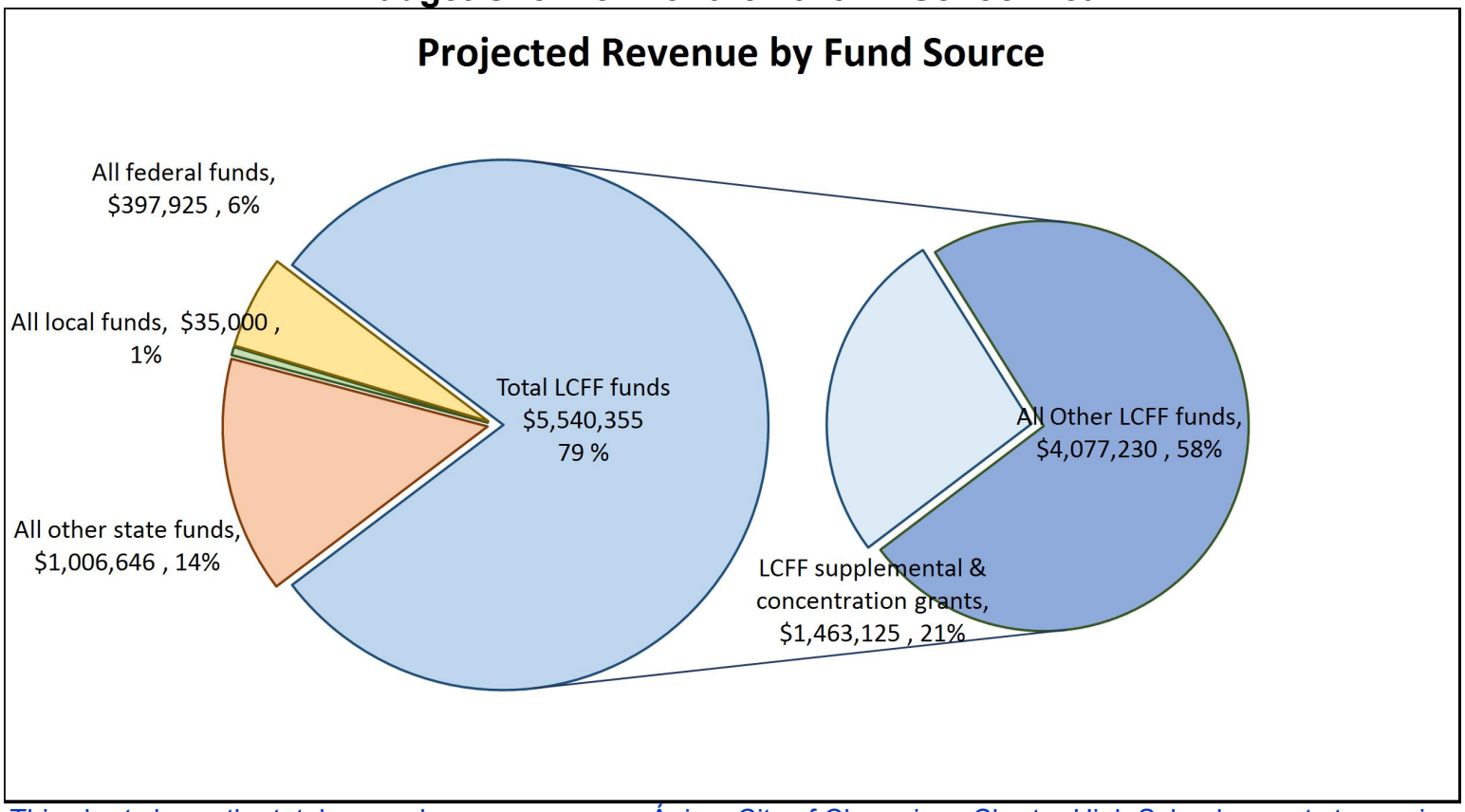
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ánimo City of Champions Charter High School
CDS Code: 19647330124883
School Year: 2026-27
LEA contact information:
Annette Gonzalez
Chief Education Officer
angonzalez@greendot.org
323-565-1600

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

Budget Overview for the 2026-27 School Year

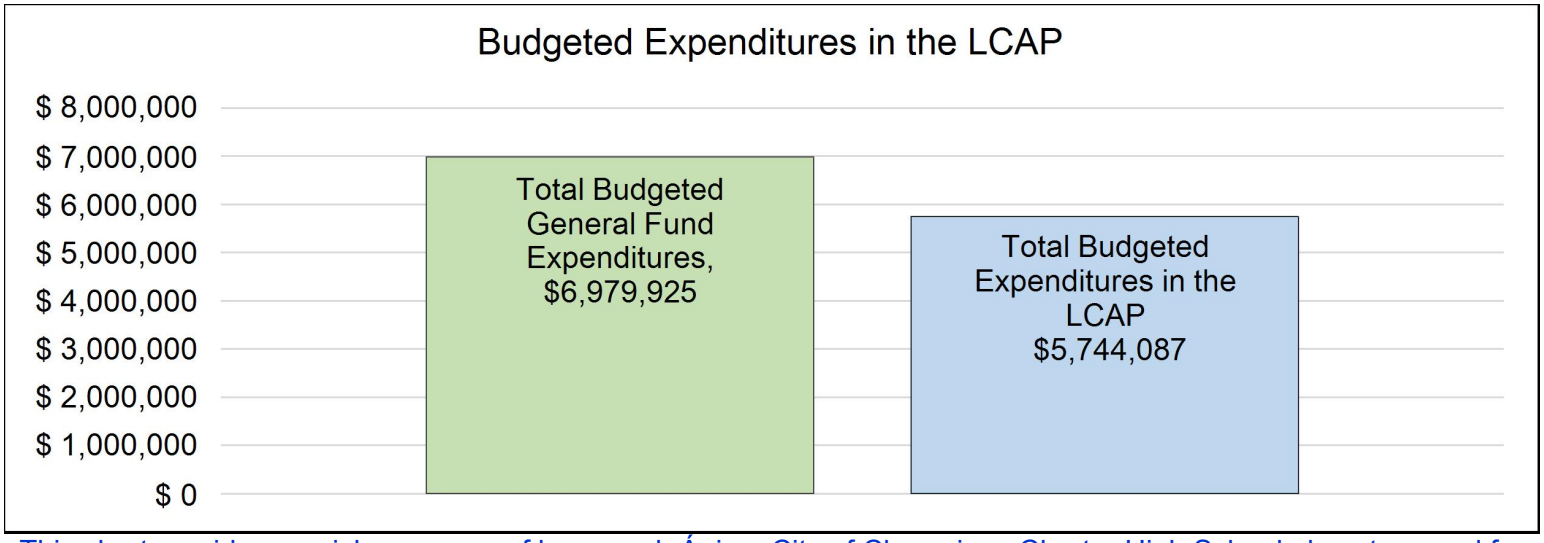


This chart shows the total general purpose revenue Ánimo City of Champions Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ánimo City of Champions Charter High School is $6,979,926, of which $5,540,355 is Local Control Funding Formula (LCFF), $1,006,646 is other state funds, $35,000 is local funds, and $397,925 is federal funds. Of the $5,540,355 in LCFF Funds, $1,463,125 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ánimo City of Champions Charter High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

