LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sylmar Charter High School

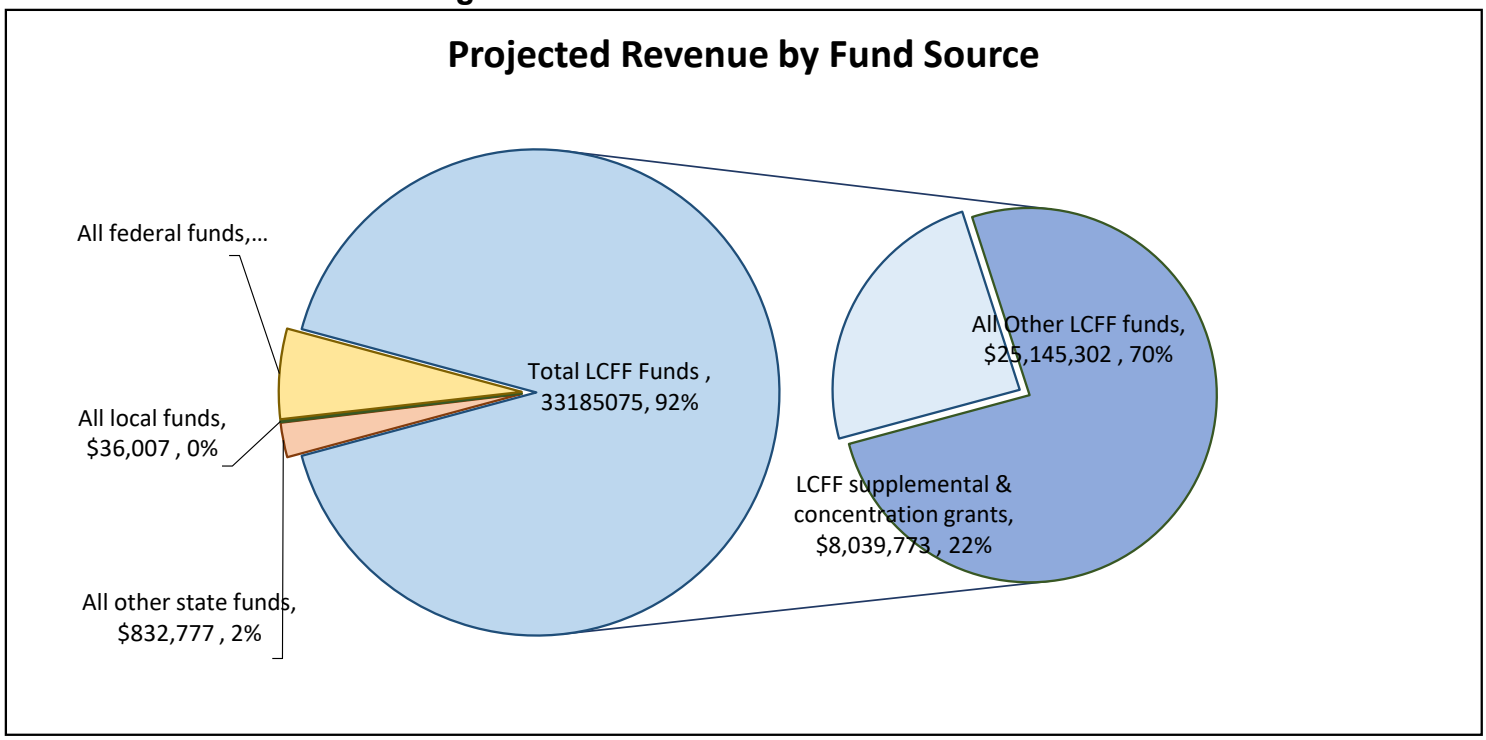
CDS Code: 19 64733 1938554

School Year: 2025-26

LEA contact information: Rodney Wright, Principal; rodney.wright@lausd.net

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

Budget Overview for the 2025-26 School Year

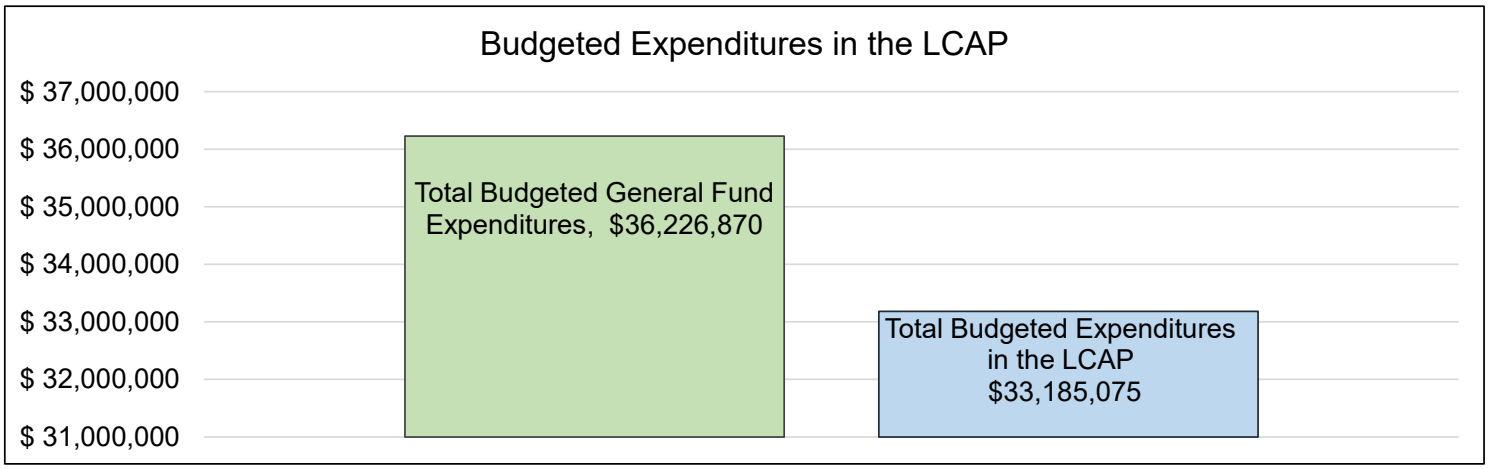


This chart shows the total general purpose revenue Sylmar Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sylmar Charter High School is $36,226,870.00, of which $33,185,075.00 is Local Control Funding Formula (LCFF), $832,777.00 is other state funds, $36,007.00 is local funds, and $2,173,011.00 is federal funds. Of the $33,185,075.00 in LCFF Funds, $8,039,773.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Sylmar Charter High School plans to spend for 2025-26. 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: Sylmar Charter High School plans to spend $36,226,870.00 for the 2025-26 school year. Of that amount, $33,185,075.00 is tied to actions/services in the LCAP and $3,041,795.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

