.2	PD Opportunities	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.3	Teacher Evaluation Plan	Yes	LEA-wide		All Schools	\$0.00	
1	1.4	Teacher Quality	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$10,016.84	
1	1.5	Instructional Materials and Classroom Curriculum	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.6	Inventory Audit	Yes	LEA-wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools	\$75,000.00	

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 (%)
				Student Group(s)				
1	1.7	Online Learning Platforms	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$59,537.23	
1	1.8	Computers	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.9	English Language Arts, Math, Science and English Language Development (ELD)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.10	Supplemental Materials	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.11	Reading	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.12	Literacy Programs	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.13	Math Intervention	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.14	Science	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.15	Testing Coordinator	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.16	Teacher Assistants	Yes	LEA-wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools	\$58,901.33	

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 (%)
				Student Group(s)				
1	1.17	Student Schedule Audits	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$57,725.80	
1	1.18	Report Card Monitoring	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$12,391.68	
2	2.1	Attendance	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$104,955.49	
2	2.2	Truancy Follow-up	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.3	Attendance Competitions	Yes	Limited to Unduplicated Student Group(s)		All Schools		
2	2.4	Classroom Sizes	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.5	PBIS				All Schools		
2	2.6	Character and Social Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.7	Course Enrollment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	2.8	AVID	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.1	Parent Involvement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	Family Committees	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.3	Parent Engagement	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	\$0.00	0

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 (%)
				Student Group(s)	Low Income			
3	3.4	Parent Feedback	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.1	Annual Facility Inspection	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$197,744.36	
4	4.2	Annual Fire Inspection	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.3	Communication with Landlords				All Schools		
4	4.4	School Safety Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.5	Installation of Security Cameras	Yes	Limited to Unduplicated Student Group(s)		All Schools		
4	4.6	Installation of Halo Sensors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.7	School Safety Renovations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,965,568.00	\$3,394,109.59

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	1.1	Teacher Credentials	Yes	\$2,028,842.00	2,223,166.18
1	1.2	PD Opportunities	No Yes	\$0.00	
1	1.3	Teacher Evaluation Plan	No Yes	\$0.00	
1	1.4	Teacher Quality	Yes	\$33,949.00	46,489.53
1	1.5	Instructional Materials and Classroom Curriculum	Yes		
1	1.6	Inventory Audit	No Yes	\$44,326.00	99,072.68
1	1.7	Online Learning Platforms	Yes	\$62,020.00	76,422
1	1.8	Computers	Yes	\$10,000.00	16,617.75

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	1.9	English Language Arts, Math, Science and English Language Development (ELD)	Yes		
1	1.10	Supplemental Materials	Yes		
1	1.11	Reading	Yes		
1	1.12	Literacy Programs	Yes	\$5,011.00	6,345
1	1.13	Math Intervention	Yes		
1	1.14	Science	Yes	\$4,150.00	29,906.93
1	1.15	Testing Coordinator	Yes		
1	1.16	Teacher Assistants	Yes	\$186,821.00	242,714
1	1.17	Student Schedule Audits	Yes		
1	1.18	Report Card Monitoring	Yes	\$26,900.00	24,600
2	2.1	Attendance	No Yes	\$109,627.00	74,369.98
2	2.2	Truancy Follow-up	Yes	\$0.00	
2	2.3	Attendance Competitions	No		

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)
			Yes		
2	2.4	Classroom Sizes	Yes	\$0.00	
2	2.5	PBIS	No		
2	2.6	Character and Social Development	Yes	\$7,500.00	21,098.81
2	2.7	Course Enrollment	Yes		
2	2.8	AVID	Yes	\$7,832.00	5,309
3	3.1	Parent Involvement	No Yes	\$0.00	
3	3.2	Family Committees	Yes		
3	3.3	Parent Engagement	No Yes	\$10,000.00	10,473.74
3	3.4	Parent Feedback	No Yes		
4	4.1	Annual Facility Inspection	No Yes	\$428,590.00	517,523.99

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)
4	4.2	Annual Fire Inspection	No		
			Yes		
4	4.3	Communication with Landlords	No		
4	4.4	School Safety Plan	Yes		
4	4.5	Installation of Security Cameras	No		
			Yes		
4	4.6	Installation of Halo Sensors	Yes		
4	4.7	School Safety Renovations	Yes		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$421,113	\$1,986,567.00	\$1,986,567.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.1	Teacher Credentials	Yes	\$1,610,778.00	1,579,737.21		
1	1.2	PD Opportunities	Yes	\$0.00			
1	1.3	Teacher Evaluation Plan	Yes	\$0.00			
1	1.4	Teacher Quality	Yes	\$8,454.00			
1	1.5	Instructional Materials and Classroom Curriculum	Yes				
1	1.6	Inventory Audit	Yes	\$42,631.00	99,073		
1	1.7	Online Learning Platforms	Yes	\$1,134.00			
1	1.8	Computers	Yes	\$10,000.00	10,454		
1	1.9	English Language Arts, Math, Science and English Language Development (ELD)	Yes				
1	1.10	Supplemental Materials	Yes				
1	1.11	Reading	Yes				
1	1.12	Literacy Programs	Yes				
1	1.13	Math Intervention	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.14	Science	Yes				
1	1.15	Testing Coordinator	Yes				
1	1.16	Teacher Assistants	Yes	\$28,861.00			
1	1.17	Student Schedule Audits	Yes				
1	1.18	Report Card Monitoring	Yes				
2	2.1	Attendance	Yes	\$109,627.00	74,369.98		
2	2.2	Truancy Follow-up	Yes	\$0.00			
2	2.3	Attendance Competitions	Yes				
2	2.4	Classroom Sizes	Yes	\$0.00			
2	2.6	Character and Social Development	Yes	\$7,500.00	21,098.81		
2	2.7	Course Enrollment	Yes				
2	2.8	AVID	Yes				
3	3.1	Parent Involvement	Yes	\$0.00			
3	3.2	Family Committees	Yes				
3	3.3	Parent Engagement	Yes	\$0.00		0	
3	3.4	Parent Feedback	Yes				
4	4.1	Annual Facility Inspection	Yes	\$167,582.00	201,834		
4	4.2	Annual Fire Inspection	Yes				
4	4.4	School Safety Plan	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
4	4.5	Installation of Security Cameras	Yes				
4	4.6	Installation of Halo Sensors	Yes				
4	4.7	School Safety Renovations	Yes				

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)
1,783,811	\$421,113	0	23.607%	\$1,986,567.00	0.000%	111.366%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

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 32627(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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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