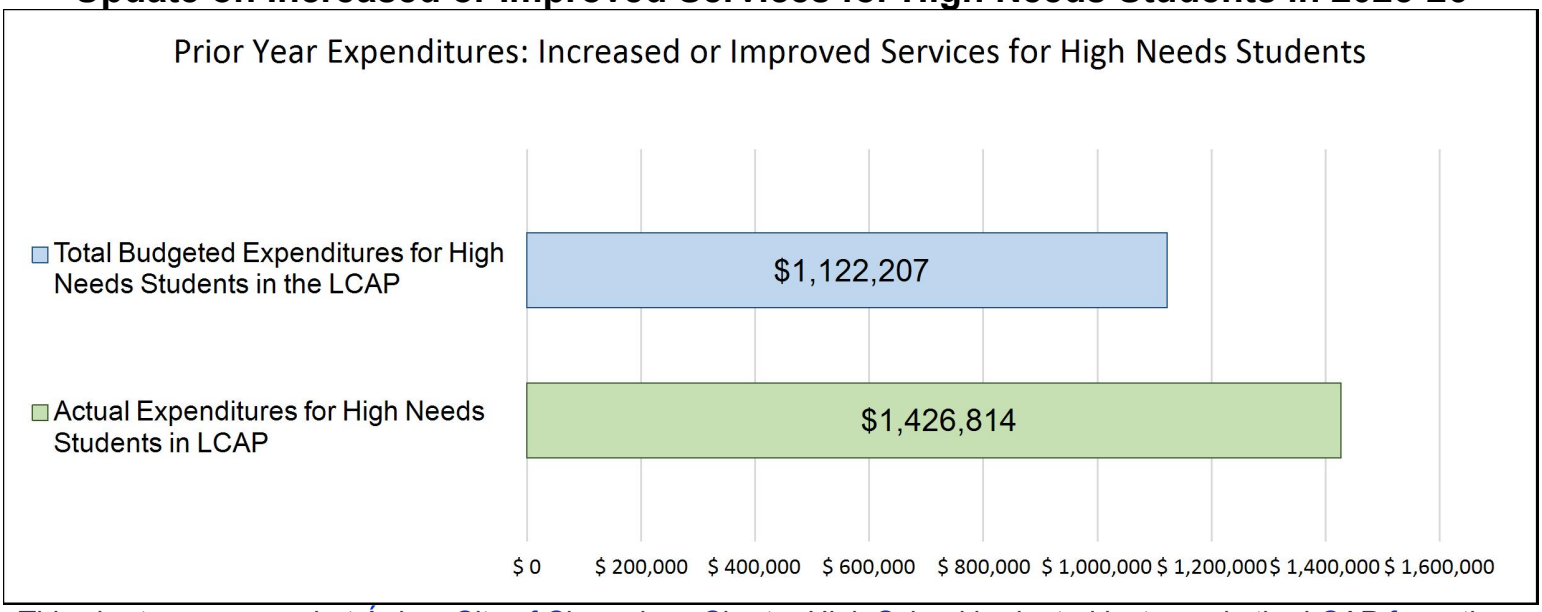
The text description of the above chart is as follows: Ánimo City of Champions Charter High School plans to spend $6,979,925 for the 2026-27 school year. Of that amount, $$5,744,087.33 is tied to actions/services in the LCAP and $1,235,837.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Ánimo City of Champions Charter High School is projecting it will receive $1,463,125 based on the enrollment of foster youth, English learner, and low-income students. Ánimo City of Champions Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Ánimo City of Champions Charter High School plans to spend $$1,070,930.53 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Ánimo City of Champions 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 Ánimo City of Champions 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 2025-26, Ánimo City of Champions Charter High School's LCAP budgeted $$1,122,206.70 for planned actions to increase or improve services for high needs students. Ánimo City of Champions Charter High School actually spent $$1,426,813.74 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ánimo City of Champions Charter High School	Annette Gonzalez Chief Education Officer	angonzalez@greendot.org 323-565-1600

Plan Summary [2026-27]

General Information

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

Ánimo City of Champions Charter High School ("CHA") opened for its founding 9th-grade class in August of 2017. The school aims to serve high-school students from the city of Inglewood. Ánimo City of Champions is a school of choice for Inglewood students who also have the opportunity to attend two comprehensive district high schools. Green Dot Public Schools, the charter management organization overseeing Ánimo City of Champions, has a 20-year successful history of providing high-quality education to Inglewood Students. Ánimo City of Champions Charter High School serves a population of 296 students reflecting the Inglewood community: approximately 40.5% African American, and 56.4% Latino students. The school is serving subgroup rates at approximately 22.1% students with disabilities and 13.9% students designated as English language learners. While the rate of homeless youth is highly variable, Ánimo City of Champions aims to customize the learning environment to ensure all students graduate prepared for College, Leadership, and Life. Ánimo City of Champions will support foster students by incorporating transfer and partial credit for coursework completed as well as providing onsite counseling and social- emotional health support.

Reflections: Annual Performance

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

Ánimo City of Champions continues to offer a comprehensive college-preparatory academic program, ensuring that all students are enrolled in courses that meet the A-G requirements. In 2022-2023, we returned to pre-pandemic rates with 68% of students graduating A-G ready. We have continued this upward trend 2023-2024 as nearly 84% of all students graduated A-G ready. To strengthen college readiness, we

offer an exceptional number of Advanced Placement (AP) and Dual Enrollment courses for advanced students, expanding student access to rigorous, college-level coursework. Additionally, we provide a comprehensive Special Education program that supports students across a range of abilities, including those identified as Other Health Impairment (OHI), Autism (AUT), and Intellectual Disability (ID). We remain committed to ensuring equitable access to high-quality education for all learners. To support struggling students, we continue to implement robust intervention programs, including a comprehensive Emerging Bilingual (EB) program that integrates both designated and integrated EB courses to accelerate English proficiency. Our school takes great pride in fostering a safe, inclusive, and academically challenging environment, where all students are empowered to achieve their full potential. In the paragraphs below we will identify our areas of achievement and celebrations as well as opportunities for growth and empowerment. This includes reflections on LCAP data, comparisons with the 2023 Dashboard to this year's, and documenting how we will be spending our Learning Recovery Emergency Block Grant (LREBG) funds this year.

Reflections: Successes
Since the 2020-21 school year, Animo City of Champions- ensures that all students are offered a broad program of study by credentialed teachers. In doing such, Animo City of Champions is consistently meeting 100% of Goal 1. Through strategic programming provided by our amazing staff- Animo City of Champions has seen an increase in students considered prepared by the College/Career Indicator from 25% in the 2022-2023 school year to 47.8% in the 2023-2024 school year.

With our founding class of 2020-21, Animo City of Champions established a cohort dropout rate of 6%. In the 2021-22 school year we were able to decrease our rate to 3%. In 2022-23 we continued to reduce our dropout rate to very low at 2% with a 0% rate in the African American subgroup. In 2020-21 we established our A-G readiness percentages at 67% and, though it dropped to 58% in 2021-22, we are already seeing A-G growth. In the 2022-23 school year with our A-G readiness returning to 68%. We have maintained a high percentage of at least 90% of students graduating from high school since our founding class with our most recent class of 2023-24 graduating with an overall cohort graduation rate of 91% Less than 1% of students were suspended or expelled in 2023-24, maintaining our rates from the prior two years.

Our reclassification rates continue to increase. In the 2021-2022 school year 20% of students were reclassified and slightly decrease to 18% during the 2023-24 school year. Our current rate is significantly higher than our local district rate.

We have worked to improve our average daily attendance rate to our pre-pandemic rate of 90%. In 2023-2024 our attendance rates will return to 93%. Animo City of Champions has worked diligently to reduce the number of students considered chronically absent. In 2023-2024 we reduced our overall chronic absenteeism rate by 10% including a 14.6% decline for African American students.

Parent participation has increased every year. In the 2021-2022 this rate increased to 6%. In the 2022-2023 parent participation increased to 17%. In 2023-2024 participation rates continued to increase by 3.6%. These highlights indicate that we are building a learning community that is both challenging and encouraging to all our students. We acknowledge that our students and families are happy to attend our school, and our data demonstrates this with 91% of families indicating that they would recommend our school to a friend.