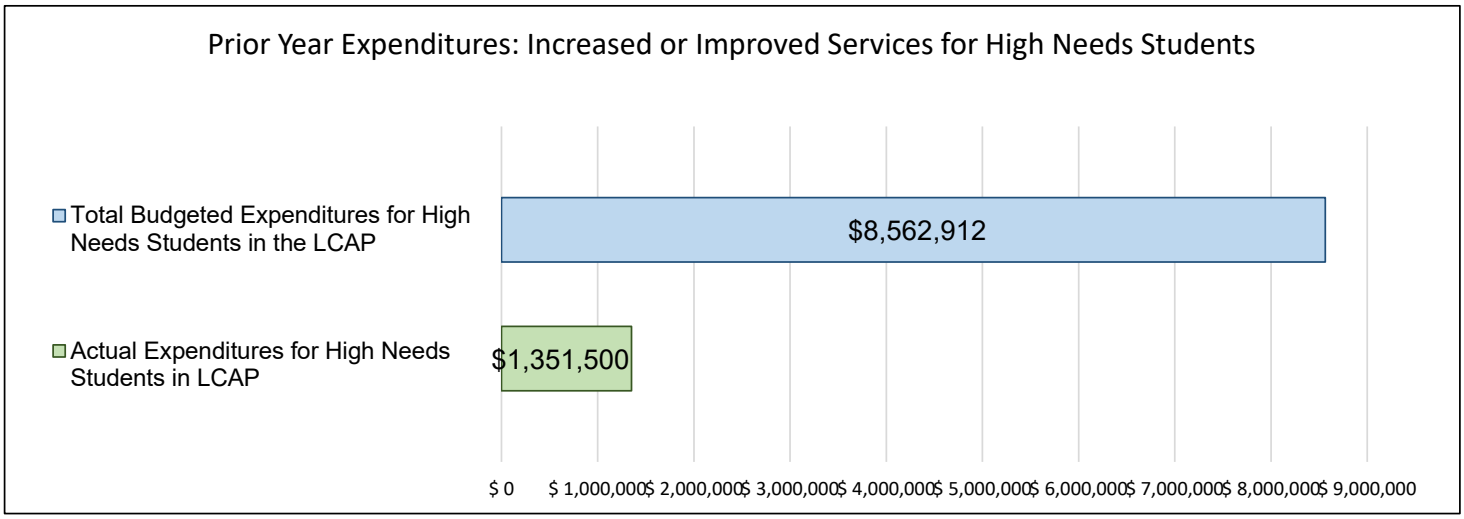
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, our school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within our school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2025-26 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sylmar Charter High School is projecting it will receive $8,039,773.00 based on the enrollment of foster youth, English learner, and low-income students. Sylmar Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Sylmar Charter High School plans to spend $8,039,773.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Sylmar Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sylmar Charter High 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 2024-25, Sylmar Charter High School's LCAP budgeted $8,562,912.00 for planned actions to increase or improve services for high needs students. Sylmar Charter High School actually spent $1,351,500.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $7,211,412.00 had the following impact on Sylmar Charter High School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect our school's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized high-need schools and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. Unspent LCFF Supplemental and Concentration funds will continue to be available for schools to use as SENI TSP funds to increase or improve services for students from low-income families, English Learners, and students in foster care, in alignment with District policy.

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
Sylmar Charter High School	Rodney Wright, Principal	rodney.wright@lausd.net, (818) 833-3700

Plan Summary [2025-26]

General Information

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

Sylmar High Charter School (SCHS) was established on September 11, 1961 and it became an affiliated charter, Sylmar Charter High School, on July 1, 2016. Sylmar Senior High Math/Science and Technology Magnet opened September 13, 1994. SCHS belongs to the Region North within LAUSD and is located within the City of Los Angeles in the northeastern section of the San Fernando Valley. Sylmar is a hybrid between urban and rural communities consisting of horse zoned properties, multiple dwelling units, with some small family-owned

businesses and a few major chain retail and fast food establishments. Olive View–UCLA Medical Center (a county hospital) and Mission College (a mid-sized community college) are located just a short distance from SCHS.

According to zip-codes.com, the Sylmar community is made up of 96,429 people. They are mostly Hispanic (48.33%), followed by other (28.67%) and white (15.13%). There are small populations of Black residents (2.48%), Asian (3.82%), and American Indian (1.51%). The median household income in Sylmar is $84,312 (Higher than LA County which is $76,367). The median home price is $750,333 (Zillow.com) compared to $995,000 for LA County. The median rent is $1,655 (city-data.com). 19.46% of residents hold a Bachelor's Degree or Higher (zip-codes.com).

Student demographics:

The current enrollment for 2024-2025 school year is 1437, a decline of 50 students

Ethnicity/Racial Breakdown
Hispanic: 1363
Black: 21
White: 29
Asian: 8
2 or more: 5
Filipino: 5
American Indian/Alaskan Native: 2

Unknown: 5

Language Classification
Limited English Proficient: 171
- Newcomer: 84
- P-LTEL: 13
- LTEL: 44
Reclassified Fluent English Proficient: 632
- RFEP Monitoring: 177

Sylmar Charter High School has two small learning communities described below:

*The School of Business, Technology and Design (BTD) prepares students for careers that require 21st century skills. Teacher collaboration focuses on the use of technology across the curriculum, and students develop skills in mathematics, problem solving, analytical reading, and writing.

*The Science, Technology, Mathematics Magnet, in existence since 1994, reaches full capacity enrollment annually and has been recognized by the District as an “Achieving Magnet School.” It is committed to providing a rigorous academic program that successfully prepares our students for selective universities. This is done in a close-knit, family environment that provides support for academic success and social responsibility.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 0 areas where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023 and 2024 CA Dashboard indicators in the lowest rating:

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard
Chronic Absenteeism	N/A	N/A
Suspension Rate	N/A	N/A
Graduation Rate	English Learners	N/A
College/Career	Students with Disabilities.	English Learners
English Language Arts	N/A	N/A
Mathematics	N/A	English Learners, Hispanic, Socioeconomically Disadvantaged students, and Students with Disabilities.
English Learner Progress Indicator (ELPI)	N/A	N/A