Reflections: Identified Needs
The LCAP data reflected a need to focus on three major areas: continued growth ELA and Math proficiency, English Learner progress, and chronic absenteeism for all students. We also acknowledge that the effects of the pandemic will be significant and long-lasting. We have

enjoyed an increase in our SBAC Math and CAST scores overall, our performance rate, although higher than local IUSD schools, has declined in ELA.. While we increased in Math in the 2023-24 school year by 5.2%. We decreased to 2.6% in ELA. We know that our scores need to improve. To address this, we are continuing to use the i-Ready assessment to help teachers monitor the growth of our students at all grade levels in math and to cater the math program to meet the needs of students, who are struggling in math in their classes. Additionally, teachers are working with the Illustrative Math (IM) curriculum and continue to receive professional development and coaching from Green Dot's curriculum specialists who work one on one with math teachers to develop skills appropriate for 9-12 grade math. For ELA, we are now using NWEA as an assessment tool which provides teachers and staff with a more comprehensive data set on how to support student growth. ELA teachers continue to receive ongoing professional development to support from our local CS's and our admin team, as they roll out the new curriculum.

While our overall AP passage rate has increased by3% in the 2023-2024 school- our AP passage rates for African American students continues to decline. In 2021-2022 students passed AP courses at a rate of 9%. The decline continued throughout the 2023-24 school year at 5.9%. This data creates an urgency in us to support our students with college preparation. It is critical that we continue the work we have done in terms of intentional, well-planned and aligned professional development for teachers in the areas of standards-based instruction. We must also be diligent in supporting teachers in the implementation of new curricula and in supporting our new teachers. We must also strategically plan and implement plans to support students directly, as they prepare for these exams in both the academic areas and in the area of motivation. Overall, 2e need to refocus our efforts on supporting our students and teachers as they prepare for these high stakes tests, while we simultaneously focus on their physical and mental health.

Compared to the 2023 CA Dashboard, the 2024 results show positive progress, particularly for Socioeconomically Disadvantaged (SED) students, whose proficiency increased from 0.0% to 7.8%. While this improvement is encouraging, continued efforts are necessary to ensure sustained growth for both the whole-school population and SED students.
We have taken proactive and strategic steps to strengthen mathematics outcomes by building on the assets of both students and educators. Targeted intervention programs now provide small-group instruction and tailored support, ensuring that all learners receive the attention they need to thrive. By leveraging data to inform instruction, educators are addressing specific learning gaps with precision and care. Professional development initiatives have empowered teachers with the tools to differentiate instruction, celebrating the diversity of learners and equipping educators to meet students where they are. Furthermore, the enhanced use of formative assessments has fostered a responsive and dynamic classroom environment, where instruction evolves in real time to support continuous student growth. The increase in proficiency among SED students is a step in the right direction, and continued refinement of these programs will help drive further improvement in mathematics achievement school-wide.

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
Teachers	At each SAC and DELAC meeting, we gather input and feedback from teachers. We take notes on the feedback, and we collect the minutes from the meeting to share teachers. We use this feedback to continue to formulate goals and to develop our budgets and discuss how monies are spent at school. We also offer recommendations to the various teachers lead committees, such as ILT, ACT and EB leads, to improve existing curricular programs or interventions. Each year we review the progress made towards LCAP goals during the summer planning meetings and data checks at the beginning of each semester.
Principals	The principal plays a key role in ensuring that the LCAP process remains collaborative, transparent, and responsive to stakeholder needs. At each SAC,DELAC, and Community Schools meeting, the principal facilitates discussions to gather input from parents, students, teachers, and classified staff. Meeting minutes and feedback are documented and shared with all staff and families to maintain open communication. This feedback is used to refine school goals, develop budgets, and determine how resources are allocated to best support student achievement. Additionally, the principal works closely with ILT, ACT, EB, SpEd, and AASA leads to translate stakeholder recommendations into improvements in curricular programs and intervention strategies.

Educational Partner(s)	Process for Engagement
	Each year, during SAC meetings, the principal leads a review of progress toward LCAP goals, encouraging stakeholders to provide feedback and suggestions for revisions. These insights are then brought to the school's leadership team, where they inform summer planning and ensure that the LCAP remains aligned with student and community needs.
Administrators	Administrators play a critical role in facilitating the development and implementation of the LCAP by ensuring meaningful stakeholder engagement and data-driven decision-making. At each SAC and DELAC meeting administrators gather input from parents, students, teachers, and classified staff. Meeting discussions are documented, and minutes are shared with staff and families to maintain transparency and accountability. The feedback collected informs goal-setting, budget development, and resource allocation to enhance student achievement. Administrators also collaborate with ILT and ACT leads to translate stakeholder recommendations into improvements in curriculum, interventions, and support services.
Other School Personnel	At each SAC,DELAC, and Community Schools meeting, we gather input and feedback from classified staff. We use this feedback to continue to formulate goals and to develop our budgets and discuss how monies are spent at school.We also meet with operations staff monthly to review early warning indicators for students who are chronically absent and to review student ADA data.
Parents	At each SAC, DELAC, and Community Schools meeting, we gather input and feedback from parents. We take notes on the feedback, and we collect the minutes from the meeting to share with all parents. We use this feedback to continue to formulate goals and to develop our budgets and discuss how monies are spent at school. Each year we review the progress made towards LCAP goals during the SAC meetings and offer feedback and suggestions on how we can revise goals and actions for the coming year. Lastly, to ensure that we're soliciting all important educational partners for our LCAP feedback, we post on ParentSquare. ParentSquare is like a social media platform that empowers the

Educational Partner(s)	Process for Engagement
	school to reach all of our parents. We distributed our LCAP survey to all of our parents/guardians via ParentSquare and we were able to gather feedback from parents of Students with Disabilities, English Learners, and all parents/guardians of other numerically and non-numerically significant student groups. This is done to ensure we receive holistic stream of feedback and engagement of all families.
Students	Students play an integral role in shaping the LCAP through various engagement opportunities. At each SAC, DELAC, and Community Schools meeting, we actively gather student input and feedback. Their perspectives help identify areas of need, inform goal-setting, and influence budget decisions to ensure resources are allocated effectively to support student success. In addition to providing direct feedback, students' insights are shared with key decision-making groups, including the ILT and ACT teams. These committees use student recommendations to refine curricular programs and enhance intervention strategies, ensuring that instructional practices align with student needs. Through this collaborative approach, we empower students to take an active role in shaping their educational experience and improving outcomes for all learners.
SELPA	Our SELPA is provided our LCAPs early in our process for review and feedback to ensure that we are providing the proper support, documentation, and explanation of the supports we provide our Students with Disabilities.

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

Educational partners play a vital role in shaping the school's LCAP plan by providing valuable insights and feedback that inform decision-making. Through SAC, DELAC, Community Schools meetings, staff meetings, and student focus groups, we engage with stakeholders to ensure that our goals, actions, and budget allocations align with student needs.
Parents and Families – Parents provide essential input on student support services, academic programs, and engagement strategies. Their feedback has influenced decisions regarding I tutoring, family workshops, and increased communication strategies.

Students – Student perspectives help identify areas where additional support is needed, such as access to intervention programs, technology integration, enrichment activities, and social-emotional learning opportunities. Their voices have led to the refinement of school climate initiatives and leadership programs.

Teachers and Staff – Educators provide insight into instructional strategies, curriculum effectiveness, and professional development needs. Their recommendations have guided improvements in math and literacy intervention programs, differentiated instruction, and classroom resources.

Community Partners – Partnerships with local organizations and businesses have expanded student support services, including mentoring programs, college and career readiness initiatives, and expanded learning opportunities.

The ongoing engagement of these educational partners ensures that the LCAP remains a dynamic and responsive plan, continuously evolving to meet the needs of all students and improve overall school outcomes. We engaged our parents/guardians of Students with Disabilities and English Learners to better understand their needs and found ways to better address their outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide Basic Services by: • Maintaining the appropriate assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching • Providing students will have access to and be enrolled in a broad course of study (i.e., science, social science, VAPA, PE for high school students), and have access to standards-aligned instructional materials and the educational program as outlined in the school's charter petition • Maintaining school facilities are maintained in good repair	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To provide and maintain Basic Services for students and schools.
To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1a Credentialed Teachers: 100% of teachers will be appropriately credentialed in the subject areas and for the pupils they are teaching. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1b Broad Course of Study: 100% of students will have access to a broad course of study, standards-aligned materials and additional instructional materials and to the educational program as outlined in the school's charter petition. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%
1.3	1c Facilities: School facilities are in good or exemplar repair as measured by the Facility Inspection Tool (FIT). Data Source: Facility Inspection Tool (FIT)	All: 92.38% Source: Facility Inspection Tool (2022-23)	93.6% Source: Facility Inspection Tool Year: 2024-25	100% Source: Internal Data Year: 2025-26	90%	+10%

Goal Analysis [2025-26]

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

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

All actions were implemented as planned and there were no substantive differences. CHA successfully met its goals in ensuring student access to appropriately credentialed teachers, standards-aligned materials, and a comprehensive educational program.Our school remains committed to ensuring that all students have access to high-quality instruction, rigorous curriculum, and a safe and supportive learning environment. The following action steps have been implemented to support these goals:

Maintaining Credentialed Teachers
The principal reviews teacher, counselor, and administrator credentials during the master scheduling process and throughout the year to ensure compliance. Collaboration with the Green Dot Human Resources Team facilitates mid-year hires and course adjustments as needed.

Additionally, Green Dot has implemented an HRIS system to track credentialing, hiring, and staffing adjustments to further support proper staffing and compliance.

Access to Standards-Aligned Curricular Materials
All students have access to published, standards-aligned curricular materials that align with Common Core and Next Generation Science Standards (NGSS). Additional resources, including sample unit plans, lesson plans, and summative assessments, are available online to support instruction. Teachers and administrators receive ongoing professional development on the effective use of aligned curricular materials. To ensure equitable access, textbooks and classroom materials are tracked using an online system.

Master Schedule Supporting A-G and High School Readiness
The master schedule prioritizes high school readiness and A-G courses, ensuring that all students receive instruction aligned with rigorous academic standards. Targeted ELA and Math interventions are embedded within the schedule to support student success. Advisory periods provide students with one-on-one academic consulting, social-emotional learning opportunities, and additional academic support.

Safe and Effective Learning Environments
School facilities are maintained with sufficient furniture, utilities, and necessary upgrades to support a safe and effective learning environment. Infrastructure improvements include enhancements that support student use of educational technology, ensuring that all students have access to the tools needed for success.

Performance Outcomes
Maintaining Credentialed Teachers: CHA met this goal with a 100% performance rate, ensuring that all teachers are credentialed.

Access to Standards-Aligned Materials: CHA met this goal with a 100% performance rate, as all core classes utilize standards-based curriculum and instructional materials.

Access to the Educational Program: CHA met this goal with a 100% performance rate, with all courses aligned to the high school course catalog and fulfilling the commitments outlined in the charter petition.

Participation in PE, VAPA, and Other Electives: CHA met this goal with a 100% performance rate, ensuring that all students take at least one Visual and Performing Arts (VAPA) elective and Physical Education (PE).

Facilities in Good Repair: CHA met this goal with a 100% performance rate, reflecting ongoing efforts to maintain a safe and well-equipped campus.

Conclusion
Our school did not need to make substantive changes to our planned actions, as our implementation strategies successfully supported us in meeting all our targeted metric outcomes. Through effective staffing, curriculum access, scheduling, and facility maintenance, we continue to provide an equitable, high-quality education for all students.

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

As seen by our metric outcomes, all of our actions were effective in supporting our desired result. These actions will remain unchanged for this LCAP year, and will reassess next school year when working with educational partners.

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.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 1.2 Academic - Curriculum Design: Updated the action to a non-contributing action following closer review of the description and LCAP instructions
- 1.3 Academic - Master Scheduling & Staffing: Added language regarding services and support block time for English Learners and Students with Disabilities

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing:	Human Resources: • The principal reviews teacher, counselor and administrator credentials during the master scheduling process and throughout the year to ensure all credentials are properly maintained. The principal collaborates with the Green Dot Human Resources Team to for mid- year hires and/or course changes for teachers throughout the year. • Green Dot implemented a system to maintain the employee lifecycle process (HRIS)	$80,116.68	No
1.2	Academic - Curriculum Design:	• Grade level - standards aligned curriculum has been adopted district-wide for grades 9-12 in English and Math.	$463,791.64	No