Sylmar Charter's graduation rate for English Learners increased between 2023 and 2024. Our TSP coordinator has facilitated PDSA cycles with designated ELD course teachers, identifying domains of focus and providing instructional support to better serve our multilingual students. However, our multilingual learners are still struggling to receive the support in all their classes, most notably their integrated ELD courses. There is still a need to provide professional development to support differentiation and scaffolding that will better support the needs of not only multilingual students, but also students with disabilities. Aligning the work of professional development with department specific PDSA cycles and observations is something we are continuing to build upon.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	We held assemblies with students and invited them to participate in various councils, most notably the Positive Behavioral Interventions and Supports (PBIS) to help shape policies and decisions. Most of the year focused on creating and implementing a cell-phone free school, while clarifying the referral process. Students were elected by their peers to serve on both the School Site Council (SSC) and Local School Leadership Council (LSLC). Students on these councils played an integral role in budget decisions and school policies. Furthermore, many activities were held on campus to engage students in the school community including dances, concerts, and plays. In addition, students are provided opportunities to attend various field trips including college trips, museums, and other cultural events. Furthermore, Board representative Kelly Gonez held a town hall meeting with students to listen to their concerns.
Parents	We have held Coffee with the Principal and Restorative circle with parents to discuss safety concerns for parents. Parents participate in our School Site Council, English Learner Advisory Committee, and Local School Leadership Council. Parents attend various events such as Back to School Night, Open House and Student Led Conference. Our community representative hosts a variety of workshops to support families and provide them resources.
Staff (Certificated and Classified)	Certificated and classified staff have been nominated and elected by their peers to serve on LSLC and SSC. ILT has been held with school leaders to discuss educational goals for the year. Furthermore, an Advisory Exploratory Committee met to plan the possible implementation of an advisory period for students.
Community	Although our school would like to increase our input from general community members, we do have opportunities for feedback. Community members can be allocated a seat on the School Site Council and are invited to participate in various workshops and events on campus. Furthermore, our school participates in various community events around recruitment where we have opportunities to listen to community members and ways in which we can support them.

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

We have been developing clear discipline and referral protocols. In addition, we have clarified the role of the RJ teacher and the expectations for campus aides to ensure a safe campus environment predicated on the idea of relationship building and positive interactions. We made sure to recruit students and families to join PBIS.

Academic Excellence: Parents expressed a desire for additional academic support for multilingual learners during ELAC meetings. To ensure support for these students, we expanded the number of teacher assistant positions we are funding to better support these students both in designated ELD courses where the teacher does not speak Spanish and in integrated ELD courses in core subjects where students are struggling, most notable in ELA and Math courses. Furthermore, families expressed a need to ensure that classroom teachers had access to supplies needed to bring engaging lessons to their students. To meet this goal, we made sure that we allocated money to general supplies, something that was also corroborated by teacher input. Teachers requested additional time to analyze data, collaborate with colleagues, and develop engaging lessons for students aligned to department PDSA cycles and schoolwide data. Students have also expressed desire to have more engaging and relevant lessons, so we have allocated money for staff conference attendance, training rate, and curricular trips that can bring more engaging and relevant learning to students.

Joy & Wellness: According to families, there were two major areas of concern for their students when it came to joy and wellness. The first was a focus on school safety, especially in light of an incident that occurred early in the school year. To ensure that school safety was a priority, our school continued to fund campus aides beyond the norm positions provided by the district. These campus aides have been trained in de-escalation tactics. Furthermore, the implementation of the cell-phone free policy brought some anxiousness to parents, knowing that students would not have access to phones during an emergency. After consultation with parents, we were able to develop protocols that would allow students to have access to phones during an emergency. Staff members were concerned with students who are constantly out of class or disruptive in class. To meet these issues, we revisited the roles and responsibilities of campus aides and clarified the referral process for students needing additional support. Finally, student metrics showed that many students struggle with growth mindset and self-awareness. They also expressed more of a desire for a school community that promotes belonging and inclusion. The restorative justice coordinator developed lessons to engage ninth graders around these issues, promoting self-advocacy and reflection. The school also undertook the development of an advisory curriculum that could be implemented in the 2025-26 school year to support students in these areas.

Engagement & Collaboration: Parents provided feedback to our community representative regarding their needs. To support these needs, our community representative scheduled monthly workshops with various staff and outside organizations to help families navigate supporting their students through the challenges of high school. Furthermore, by increasing the number of office technicians, we are able to ensure that there is a staff member able to support families and be mindful of their limited time. Staff also expressed the need for support in communicating with families. To help with this, we implemented a professional development that provided some strategies for doing so. Also, teachers have access to x-time that can be used to contact families. Finally, our community representative and various office technicians make themselves available to assist with language translation when necessary.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our goal is to increase the graduation rate for emergent multilingual students and students with disabilities due to the equity gap we are seeing with these two subgroups. Our school wide graduation rate for the 2023-24 school year was 89.7 percent, whereas our graduation rates for the aforementioned subgroups were 65.9 percent and 69.5 percent respectively. We would also like to increase our A-G rate for all students, as only 32.3 percent of all students in 2023-24 met the CSU/UC requirements to make them eligible for admittance into a 4-year university. Our rates for the emergent multilingual students and students with disabilities were even more problematic with rates of 14.6 percent and 1.7 percent respectively. Our goal as a school is to prepare all students for success after high school, especially if they choose to pursue postsecondary academic pursuits.

To address the issue, our counseling staff will analyze data and identify students who are not on track to complete their credits. They will then hold Individual Graduation Plan (IGP) talks with students, with an emphasis on 10th grade students who are in Tier 2. These specific students will be asked to come in with their families to go over possible credit recovery options. Credit recovery is offered twice per semester in high needs courses to help students get back on track. Furthermore, professional development will be provided to support teachers' capacity to implement scaffolded and differentiated instruction that specifically addresses modalities for learning that best serve emergent multilingual students and students with disabilities. Departments will engage in PDSA cycles aligned to implementation of a strategy with these underperforming subgroups in mind. Part of the PDSA cycle will be to develop metrics to analyze to measure effectiveness of the strategy so that it can be further implemented, changed, or abandoned. We will continue to monitor student progress through grades in courses and benchmark assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Four-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 89.7% **Hispanic/Latino:** 90.1% **English Learner:** 65.9% **RFEP:** 94.6% **Standard English Learners:** 91.7% **Students with Disabilities:** 69.5% **Low Income:** 88.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.4% **Hispanic/Latino:** 92.2% **English Learner:** 73.3% **RFEP:** 94.3% **Standard English Learners:** 95.4% **Students with Disabilities:** 68.5% **Low Income:** 92.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 96% **Hispanic/Latino:** 95% **English Learner:** 80% **RFEP:** 96% **Standard English Learners:** 97% **Students With Disabilities:** 73% **Low Income:** 96%	**All Students:** +2.70% **Hispanic/Latino:** +2.10% **English Learner:** +7.40% **RFEP:** -0.30% **Standard English Learners:** +3.70% **Students with Disabilities:** -1.00% **Low Income:** +3.70%
2	**Five-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 93.7% **Hispanic/Latino:** 93.4% **English Learner:** 74% **Students With Disabilities:** 74% **Low Income:** 93.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 91.3% **Hispanic/Latino:** 91.5% **English Learner:** 73.8% **Students With Disabilities:** 78% **Low Income:** 90.7% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 96% **Hispanic/Latino:** 96% **English Learner:** 77% **Students With Disabilities:** 80% **Low Income:** 96%	**All Students:** -2.40% **Hispanic/Latino:** -1.90% **English Learner:** -0.20% **Students With Disabilities:** +4.00% **Low Income:** -2.90%

3	**Four-Year Cohort Dropout Rate**	**2022-2023** **All Students:** 5.8% **Hispanic/Latino:** 5.5% **English Learner:** 14.6% **RFEP:** 3.9% **Standard English Learners:** 5.3% **Students with Disabilities:** 8.5% **Low Income:** 6.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 2.7% **Hispanic/Latino:** 2.9% **English Learner:** 16.7% **RFEP:** 1.4% **Standard English Learners:** 0.7% **Students with Disabilities:** 3.7% **Low Income:** 2.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 2% **Hispanic/Latino:** 1% **English Learner:** 13% **RFEP:** 1% **Standard English Learners:** 0% **Students With Disabilities:** 2% **Low Income:** 2%	**All Students:** -3.10% **Hispanic/Latino:** -2.60% **English Learner:** +2.10% **RFEP:** -2.50% **Standard English Learners:** -4.60% **Students with Disabilities:** -4.80% **Low Income:** -3.60%
4	**A-G Completion Rate (Meeting UC-CSU Entrance Requirements)**	**2022-2023** **All Students:** 49.7% **Hispanic/Latino:** 49% **English Learner:** 34.1% **RFEP:** 55% **Standard English Learners:** 47.4% **Students with Disabilities:** 18.6% **Low Income:** 47.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 51.8% **Hispanic/Latino:** 51.5% **English Learner:** 20% **RFEP:** 60% **Standard English Learners:** 51% **Students with Disabilities:** 27.8% **Low Income:** 51% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 55% **Hispanic/Latino:** 53% **English Learner:** 35% **RFEP:** 63% **Standard English Learners:** 54% **Students With Disabilities:** 30% **Low Income:** 55%	**All Students:** +2.10% **Hispanic/Latino:** +2.50% **English Learner:** -14.10% **RFEP:** +5.00% **Standard English Learners:** +3.60% **Students with Disabilities:** +9.20% **Low Income:** +3.20%

5	**Career Technical Education (CTE) Completion Rate**	**2022-2023** **All Students:** 10.3% **Hispanic/Latino:** 11% **English Learner:** 2.4% **RFEP:** 13.2% **Standard English Learner:** 10.3% **Students with Disabilities:** 6.8% **Low Income:** 10.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 18.2% **Hispanic/Latino:** 17.9% **English Learner:** 6.7% **RFEP:** 19.3% **Standard English Learner:** 19.4% **Students with Disabilities:** 16.7% **Low Income:** 18.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 21% **Hispanic/Latino:** 22% **English Learner:** 9% **RFEP:** 22% **Standard English Learner:** 22% **Students With Disabilities:** 20% **Low Income:** 22%	**All Students:** +7.90% **Hispanic/Latino:** +6.90% **English Learner:** +4.30% **RFEP:** +6.10% **Standard English Learner:** +9.10% **Students with Disabilities:** +9.90% **Low Income:** +7.90%
6	**Combined A-G and CTE Completion Rate**	**2022-2023** **All Students:** 5.2% **Hispanic/Latino:** 5.5% **English Learner:** 0% **RFEP:** 8.5% **Standard English Learner:** 3.7% **Students with Disabilities:** 0% **Low Income:** 5.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 8.2% **Hispanic/Latino:** 8.1% **English Learner:** 3.3% **RFEP:** 9.3% **Standard English Learner:** 8.4% **Students with Disabilities:** 7.4% **Low Income:** 8.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 10% **Hispanic/Latino:** 10% **English Learner:** 5% **RFEP:** 13% **Standard English Learner:** 10% **Students With Disabilities:** 10% **Low Income:** 10%	**All Students:** +3.00% **Hispanic/Latino:** +2.60% **English Learner:** +3.30% **RFEP:** +0.80% **Standard English Learner:** +4.70% **Students with Disabilities:** +7.40% **Low Income:** +2.80%

7	**Advanced Placement (AP) Exams with a Score of 3 or Higher**	**2022-2023** **All Students:** 24.1% **African American/Black:** 23.1% **Hispanic/Latino:** 24.1% **RFEP:** 23% **Standard English Learner:** 23.2% **Students with Disability:** 9.1% **Low Income:** 23.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 28.4% **African American/Black:** 36.4% **Hispanic/Latino:** 28% **RFEP:** 29.3% **Standard English Learner:** 27.1% **Students with Disability:** 5.9% **Low Income:** 28% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 30% **African American/Black:** 40% **Hispanic/Latino:** 30% **RFEP:** 34% **Standard English Learner:** 33% **Students with Disability:** 10% **Low Income:** 34%	**All Students:** +4.30% **African American/Black:** +13.30% **Hispanic/Latino:** +3.90% **RFEP:** +6.30% **Standard English Learner:** +3.90% **Students with Disability:** -3.20% **Low Income:** +4.70%
8	**11th Graders Prepared for College-Level English**	**2022-2023** **All Students:** 17% **Hispanic/Latino:** 17.3% **RFEP:** 18.8% **Standard English Learners:** 16.1% **Students with Disabilities:** 0% **Low Income:** 16.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.3% **Hispanic/Latino:** 14.3% **RFEP:** 14% **Standard English Learners:** 18% **Students with Disabilities:** 2.5% **Low Income:** 14.1% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 26% **Hispanic/Latino:** 20% **RFEP:** 20% **Standard English Learners:** 23% **Students With Disabilities:** 5% **Low Income:** 26%	**All Students:** -1.70% **Hispanic/Latino:** -3.00% **RFEP:** -4.80% **Standard English Learners:** +1.90% **Students with Disabilities:** +2.50% **Low Income:** -2.60%