Action #	Title	Description	Total Funds	Contributing
		• All students have access to published standards-aligned curricular materials. Additional curricular resources may be available online and includes sample unit plans, lesson plans and summative assessments • Professional Development is provided to all teachers and administrators on the effective use of aligned curricular materials. • Textbooks and classroom materials are tracked using an online system to ensure access for all students • Students have access to technology and electronic materials which support student-aligned curriculum		
1.3	Academic - Master Scheduling & Staffing:	• Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • The master schedule reflects an emphasis on high school ready and A- G courses that are supported with Common Core and Next Generation Science Standard curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting, social - emotional learning, additional support for core classes, and dsignated support time for English Learners and Students with Disabilities • The school will be appropriately staffed to implement the school master schedule, including elective courses.	$314,009.13	Yes
1.4	Facility Inspections:	• Regular facility inspections and audits will be conducted by Green Dot Operations and Facilities staff • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors • Actions/services include expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities • School buildings will be supplied with sufficient furniture, utilities, and developments in order to support a safe and effective learning environment, including upgrades to infrastructure which support student use of educational technology	$875,478.40	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Proficiency for All: • Increase the percent of students scoring Met Standard and above on SBAC ELA, SBAC Math and CAST assessments annually or outperform the district average. • Increase percent of EL students who reclassify as Fully English Proficient. • Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency. Assessments for California (“ELPAC”) annual assessment. • Increase or maintain growth on CORE ELA and Math "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To increase the percent of students who score Met Standard and above on the SBAC and CAST assessments.
To increase the percent of English Learners who achieve full English language proficiency.
To increase the percent of English Learners who make progress towards English proficiency.
To increase student growth percentile on the CORE assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2a SBAC ELA: Increase percentage of students scoring Proficient and above on SBAC ELA assessment by 3	All Students: 48% Low Income: 50.77% African American: 41.94% Latinx: 53.85%	All Students: 45.5% SED: 42.2% African American: 40%	All Students: 45.6% SED: 48.9%	All Students: 57.00% Low Income: 59.77%	All Students: -2.4% SED: -1.87% African American: -1.9% LatinX: -12.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	English Learners: <30 LTEL: <30 Students with Disabilities: <30 Homeless: <30 Source: CAASPP (2022-23)	LatinX: 51.5% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: Less than 30 students Data Source: CAASPP Year: 2023-24	African American: Less than 30 students LatinX: 40.9% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: Less than 30 students Data Source: CAASPP Year: 2024-25	African American: 50.94% Latinx: 62.85%	English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data
2.2	2b SBAC Math: Increase percentage of students scoring Proficient and above on SBAC Math assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	All Students: 1.33% Low Income: 0% African American: 0% Latinx: 0% English Learners: <30 LTEL <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CAASPP (2022-23)	All Students: 6.5% SED: 7.8% African American: 0% LatinX: 15.2% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: Less than 30 students	All Students: 3.5% SED: 4.3% African American: Less than 30 students LatinX: 3.1% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: Less than 30 students	All Students: 10.33% Low Income: 9.00% African American: 9.00% Latinx: 9.00%	All Students: +2.18% SED: +4.3% African American: 0% LatinX: +3.1% English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CAASPP Year: 2023-24	Data Source: CAASPP Year: 2024-25		
2.3	2c CAST (Science): Increase percentage of students scoring Proficient and above on CAST (Science) assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	All Students: 10.13% Low Income: 10.14% African American: 6.06% Latinx: 14.29% English Learners: <30 Long Term EL: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CAASPP (2022-23)	All Students: 17.5% SED: 19.4% African American: 4.9% LatinX: 32.4% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster Youth: Less than 30 students Data Source: CAASPP Year: 2023-24	All Students: 13.6% SED: 14.6% African American: Less than 30 students LatinX: 15.2% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster Youth: Less than 30 students Data Source: CAASPP Year: 2024-25	All Students: 19.13% Low Income: 19.14% African American: 15.06% Latinx: 23.29%	All Students: +3.47% SED: +4.46% African American: No Data LatinX: +0.93% English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data
2.4	2d EL Reclassification: Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) by 3 percentage points per year or to be at/above 2020-21 local district rate. Data Source: Internal Data	All Students: 24% Source: Internal Data (2022-23)	English Learners: 18% Data Source: Internal Data Year: 2023-24	English Learners: 22% Data Source: Internal Data Year: 2024-25	All Students: 33.00%	English Learners: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	2e ELPI Levels: Increase the percent of students growing at least one ELPI level or maintaining the highest ELPI level based on ELPAC testing by 3 percentage points per year or be at/above 2022-23 local district ELPI rate. Data Source: California School Dashboard	All Students: <30 students Source: CA School Dashboard (2022-23)	English Learners: Less than 30 students LTEL: Less than 30 students Data Source: CA School Dashboard Year: 2023-24	English Learners: Less than 30 students LTEL: Less than 30 students Data Source: CA School Dashboard Year: 2024-25	All Students: -(Currently less than 30 students)	English Learners: No Data LTEL: No Data
2.6	2f CORE SGP ELA: Increase the CORE student growth percentile (SGP) in ELA to be at or above 50% Data Source: CORE	All Students: 75% Low Income: 75% African American: 54% Latinx: 87% English Learners: No Data Long Term EL: No Data Students with Disabilities: No Data Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	All Students: 82% SED: 82% African American: 76% LatinX: Less than 30 students English Learner: No Data Available LTEL: No Data Available SWD: No Data Available Homeless: No Data Available Foster Youth: No Data Available Data Source: CORE Year: 2023-24	All Students: 83% SED: 80% African American: 92% LatinX: 71% English Learner: No Data Available LTEL: No Data Available SWD: 94% Homeless: No Data Available Foster Youth: No Data Available Data Source: CORE Year: 2024-25	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% Students with Disabilities: 50% Foster Youth: N/A	All Students: +8% SED: +5% African American: +38% LatinX: -16% English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data
2.7	2g CORE SGP Math: Increase the CORE student growth	All Students: 30% SED: 31% AA: 21% Latinx: 38%	All Students: 60% SED: 59% African American: 64%	All Students: 57% SED: 48% African American: 76%	All Students: 50% Low Income: 50% African American: 50%	All Students: +27% SED: +17% African American: +55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentile (SGP) in Math to be at or above 50% Data Source: CORE	English Learners: No Data Long Term EL No Data Students with Disabilities: No Data Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	LatinX: Less than 30 students English Learner: No Data Available LTEL: No Data Available SWD: No Data Available Homeless: No Data Available Foster Youth: No Data Available Data Source: CORE Year: 2023-24	LatinX: 76% English Learner: No Data Available LTEL: No Data Available SWD: 93% Homeless: No Data Available Foster Youth: No Data Available Data Source: CORE Year: 2024-25	Latinx: 50% English Learner: 50% Students with Disabilities: 50% Foster Youth: N/A	LatinX: No Data English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data

Goal Analysis [2025-26]

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

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

All actions were implemented as planned and there were no substantive differences. Meeting this goal continues to be a challenging yet essential priority within our LCAP. While we have made measurable progress in key areas, we recognize the ongoing need for intentional, data-driven strategies to support student achievement, particularly in Mathematics and English Language Arts (ELA).

Areas of Growth
SBAC - ELA and Math Performance:
In 2024-25, our ELA pass rate slightly increased to 45.6%, reflecting a 0.2% improvement underscoring the need for targeted interventions and improvement from the previous year. The math pass rate declined to 3.5%, reflecting a 3% decline from the previous year.

Professional Development & Instructional Support:
We continued standards-based professional development, emphasizing ELA and Math instruction, as well as strategies for supporting Emerging Bilingual (EB) students and students with special needs. Efforts to support new teachers and ensure effective curriculum implementation have remained a priority.

Student Preparation for High-Stakes Assessments:

We increased efforts to prepare students for the SBAC and CAST exams, incorporating targeted skill-building, test-taking strategies, and academic interventions.

SBAC Performance
Despite targeted professional development and instructional support, SBAC proficiency remains a significant challenge. We must enhance intervention strategies, refine instructional practices, and ensure students have access to high-quality curricular resources.

Addressing the Impact of Distance Learning:
As students continue to recover from learning disruptions, we recognize the importance of balancing academic rigor with mental and physical well-being Additional social-emotional learning (SEL) supports and motivation strategies are needed to increase student engagement and persistence.

Implementation Adjustments:
While we successfully implemented the planned professional development and curriculum support, we must expand direct student supports to bridge achievement gaps—especially in Mathematics. We are adjusting our SBAC and CAST preparation strategies to include more embedded test-taking practice within daily instruction rather than relying solely on pre-test workshops.

Next Steps
To address these challenges, we will:
Strengthen Math interventions, including increased small-group instruction and targeted tutoring. Expand social-emotional and academic motivation strategies to enhance student engagement. Provide ongoing coaching and mentorship for new teachers to ensure effective implementation of curriculum and instructional strategies. Refine assessment preparation approaches to integrate test-readiness skills throughout the academic year.

Despite these challenges, we remain committed to intentional, well-planned, and aligned professional development, strategic student support, and continuous refinement of our instructional practices. By focusing on both academic achievement and student well-being, we will continue working toward sustainable growth and success in the coming years.

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.

Material differences between planned expenditures versus estimated actuals can be attributed to multiple external factors, including a challenging enrollment environment, only modest increases in average daily attendance (ADA), and uncertainty in federal education policy and awarded funds.

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

All Goal 2 actions were implemented as planned, and there were no instances in which Ánimo City of Champions did not implement a planned action or implemented a planned action in a manner that differed substantively from the adopted LCAP. Goal 2 remains one of the school’s most important and challenging priorities, as the actions are designed to improve academic achievement, strengthen access to

standards-aligned instruction, support student subgroups, and increase student performance in ELA, Math, Science, English language development, and college readiness.

The school implemented the planned actions connected to curriculum, resources, and materials for student subgroups. ELA and Math intervention courses were offered to provide tiered support for students performing below grade level. Math teachers used Illustrative Mathematics for core instruction and Ready Common Core or i-Ready Classroom for intervention, while ELA teachers used MyPerspectives for core instruction and Read180, System44, and English 3D for intervention. These actions ensured that students had access to adopted, standards-aligned materials and additional intervention resources.

The school also implemented planned supports for Emerging Bilingual students and Long-Term English Learners. Designated ELD courses were offered based on student need, and teachers received professional development on language objectives, integrated ELD, and strategies to support students at different proficiency levels. The school used ELlevation to monitor Emerging Bilingual student progress and provide teachers with instructional strategies. Student performance in ELA, D/F data, attendance, Lexile growth, and ELPAC data were reviewed to support appropriate programming and reclassification monitoring.