9	**11th Graders Prepared for College-Level Mathematics**	**2022-2023** **All Students:** 4.6% **Hispanic/Latino:** 4.5% **RFEP:** 3.1% **Standard English Learners:** 6.8% **Low Income:** 4.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 6.3% **Hispanic/Latino:** 5.6% **RFEP:** 4.5% **Standard English Learners:** 8% **Low Income:** 6.4% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 8% **Hispanic/Latino:** 7% **RFEP:** 6% **Standard English Learners:** 10% **Low Income:** 8%	**All Students:** +1.70% **Hispanic/Latino:** +1.10% **RFEP:** +1.40% **Standard English Learners:** +1.20% **Low Income:** +1.60%
10	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11**	**2022-2023** **All Students:** -11.5 **Hispanic/Latino:** -10.1 **English Learner:** -132.7 **RFEP:** -5.6 **Standard English Learner:** **-**9.4 **Students with Disabilities:** -146.9 **Low Income:** -9.8 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -28.8 **Hispanic/Latino:** -31.2 **English Learner:** -174.7 **RFEP:** -29.1 **Standard English Learner:** **-**10 **Students with Disabilities:** -121.8 **Low Income:** -34.5 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0 **Hispanic/Latino:** 0 **English Learner:** -120 **RFEP:** 10 **Standard English Learner:** 0 **Students With Disabilities:** -110 **Low Income:** 0	**All Students:** -17.30 **Hispanic/Latino:** -21.10 **English Learner:** -42.00 **RFEP:** -23.50 **Standard English Learner:** -0.60 **Students with Disabilities:** +25.10 **Low Income:** -24.70

11	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11**	**2022-2023** **All Students:** -120.4 **Hispanic/Latino:** -118.4 **English Learner:** -261.8 **RFEP:** -117.1 **Standard English Learner:** -111.5 **Students with Disabilities:** -199.3 **Low Income:** -119.8 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -119.6 **Hispanic/Latino:** -122.8 **English Learner:** -258.6 **RFEP:** -127.5 **Standard English Learner:** -95 **Students with Disabilities:** -222.7 **Low Income:** -121.8 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** -100 **Hispanic/Latino:** -100 **English Learner:** -175 **RFEP:** -100 **Standard English Learner:** -80 **Students With Disabilities:** -175 **Low Income:** -100	**All Students:** +0.80 **Hispanic/Latino:** -4.40 **English Learner:** +3.20 **RFEP:** -10.40 **Standard English Learner:** +16.50 **Students with Disabilities:** -23.40 **Low Income:** -2.00
12	**Percent Met/Exceed Standard on California Science Test - Grade 11**	**2022-2023** **All Students:** 15.5% **Hispanic/Latino:** 15.7% **RFEP:** 16.2% **Standard English Learners:** 16.7% **Students with Disability:** 0% **Low Income:** 16.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 14.5% **Hispanic/Latino:** 14.1% **RFEP:** 13.8% **Standard English Learners:** 16.4% **Students with Disability:** 2.6% **Low Income:** 13.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 20% **Hispanic/Latino:** 20% **RFEP:** 22% **Standard English Learner:** 22% **Students with Disability:** 8% **Low Income:** 22%	**All Students:** -1.00% **Hispanic/Latino:** -1.60% **RFEP:** -2.40% **Standard English Learners:** -0.30% **Students with Disability:** +2.60% **Low Income:** -3.20%

13	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 23% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 8.4% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 25%	**All Students:** -14.60%
14	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 47.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 50%	**All Students:** ±0%
15	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 15.6% **Hispanic/Latino:** 15.8% **Low Income:** 15.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 6.3% **Hispanic/Latino:** 5.9% **Low Income:** 6.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 17% **Hispanic/Latino:** 17% **Low Income:** 17%	**All Students:** -9.30% **Hispanic/Latino:** -9.90% **Low Income:** -9.30%
16	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 45.5% **Hispanic/Latino:** 45.9% **English Learner:** 29.6% **RFEP:** 43.4% **Standard English Learners:** 52.2% **Low Income:** 44.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 45.9% **Hispanic/Latino:** 46.7% **English Learner:** 8.3% **RFEP:** 46.2% **Standard English Learners:** 50.5% **Low Income:** 45.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 54% **Hispanic/Latino:** 54% **English Learner:** 36% **RFEP:** 51% **Standard English Learner:** 62% **Low Income:** 53%	**All Students:** +0.40% **Hispanic/Latino:** +0.80% **English Learner:** -21.30% **RFEP:** +2.80% **Standard English Learners:** -1.70% **Low Income:** +0.90%

17	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 90% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 97.9%	**All Students:** ±0%
18	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 51.3% **Hispanic/Latino:** 53.2% **English Learner:** 54.5% **RFEP:** 50% **Standard English Learner:** 54.5% **Low Income:** 50.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.4% **Hispanic/Latino:** 76.4% **English Learner:** No Data **RFEP:** 70.4% **Standard English Learner:** 85.7% **Low Income:** 77.9% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 100% **Hispanic/Latino:** 100% **English Learner:** 100% **RFEP:** 100% **Standard English Learner:** 100% **Low Income:** 100%	**All Students:** +25.10% **Hispanic/Latino:** +23.20% **English Learner:** ±0% **RFEP:** +20.40% **Standard English Learner:** +31.20% **Low Income:** +27.20%

Goal Analysis for [2024-2025]

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.

Our goal in the area of Academic Excellence was to increase our schoolwide A-G eligibility rate, in addition to increasing the graduation rate for our students with disabilities and emergent multilingual students. To meet this goal, counselors were going to hold Individual Graduation Plan (IGP) talks with students, focusing on 10th grade students in Tier 2. Furthermore, we were going to hold two sessions of credit recovery and increase tutoring opportunities. We have completed one cycle of credit recovery. Some of the challenges we have faced when offering credit recovery is the lack of students that have signed up. For instance, many students who had a D in a course are not willing to do credit recovery given the fact that it will meet graduation requirements yet not A-G eligibility. Many of these students have expressed interest in attending a community college or taking other postsecondary routes that do not require A-G eligibility. Another issue with credit recovery is finding teachers willing to teach the courses. We have also attempted to increase tutoring opportunities, offering high dosage tutoring. Our intervention coordinator analyzed iReady Beginning of Year data to identify and invite specific students to high dosage tutoring. She also held a parent meeting to discuss high dosage tutoring.

In addition to addressing the students who may need additional support, the school has also helped work with teachers through professional development to better support students. Our PD calendar was established in consultation with the Local School Leadership Council and Instructional Leadership Team. We analyzed iReady data as a team to establish smart goals as departments that will guide our PDSA cycles. We eliminated our SLCs to allow departments more time to work on their PDSA cycles using the learning from larger group professional development opportunities that focused on analyzing data, aligning units and assessments to grade-level standards, and using culturally and linguistically responsive teaching strategies.

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.

No material difference.

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

It has been a challenge to evaluate the effectiveness of the above actions, as they are still currently in progress. However, according to our A-G counselor, we were able to get 35 students to attend credit recovery classes to be able to make up credits that have been missing. Regarding our tutoring, we began high dosage tutoring at the 10-week mark. Over fifty students attended the tutoring session, necessitating the opening of a second classroom. The students worked in small groups with the tutors to provide the more individualized and differentiated support. Students appeared engaged and on-task. Sylmar will measure the progress at the next reporting period. Regarding professional development, departments integrated some of the strategies into their PDSA cycles.

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 planned significant changes.