Special Education actions were also implemented as planned. Students with IEPs received services in the least restrictive environment through a blended service delivery model. The leadership team worked with Special Education staff, counselors, school psychologists, related service providers, and teachers to support compliance, inclusion, accommodations, and academic progress monitoring. Special Education teachers participated in grade-level collaboration to increase alignment with general education instruction.

Professional development and assessment actions were implemented throughout the year. Teachers participated in weekly professional development and collaboration focused on intellectual preparation, standards-aligned curriculum, student work analysis, accommodations and modifications, integrated ELD, and tiered interventions. Interim assessments embedded in the adopted ELA, Math, and Science curricula were used to monitor student progress, identify standards for reteaching, and inform MTSS supports. The school also used CAASPP-aligned resources, including IABs, ICAs, and curriculum-based supports, to expose students to the structure and format of state assessments.

Credit recovery and graduation progress supports were implemented as planned. ELA and Math intervention courses, advisory, academic counseling, individual counselor meetings, credit recovery, and summer school were used to support students in meeting graduation and A-G requirements. These actions supported students needing additional academic recovery while maintaining access to college-preparatory coursework.

A specific action was also implemented to improve Mathematics outcomes. This included the use of Illustrative Mathematics in Algebra I, Geometry, and Algebra II; annual professional development on curriculum, assessments, and pacing; targeted support from a Math Curriculum Specialist; common curriculum-based assessments; data analysis protocols; i-Ready diagnostic assessment three times per year; Math Intervention for 9th grade students; and targeted supports such as Saturday Academies or a Learning Acceleration Academy for 11th grade students preparing for SBAC.

Successes

A key success was that ELA proficiency remained stable overall, increasing slightly from 45.5% in 2023–24 to 45.6% in 2024–25. While this did not meet the Year 2 target of 54%, the school maintained performance while also seeing stronger outcomes for Socioeconomically Disadvantaged students, whose ELA proficiency increased from 42.2% to 48.9%.

The school also saw strong growth data in both ELA and Math. CORE Student Growth Percentile in ELA reached 83.1%, exceeding the target of 50%. CORE Math SGP reached 57.4%, also exceeding the target of 50%. These growth results suggest that many students are making measurable academic progress, even though proficiency levels remain below the school's long-term targets.

Additional successes include the continued implementation of intervention courses, universal screeners, curriculum-based assessments, ELD supports, Special Education inclusion practices, and professional development aligned to student subgroup needs. The school was also able to maintain planned instructional and intervention systems without eliminating or substantively changing any Goal 2 actions.

Challenges
Despite full implementation of the planned actions, Goal 2 outcomes show that academic proficiency remains a significant challenge. SBAC Math proficiency declined from 6.5% in 2023–24 to 3.5% in 2024–25, falling short of the Year 2 target of 7.33%. Socioeconomically Disadvantaged students declined from 7.8% to 4.3%, and Latinx students declined from 15.2% to 3.1%.
CAST Science performance also declined, moving from 17.5% in 2023–24 to 13.6% in 2024–25, which fell short of the Year 2 target of 16.13%. Socioeconomically Disadvantaged students declined from 19.4% to 14.6%, and Latinx students declined from 32.4% to 15.2%.

ELA proficiency also remains below the Year 2 target, and subgroup performance indicates a need for continued focus. Latinx student ELA proficiency declined from 51.5% in 2023–24 to 40.6% in 2024–25. Emerging Bilingual, LTEL, Students with Disabilities, foster youth, and homeless student groups continue to require targeted monitoring and support, though some subgroup data is suppressed due to small sample size.
These results show that implementation alone is not yet producing the level of proficiency growth needed, particularly in Math and Science. The school's challenge moving forward is to strengthen the quality, consistency, and impact of implementation across classrooms so that intervention, curriculum use, professional development, and assessment systems translate into stronger student outcomes.

Implementation Adjustments and Next Steps
No substantive changes were made to the adopted Goal 2 actions. However, based on the data, the school will refine implementation within the existing actions. These refinements include strengthening Math intervention, increasing the consistency of small-group reteach, improving how teachers use common assessment and i-Ready data, embedding SBAC and CAST-aligned practice throughout the year, and ensuring that test preparation is part of daily instruction rather than isolated to pre-assessment workshops.

The school will also continue to strengthen PLCs and department collaboration so that teachers use student work, formative assessment results, and subgroup data to identify misconceptions, plan reteach, monitor progress, and adjust instruction. Professional development and coaching will continue to focus on intellectual preparation, grade-level instruction, academic discourse, language development, accommodations, and targeted scaffolds for students who need additional support.

Overall, Goal 2 actions were implemented as planned, with no substantive differences from the adopted LCAP. While the school experienced successes in academic growth measures, ELA stability, and implementation of intervention systems, the Year 2 results make clear that Math proficiency, Science proficiency, subgroup outcomes, and consistent instructional impact remain priority areas for continued improvement.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 2.1 Curriculum, Resources and Materials to Support Student Subgroups: Added language regarding professional development focused on English Learners and Socioeconomically Disadvantaged students
- 2.2 Support for EL Students: Added language regarding curriculum and technology assessments used to support English Learners
- 2.5 Professional Development: Added language regarding professional development focused on supporting English Learners and Students with Disabilities
- 2.8 Credit Recovery: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Curriculum, Resources and Materials to Support Student Subgroups: • ELA and Math intervention courses are offered at the 9th – 12th grade levels to ensure students below grade level have tiered support • Math teachers use Illustrative Mathematics for the core curriculum and Ready Common Core or i-Ready Classroom for their intervention curriculum. • Green Dot ELA teachers use MyPerspectives for the core curriculum and Read180, System44, and English 3D for their intervention curriculum	$462,458.44	Yes

Action #	Title	Description	Total Funds	Contributing
		• Professional development to provide specialized support for most at need students such as our English Learners and Socioeconomically Disadvantaged students.		
2.2	Support for EL Students:	• Appropriate Designated ELD courses are offered based on student needs • Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and hard copy for all teachers and administrators • Each school site has an Administrator over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. • EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement. All teachers are trained in how to develop a language objective and support the language needs of students in an integrated classroom setting. • Student performance in ELA classes, D/F Data, attendance, Lexile growth and ELPAC data are monitored to ensure EL progress and appropriate programming. The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons. The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the English Language Language Proficiency Assessment (ELPAC). An	$162,544.18	Yes

Action #	Title	Description	Total Funds	Contributing
		Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data. In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided. The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 12 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. A universal screener assessment is given three times per year to provide additional data on student growth. The NWEA MAP assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support.		
2.3	Special Education:	Students with Disabilities: • Students that have an Individualized Education Plan will receive educational services in the Least Restrictive environment. • In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model	$1,286,831.20	No

Action #	Title	Description	Total Funds	Contributing
		that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model. • The leadership team works with Administrators , teachers, office staff, school psychologist, counselors, special ed. Aides, nurses, speech pathologist, adaptive PE providers, transition support staff, program specialist etc. to ensure that our program integrates supports for the needs of students with disabilities. • The master schedule is carefully reviewed and reflects the needs of the special education population and class offerings, and program models (i.e., co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction • The LEA has a Special Education Program Administrator and an Administrator over Special Education who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services. • Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports. • Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. colleagues.		
2.4	High Achieving Students:	• Eligible students are automatically enrolled in AP courses based on data and the Master Schedule is built to include a variety of AP course offerings. The school offers Dual Enrollment opportunities in collaboration with local Community Colleges to provide college - level courses to students.	$31,317.08	No
2.5	Professional Development:	• Teachers participate in one professional development session and one collaboration session per week	$147,038.38	Yes