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	Career Technical Education	Sylmar Charter High School will continue to provide Career Technical Education programs to support all students in graduating college and career ready.	District Cost: $271,254	N
2	Transition Services	Sylmar Charter High will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from LAUSD to college and career after graduation.	District Cost: $265,976	N
3	General Fund School Program	Sylmar Charter High will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $6,554,077 **School Discretionary Fund: $1,107,616**	N
4	Magnet program	Sylmar Charter will continue to implement the following magnet program to support our students: The Sylmar Charter High Science Tech Math Magnet opened September 13, 1994.. The Sylmar CHS Science Tech Math Magnet is part of LAUSD's court-ordered desegregation program. The integration programs in LAUSD, including Magnets, were established by Court Order to address the five harms of racial isolation: ● Low Academic Achievement ● Interracial Hostility and Intolerance ● Low Self-esteem ● Overcrowded Conditions ● Lack of Access to Post-Secondary Opportunities A nurturing atmosphere, dedicated staff, small classes, and a friendly student body contribute to our students' success.	District Cost: $207,175	N

5	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Sylmar Charter High to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $9,502,917	N
6	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Sylmar Charter High.	District Cost: $3,948,565	Y
7	Black Student Achievement Plan	Sylmar Charter High School will leverage BSAP funds to close equity gaps for Black students through school climate support.	District Cost: $89,348	N
8	Supplemental A-G Interventions	Sylmar Charter will support student-centered programs to ensure English learners, low-income students, and foster youth are meeting grade-level standards in English Language Arts (ELA) and math as well as on-track to graduate A-G compliant..	District Cost: $8,128	Y
9	SENI Investments towards Academic Excellence	Sylmar Charter allocated funds on two teacher assistant positions to help support multilingual learners in both integrated and designated ELD courses. We also hired a Targeted Student Population Coordinator and Intervention Coordinator to monitor student progress and provide intervention support. We also hired an assistant principal to lower the load for other administrators. We also hired a Literacy Coach to provide support in reading and writing instruction. Finally, we partially funded three CTE teachers and an office technician to better support academic progress.	**School Discretionary Fund Cost: $1,850,204**	Y

Goal 2

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our goal is to build the social-emotional competencies of our students, as measured on the School Experience Survey. We noticed that our students' attitudes around growth mindset and self-efficacy decreased from 2021-22 to 2022-23 and remained the same for social awareness and self-management. These social-emotional skills are an integral part of the foundation for academic success so we feel that we need to place more emphasis on supporting students in these areas if we are to see academic growth.

The school would like to further develop and implement restorative practices on campus. To make this a schoolwide focus, support staff will also engage teachers and students about their concerns and provide professional development to teachers on practices that can best support the social and emotional competencies of students in a trauma informed way. We have hired an additional PSW, a PSA, a climate advocate, a restorative justice coordinator, and additional campus aides to support the well-being of students. They attend training on ways to restore and repair relationships rather than act punitively towards students. This creates a greater sense of belonging for students and opportunities for growth. We plan to continue to support classroom teachers with implementing restorative practices such as 4:1 corrections and pedagogies that promote student agency and growth mindsets such as equitable grading and instruction. Our restorative justice teacher has piloted a program to work specifically with ninth grade students to develop these relationships earlier on in their high school careers so we can build greater community and support networks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 38.7% **African American/Black:** 43.3% **Hispanic/Latino:** 38.3% **English Learner:** 37.3% **RFEP:** 40.5% **Standard English Learner:** 36.9% **Students with Disabilities:** 29.3% **Low Income:** 37% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 43.4% **African American/Black:** 46.4% **Hispanic/Latino:** 43.4% **English Learner:** 34.6% **RFEP:** 46.8% **Standard English Learner:** 42.1% **Students with Disabilities:** 35% **Low Income:** 42.4% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 50% **African American/Black:** 50% **Hispanic/Latino:** 50% **English Learner:** 40% **RFEP:** 50% **Standard English Learner:** 50% **Students With Disabilities:** 40% **Low Income:** 50%	**All Students:** +4.70% **African American/Black:** +3.10% **Hispanic/Latino:** +5.10% **English Learner:** -2.70% **RFEP:** +6.30% **Standard English Learner:** +5.20% **Students with Disabilities:** +5.70% **Low Income:** +5.40%

2	**Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12** **(District Calculation)**	**2022-2023** **All Students:** 35.2% **African American/Black:** 50% **Hispanic/Latino:** 34.9% **English Learner:** 39.5% **RFEP:** 33.4% **Standard English Learner:** 35.8% **Students with Disabilities:** 47.4% **Low Income:** 36.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 33.8% **African American/Black:** 35.7% **Hispanic/Latino:** 33.5% **English Learner:** 43% **RFEP:** 30.2% **Standard English Learner:** 34.5% **Students with Disabilities:** 44.5% **Low Income:** 35.1% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 25% **African American/Black:** 25% **Hispanic/Latino:** 25% **English Learner:** 35% **RFEP:** 25% **Standard English Learner:** 25% **Students With Disabilities:** 25% **Low Income:** 25%	**All Students:** -1.40% **African American/Black:** -14.30% **Hispanic/Latino:** -1.40% **English Learner:** +3.50% **RFEP:** -3.20% **Standard English Learner:** -1.30% **Students with Disabilities:** -2.90% **Low Income:** -1.30%
3	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 41.1% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 64.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 70%	**All Staff:** +23.40%
4	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.14% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.60% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0.25%	**All Students:** +0.46%
5	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 24 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 19 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 15	**All Students:** -5

6	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
7	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 67.5% **African American/Black:** 52.6% **Hispanic/Latino:** 67.7% **English Learner:** 61.5% **RFEP:** 66.3% **Standard English Learner:** 69.6% **Students with Disabilities:** 65.6% **Low Income:** 67.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 64.1% **African American/Black:** 52.2% **Hispanic/Latino:** 64.3% **English Learner:** 66.4% **RFEP:** 64.2% **Standard English Learner:** 63.4% **Students with Disabilities:** 54.6% **Low Income:** 64.1% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 75% **African American/Black:** 59% **Hispanic/Latino:** 75% **English Learner:** 70% **RFEP:** 74% **Standard English Learner:** 70% **Students With Disabilities:** 65% **Low Income:** 75%	**All Students:** -3.40% **African American/Black:** -0.40% **Hispanic/Latino:** -3.40% **English Learner:** +4.90% **RFEP:** -2.10% **Standard English Learner:** -6.20% **Students with Disabilities:** -11.00% **Low Income:** -3.10%
8	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 68.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 73.4% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 78%	**All Parents:** +4.70%