Action #	Title	Description	Total Funds	Contributing
		• Professional development focuses on the process of Intellectual Preparation so that teachers are planning effectively with aligned curriculum and the Common Core or Next Generation Science standards. • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies to lead their department in planning and student work analysis protocols • Professional development is provided to teachers around identifying English Learner students utilizing the CA ELD Standards in Integrated ELD, their Special Education students, and using accommodations and modifications to ensure that students receive appropriate support. • Professional development emphasizes the need to provide tiered interventions to support student success and is data driven utilizing universal math and literacy screeners.		
2.6	Interim Assessments:	• Green Dot interim assessments are unit- embedded assessments in the adopted core curriculum for ELA Math and Science. • Green Dot interim assessments are aligned to the Common Core content standards or Next Generation Science Standards to expose students to the structure and format of the CAASPP. • Schools are provided with additional assessment resources that can be used to prepare students including data analysis protocols and best practices for testing environments. • Student assessment results are analyzed to determine which interventions to implement using the MTSS framework and to support re-teaching opportunities in the classroom.	$108,396.53	No
2.7	Test Preparation	• Schools utilize the online test preparation resources available through the California Department of Education including the Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) along with other curriculum supplements from adopted curriculum to support students for assessment. Ed team curated resources are available by grade level and content area to support pacing and preparation for Assessments.	$132,706.48	No

Action #	Title	Description	Total Funds	Contributing
2.8	Credit Recovery:	• ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs. • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma. • School has two counselors who provide academic and college counseling. • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress. • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Credit recovery and/or summer school is offered to support students in need of recouping credit • Counselors receive professional development and coaching from Counselor Support Specialist as needed	$164,543.92	No
2.9	Support for Long Term English Learners:	The school analyzes data on a regular basis to support the LTELs growth in language development and academic success. Data analysis supports the school matrix providing students with designated supports. LTELs are currently provided with Designated ELD courses that incorporate LTEL specific strategies for active engagement, writing scaffolds, academic vocabulary building, and ample practice for oral communication. In addition to Designated ELD, LTELs receive explicit language & literacy Instruction through Integrated courses across all content areas. All integrated classes embed vocabulary development and grammatical structures required to access subject matter content. Lessons are designed around ELD standards-based language objectives. Subject matter content is taught alongside reading and writing skills so LTELs are using language to meaningfully engage with the academic content.	$14,055.10	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Development is provided to all staff with three dedicated sessions to Integrated ELD PD. These are designed to ensure that all teachers know the proficiency levels their Emergent Bilinguals, what students can do at each level and what scaffolds/accommodations can support them. The professional development also provides time and support for teachers to access their EB data on the Ellevation platform and learn strategies that can be differentiated to support EBs at every level and understand the different types of English learners including Newcomer, SLIFE, LTEL, RFEP, as well as characteristics of each. While LTELs are enrolled in designated ELD classes, they are also placed into heterogenous grade-level content classes with English-proficient peers to facilitate interaction with native English speakers. In-class clustering also facilities differentiated instruction for LTELs as needed. Schools cultivate an affirming and inclusive environment for LTELs through classroom structures and resources aimed at enhancing the school climate. These include, but are not limited to: • flexible grouping based on language and content proficiency, • incorporating opportunities for oral language practice • development utilizing culturally relevant curricular materials -providing space during the school day for reading for pleasure with access to a variety of age-appropriate books • utilizing technology as a tool for background and content knowledge to enhance access to the curriculum • creating a text-rich environment that emphasizes academic language At least 2x year, the progress of LTELs is monitored and all students with Ds and Fs are provided with Additional or Intensive supports based on a Multi- Tiered System of Supports. Instructional Coaches and ELD Coordinators provide ongoing coaching and professional development cycles to admin and teachers focused on research-based strategies and interventions that address the unique learning needs of LTELs.		
2.10	Improving Mathematics Outcomes	This Action addresses whole-school red indicator on the CA School Dashboard. This action also addresses the red indicator for the Socioeconomically Disadvantaged student group and this demographic		Yes

Action #	Title	Description	Total Funds	Contributing
		represents 76.4% of our school. Given this percentage, the supports outlined below are provided to all students. The school has adopted Illustrative Math, a standards aligned curriculum, for Algebra I, Geomety and Algebra 2 coureses. Professional Development is provided annually before the start of the school year to review curriculum, assesmsents, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Math Curriculum Specialist, who provides targeted coaching and support to Math teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over Math to ensure alignment in supports for teachers and may also attend weekly school site professional development or Math department meetings as needed. Common math assesmsent frome the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. A universal screener assessment is given three times per year to provide additional data on student growth. The i-ready assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to provide additional supports for students which may include a Math Intervention course in the 9th grade providing a full- block period of Math support in addition to core classes or targeted support for students close to grade level which may include Saturday Academies or a Learning Acceleration Academy over Spring Break for students in the 11th grade preparing for the SBAC assessment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepared for college, leadership and life • Increase the percent of graduates that successfully complete A-G course requirements to greater than previous year or greater than 70% • Increase the percent of students earning passing scores (3 or above) on Advanced Placement ("AP") exams by 3% per year • Increase progress on California Dashboard College and Career Indicator • Maintain low cohort dropout rates at lower than previous year or less than 8% • Increase graduation rates to 85% or higher "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student's teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

To increase the percent of graduates that successfully complete A-G course requirements
To increase the percent of students scoring passing scores on AP exams
To increase progress on the CA College and Career Indicator
To maintain a low cohort dropout rate.
To increase graduation rates