9	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 89.5% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 85.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 95%	**All Staff:** -4.20%
10	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 62.2% **African American/Black:** 68.4% **Hispanic/Latino:** 62% **English Learner:** 62.9% **RFEP:** 62.3% **Standard English Learner:** 61.2% **Students with Disabilities:** 56.8% **Low Income:** 62.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 59.4% **African American/Black:** 56.5% **Hispanic/Latino:** 59.7% **English Learner:** 66.9% **RFEP:** 57.2% **Standard English Learner:** 60.1% **Students with Disabilities:** 47.3% **Low Income:** 60.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 75% **African American/Black:** 82% **Hispanic/Latino:** 75% **English Learner:** 75% **RFEP:** 75% **Standard English Learner:** 73% **Students With Disabilities:** 68% **Low Income:** 75%	**All Students:** -2.80% **African American/Black:** -11.90% **Hispanic/Latino:** -2.30% **English Learner:** +4.00% **RFEP:** -5.10% **Standard English Learner:** -1.10% **Students with Disabilities:** -9.50% **Low Income:** -2.00%
11	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 87.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 88.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 90%	**All Parents:** +1.40%

12	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 80.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 75.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 90%	**All Staff:** -5.00%

Goal Analysis for [2024-2025]

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 further support the social and emotional well-being of our students, our restorative justice coordinator has developed lessons for teachers to access. When analyzing the School Experience Survey data from last year, we noticed that ninth grade students had the lowest responses regarding connectedness to school and growth mindset. Our restorative justice coordinator has targeted ninth grade English classes and provided support to those teachers to implement lessons and activities designed to support students. To further support the social and emotional well-being of students, the school trained more staff members in both risk assessment and threat assessments so that there are more resources to help with these issues. Finally, our school climate advocate continued a no hate speech campaign that began last semester to bring awareness to how language can impact student well-being. There have been a few lunchtime campus-wide events to bring awareness to the issue.

Hiring a second dean has allowed the school to focus on implementation of positive behavior and support. In conjunction with the PBIS committee a new referral process has been written so it is clear to teachers what issues are referred to which staff. Furthermore, Professional Development focused on providing Tier 1 supports in the classrooms to support students in the classroom.

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.

No material differences.

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

Formative evaluation has shown that teachers are more clear on the referral process and support staff has been more focused on implementing it to fidelity. Regarding social-emotional issues, more students are utilizing resources such as PSWs and our restorative justice room as healthy responses to stress, frustration, and other issues.

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 planned significant changes.

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	Base-Funded Student Health Services	In order to ensure health access and equity for all students Topeka Charter School will continue to receive additional nursing support.	District Cost: $153,150	N
2	Base-Funded School Climate Support Staff	Sylmar Charter High will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $95,858	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Sylmar Charter High will also provide supplemental school climate support staffing.	District Cost: $360,350	Y
4	SENI Investments towards Joy and Wellness	To promote a positive discipline behavior policy that centers the needs of students, Sylmar Charter will fund a dean and restorative justice teacher. We will also hire two buildings and grounds workers, in addition to six additional campus aides and a health office technician to ensure student safety and health on campus.	**School Discretionary Fund Cost: $1,282,569**	Y

Goal 3

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our goal is to increase communication and participation by families of our students and the larger community as a whole. To do so, our goal has been to increase families on the Parent Portal and utilize communication methods that work best for our families based on their feedback. Our school also provides multiple workshops for families and the larger community to better serve their needs. For instance, we offer, and will continue to offer, weekly computer and english language courses to help provide capital needed by families to better communicate with staff. We will try to actively recruit families to serve on governing boards such as School Site Council and Local School Leadership Council, volunteer for schools, and elicit their input on community events and larger needs. We developed this goal after having stagnant numbers when it comes to family participation in school events or responses on schoolwide surveys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 84.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 90%	**All Parents:** +2.20%
2	**Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"**	**2022-2023** **All Parents:** 82.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 90%	**All Parents:** -0.40%
3	**Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."**	**2022-2023** **All Parents:** 85.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.7% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 91%	**All Parents:** +0.80%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 90.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 95%	**All Parents:** -0.20%

Goal Analysis for [2024-2025]

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.

Our community representative worked diligently to support parents in accessing the parent portal. She spoke to all families at registration and freshmen orientation. Furthermore, as part of our student-led conferences, parents were encouraged to enroll in Parent Portal prior to receiving their student's report card. Parent workshops have also been held around SSC, LSLC, and ELAC, LCAP, Introduction to PBIS, Testing Program, Tutoring, and Parent Portal. In September, seven workshops were offered to parents to try and engage them in the process. Our new assistant principal meets regularly with our community representative and categorical program adviser to evaluate the effectiveness of our outreach.

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.

No material differences.

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

Our Parent Portal registration has increased 2 percent since the end of the last year. Furthermore, our parent workshops have been more regularly attended this year.

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

No significant planned changes.

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	SENI Investments towards Engagement and Collaboration	Sylmar Charter will continue to fund five office technicians to support communication with families.	**School Discretionary Fund Cost: $589,957**	Y

Goal 4

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We understand that access to a high-quality education starts with a safe facility and highly effective teachers. Investments in facilities and teacher preparation will ultimately provide an environment conducive for educational outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0

Goal Analysis for [2024-2025]

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.

We are investing more heavily in creating a cohesive professional development plan, including the elimination of small learning communities to promote more collaboration and planning time for departments. Furthermore, we have invested in having more X-time available to teachers and sending them to various professional development opportunities outside of the school site including conferences. We are continuing to upgrade our facilities, including new tables in both our covered and uncovered lunch areas. We have updated our phone system and PA system to promote more effective communication.

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.

No material differences.

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

Although we have not been able to adequately measure the impact of professional development thus far, teachers are engaging in PDSA cycles to begin to collect data to evaluate the effectiveness of the programs.

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 planned significant changes

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	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Sylmar Charter High will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $6,897,932	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,754,682.00 (School Discretionary Funds - new S/C revenues) $8,039,772.57 (Total District and School S/C funds, including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2025-26 LCAP. Please refer to the District LCAP.

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
14.93%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2025-26 District LCAP. Please refer to the District LCAP.	14.93%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	**Action:** Class Size Reduction and School Level Supports for Personalized Learning Interventions **Need:** Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Sylmar Charter. **Scope:** School-wide	Los Angeles Unified School District, including Sylmar Charter, continues to serve over 550,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the stakeholder engagement process in 2020-21, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. This was further supported in District-level engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers.	• Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11

Goal 1 Action 8	**Action:** Supplemental A-G Interventions **Need: I**ncrease the percentage of English Learners, students from low income families, and students in foster care who graduate from high school and complete the A-G course requirements for admission to a University of California/California State University compared to the all student group. As evidenced, English Learners, low-income students, and foster youth in Los Angeles Unified often exhibit lower attendance and academic achievement rates than other students, creating barriers to postsecondary readiness. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to college. **Scope:** School-wide	The A-G Intervention and Support staff will continue to deliver research-backed and data-based practices to support students' grade level proficiency and to provide opportunities to complete A-G coursework, which are the courses necessary for high school graduation and enrollment in a UC or CSU campus, especially for traditionally underrepresented students (e.g., ELs, low-income students, and foster youth).	● A-G Completion Rate (Meeting UC-CSU Entrance Requirements) ● Four-Year Cohort Graduation Rate

Goal 1 Action 9	**Action:** SENI Investments towards Academic Excellence **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Sylmar Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	To increase our graduation rate and college and career readiness, most notably for socioeconomically disadvantaged students, we will: 1. Analyze grades and assessment data to identify students needing more in-depth interventions 2. Conduct Individual Graduation Plan (IGP) talks with students and provide intervention while supporting teachers to implement differentiated instruction in a variety of course offerings. 3. We will monitor through data analysis and classroom observations. By being able to provide more individualized support and interventions for struggling students, we are more likely to engage families and students in the struggles they may be experiencing regarding academic achievement and provide interventions to address those issues. Also, by building the capacity of classroom teachers through the use of support staff, we are giving teachers tools that will help deliver instruction that is more relevant and culturally responsive in a manner that differentiates learning for all learners. Research suggests that particular strategies, in addition to more individualized interventions, will lead to greater academic success. By promoting courses and strategies that are culturally relevant to students, we are also providing an educational experience backed by research.	● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11 ● A-G Completion Rate (Meeting UC-CSU Entrance Requirements) ● Four-Year Cohort Graduation Rate

Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. **Scope:** School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Sylmar Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	• Percent of Students Who Feel Safe at School (per School Experience Survey) • Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **Need: Need:** Increase attendance and decrease the chronic absenteeism rate for English Learners, students from low income families, and students in foster care. Evidence of need from the 2023 LAUSD Open Data Dashboard. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** School-wide	To create a welcoming environment, we will: 1. Train staff in restorative practices that help students develop healthy ways to deal with problems. 2. Implement positive behavior and support interventions and restorative practices, while maintaining safe school grounds. 3. Monitor progress through the School Experience Survey and discipline referrals. Restorative justice has served as an intervention or preventative measure for students who are showing signs of being at risk. Students are more likely to achieve academically if their social and emotional needs are being addressed. Monitoring students' social and behavioral progress and maintaining open communication and rapport helps create a positive and welcoming learning school environment. Maintaining a safe school environment ensures students feel comfortable and safe to be themselves and excel academically without distractions. This is a continued resource to keep the school grounds safe before, during, and after school.	• Percent of All Students with Excellent Attendance (96% or Higher) • Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation) • Single Student Suspension Rate • Percent of Students Who Feel Safe at School (per School Experience Survey) • Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. Evidence of need includes the 2023-24 School Experience Survey for high schools, including Affiliated Charter Schools such as Sylmar Charter. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** Schoolwide	To promote a culture where parents are our partners and remain engaged with the academic progress and behavior of all students, especially at-promise youth, we will implement the following strategies: 1. Consistent communication with families regarding student progress 2. Provide weekly workshops and/or high-interest classes for parents 3. Support parents in accessing the Parent Portal Students are most successful when their parents or guardians are involved with their education and school community. Prioritizing parent engagement and communicating to families that they are our partners in their child's education by keeping them well-informed of their student's progress, will ultimately increase student achievement.	• Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." • Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" • Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." • Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

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
	Not Applicable	Not Applicable	Not Applicable

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

Not Applicable

Additional Concentration Grant Funding

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

Sylmar Charter High has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Sylmar Charter High will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable*	65.31 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,463 students (As of May 02, 2025) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	117.14 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,463 students (As of May 02, 2025) **Note that these figures are also included in the LAUSD LCAP.*

Sylmar Charter 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,890,214.00	$ 1,351,500.00

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	3	General Fund School Program	No	$ 1,460,530	$ 377,472
1	9	SENI Investments towards Academic Excellence	Yes	$ 1,690,783	$ 385,311
2	4	SENI Investments towards Joy and Wellness	Yes	$ 1,284,293	$ 398,798
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 454,608	$ 189,919

Sylmar Charter 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,429,684	$ 8,562,912	$ 1,351,500	$ 7,211,412	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	General Fund School Program	No	$ 7,034,931	$ 377,472	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 1,047,483	$ 385,311	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 470,498	$ 398,798	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 10,000	$ 189,919	0.000%	0.000%

Sylmar Charter 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,460,530	$ 3,429,684	0.000%	234.825%	$ 1,351,500	0.000%	92.535%	$0.00 - No Carryover	0.00% - No Carryover

Sylmar Charter 2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Sylmar Charter 2025-2026	$ 25,145,303	$ 3,754,682	14.930%	0.000%	14.930%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,830,346	$ -	$ -	$ -	$ 4,830,346.00	$ 3,913,842	$ 916,504

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	3	General Fund School Program	All Students	No	Schoolwide	All Students	Schoolwide	Ongoing	$ 1,034,280	$ 73,336	$ 1,107,616	$ -	$ -	$ -	$ 1,107,616	0.000%
1	9	SENI Investments towards Academic Excellence	Low Income, English Learners, Foster Youth	Yes	Schoolwide	Low Income, English Learners, Foster Youth	Schoolwide	Ongoing	$ 1,228,627	$ 621,577	$ 1,850,204	$ -	$ -	$ -	$ 1,850,204	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, English Learners, Foster Youth	Yes	Schoolwide	Low Income, English Learners, Foster Youth	Schoolwide	Ongoing	$ 1,175,978	$ 106,591	$ 1,282,569	$ -	$ -	$ -	$ 1,282,569	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, English Learners, Foster Youth	Yes	Schoolwide	Low Income, English Learners, Foster Youth	Schoolwide	Ongoing	$ 474,957	$ 115,000	$ 589,957	$ -	$ -	$ -	$ 589,957	0.000%

Sylmar Charter 2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 25,145,303	$ 3,754,682	14.930%	0.000%	14.930%	$ 3,754,682	0.000%	14.932%	Total:	$ 3,722,730
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 3,722,730

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	3	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	9	SENI Investments towards Academic Exce	Yes	Schoolwide	Low Income, English Learners, Foster Youth	Schoolwide	$ 1,850,204	0.000%
2	4	SENI Investments towards Joy and Wellne	Yes	Schoolwide	Low Income, English Learners, Foster Youth	Schoolwide	$ 1,282,569	0.000%
3	1	SENI Investments towards Engagement a	Yes	Schoolwide	Low Income, English Learners, Foster Youth	Schoolwide	$ 589,957	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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o 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

- 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.
- 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.
- 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.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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).