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3a Cohort Dropout: Decrease the cohort dropout rate percent by	All Students: 2% Low Income: 2% African American: 0%	All Students: 7.5% SED: 6.4%	All Students: 2.8% SED: 1.6%	All Students: 10.00%	All Students: +0.8% SED: -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 percentage points per year, or to be below 10% Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	Latinx: <30 English Learners: <30 Long Term EL: No data Students with Disabilities: <30 Homeless <30 Foster <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	African American: Less than 30 students LatinX: 8.3% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	African American: 2.6% LatinX: 3.0% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25	Low Income: 10.00% African American: 10.00%	African American: +2.6% LatinX: No Data English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.2	3b Cohort Grad Rate: Increase cohort graduation rate by 3 percentage points per year, or to be at/above 85%. Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	All Students: 95% Low Income: 94% African American: 100% Latinx: <30 English Learners: <30 Long Term EL: Students with Disabilities: <30 Homeless <30 Foster Youth: <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	All Students: 91% SED: 92.1% African American: Less than 30 students LatinX: 91.7% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: No Data Available	All Students: 95.7% SED: 96.8% African American: 94.6% LatinX: 96.9% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: No Data Available	All Students: 85.00% Low Income: 85.00% African American: 85.00%	All Students: +0.7% SED: +2.8% African American: -5.4% LatinX: No Data English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25		
3.3	3c A-G: Increase the percent of graduates who successfully meet UC/CSU course requirements by 3 percentage points per year or to be at/above 70%. Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	All Students: 68% Low Income: 70% African American: 69% Latinx: <30 English Learners: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	All Students: 83.6% SED: 82.8% African American: Less than 30 students LatinX: 78.8% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	All Students: 77.4% SED: 77.2% African American: Less than 30 students LatinX: 77.4% English Learner: 64.3% LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25	All Students: 73.00% Low Income: 73.00% African American: 73.00%	All Students: +9.4% SED: +7.2% African American: No Data LatinX: No Data English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.4	3d AP: Increase the percent of Advanced Placement (“AP”) passing scores (3 or above) earned by	All Students: 18% Low Income: 20% African American: 9% Latinx: 25% English Learners: <30	All Students: 18.3% SED: 19.1% African American: 3.9%	All Students: 28.6% SED: 29.1% African American: 14.8%	All Students: 27.00% Low Income: 29.00%	All Students: +10.6% SED: 9.1% African American: +5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students by 3 percentage points per year or to be at/above 70%. Data Source: College Board	Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CollegeBoard (2022-23)	LatinX: 25.4% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: College Board Year: 2023-24	LatinX: 37.8% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: College Board Year: 2024-25	African American: 18.00% Latinx 34.00%	LatinX: +12.8% English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.5	3e Increase the percent of students considered ""prepared"" on the College/Career Indicator by 3 percentage points per year.Data Source: California School Dashboard	All Students: 25% Low Income: 28% African American: 20% Latinx: <30 English Learners: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CA School Dashboard (2022-23)	All Students: 47.8% SED: 47.6% African American: Less than 30 students LatinX: 52.8% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students	All Students: 68.1% SED: 67.2% African American: 52.6% LatinX: 84.8% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: California School Dashboard	All Students: 34.00% Low Income: 37.00% African American: 29.00%	All Students: +43.1% SED: +39.2% African American: +32.6% LatinX: No Data English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: California School Dashboard Year: 2023-24	Year: 2024-25		
3.6	3f CTE: The percentage of pupils who have successfully completed CTE courses from approved pathways by increasing by 3 percentage points from the 2022-23 school year (if the school offers the CTE program). Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report	All Students: No Data Low Income: No Data African American: No Data Latinx: No Data English Learners: No Data Long Term EL: No Data Homeless: No Data Foster Youth: No Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report (2022-23)	All Students: No Data Available SED: No Data Available African American: No Data Available LatinX: No Data Available English Learner: No Data Available LTEL: No Data Available SWD: No Data Available Homeless: No Data Available Foster: No Data Available Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2023-24	All Students: No Data Available SED: No Data Available African American: No Data Available LatinX: No Data Available English Learner: No Data Available LTEL: No Data Available SWD: No Data Available Homeless: No Data Available Foster: No Data Available Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2024-25	All Students: Data not currently available Low Income: Data not currently available African American: Data not currently available Latinx: Data not currently available English Learners: Data not currently available Long Term EL: Data not currently available Students with Disabilities: Data not currently available Homeless: Data not currently available	All Students: No Data SED: No Data African American: No Data LatinX: No Data English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.7	3g CTE & A-G: The percentage of pupils who have successfully completed both a-g and CTE courses by increasing by 3 percentage points from the 2022-23 school year	All Students: 0% Low Income: 0% African American: 0% Latinx: <30 English Learners: <30 LTEL: No Data Students with Disabilities: <30	All Students: 0% SED: 0% African American: Less than 30 students LatinX: 0%	All Students: 0% SED: 0% African American: Less than 30 students LatinX: 0%	All Students: 9.00% Low Income: 9.00% African American: 9.00%	All Students: 0% SED: 0% African American: No Data LatinX: No Data English Learner: No Data LTEL: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(if the school offers the CTE program).Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report	Homeless: <30 Foster Youth: <30 Source: Met UC/CSU Requirements and CTE Pathway Completion Report (2022-23)	English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2023-24	English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2024-25		SWD: No Data Homeless: No Data Foster Youth: No Data
3.8	3h EAP: Pupils prepared for college by the Early Assessment Program (EAP) by increasing 3 percentage points from the 22-23 school year. Data Source: CAASPP	All Students: No Data Low Income: No Data African American: No Data Latinx: No Data English Learners: No Data Long Term EL: No Data Students with Disabilities:No Data Homeless: No Data Foster Youth: No Data Source: CAASPP (2022-23)	All Students: 63% SED: 63% African American: 57% LatinX: 69% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: CAASPP	All Students: 55% SED: 53% African American: 46% LatinX: 68% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: CAASPP	All Students: Data not currently available Low Income: Data not currently available African American: Data not currently available Latinx: Data not currently available English Learners: Data not currently available Long Term EL: Data not currently available Students with Disabilities: Data	All Students: No Data SED: No Data African American: No Data LatinX: No Data English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Year: 2023-24	Year: 2024-25	not currently available Homeless: Data not currently available	

Goal Analysis [2025-26]

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

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

All Goal 3 actions were implemented as planned, and there were no instances in which Ánimo City of Champions did not implement a planned action or implemented a planned action in a manner that differed substantively from the adopted LCAP. Goal 3 remains focused on ensuring that students graduate prepared for college, career, and postsecondary success through access to A-G coursework, Advanced Placement courses, Dual Enrollment opportunities, academic counseling, credit recovery, advisory supports, and college/career readiness programming.

CHA made significant progress toward several Goal 3 outcomes. Graduation continues to be a major strength for the school. The overall cohort graduation rate increased from 91.0% in 2023–24 to 95.7% in 2024–25, exceeding the LCAP target and demonstrating the impact of strong counseling systems, graduation monitoring, credit recovery, and individualized student support. The cohort dropout rate also improved significantly, decreasing from 7.5% in 2023–24 to 2.8% in 2024–25. These results show that the school's systems for monitoring graduation progress and intervening with students at risk of falling off track are supporting stronger outcomes.

A-G completion remained above the school's target, though it is an area to monitor closely. In 2024–25, 77.4% of graduates met UC/CSU A-G entrance requirements, exceeding the 70% target. However, this represents a decrease from 83.6% in 2023–24. While the school continues to demonstrate strong college-preparatory outcomes, the decline indicates a need to strengthen progress monitoring earlier in students' high school experience, ensure timely intervention for students at risk of missing A-G eligibility, and continue aligning counseling, advisory, credit recovery, and course access systems.

Advanced Placement outcomes were a significant success. The percentage of AP exams earning a passing score of 3 or higher increased from 18.3% in 2023–24 to 28.6% in 2024–25, reflecting a 10.3 percentage point increase. This growth suggests that continued investment in AP access, teacher professional development, instructional coaching, and student preparation is beginning to improve outcomes for students enrolled in rigorous coursework. While AP passage remains below the long-term goal, the current year's growth provides a strong foundation for continued improvement.

College and career readiness also improved substantially. The percentage of students classified as "Prepared" on the College/Career Indicator increased from 47.8% in 2023–24 to 68.1% in 2024–25, exceeding the Year 2 target. This represents a major area of progress and

reflects the school's continued focus on A-G completion, AP access, Dual Enrollment, college counseling, advisory supports, and postsecondary planning.
Implementation of Goal 3 actions was generally strong. Students continued to receive academic and college counseling, advisory-based graduation monitoring, access to A-G aligned courses, credit recovery and summer school opportunities, and expanded access to rigorous coursework. Students in grades 11 and 12 continued to participate in individual counseling meetings to review graduation progress and develop recovery plans as needed. Credit recovery structures remained in place to help students recoup credits and stay on track for graduation.

One implementation challenge involved the need to provide additional training and support for AP teachers due to staffing changes and program needs. While this required an adjustment in how professional development resources were used, it did not represent a substantive change to the adopted action. Rather, it was an implementation refinement designed to maintain program continuity, support teachers, and strengthen student outcomes in AP courses.
Overall, Goal 3 actions were implemented with fidelity and without substantive differences from the adopted LCAP. The school experienced clear successes in graduation rate, dropout reduction, AP passage, and College/Career Indicator performance. Moving forward, CHA will continue strengthening A-G progress monitoring, AP instructional support, Dual Enrollment access, credit recovery systems, and counseling structures to ensure that all students graduate prepared for college, leadership, and life.

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

All actions were effective in supporting our metric outcomes. Over the course of the three-year LCAP cycle, CHA implemented several targeted actions to support student success in A-G completion, graduation rates, AP course performance, and overall college and career readiness. These actions varied in effectiveness, as described below.

A-G Completion and Graduation Rates:
Our actions to support A-G completion and maintain high graduation rates have proven highly effective. For three consecutive years, CHA has sustained graduation rates above 90% for all student groups:
2021–22: 94% overall; 97% African American; 91% English Learners (ELs); 87% Students with Disabilities
2022–23: 95% overall; 100% African American; 94% Emerging Bilinguals (EBs)
2023–24: 91% overall
2024-25: 94% overall

Our graduation rate remains strong and well above the state average. These results affirm the effectiveness of our counseling supports, credit recovery systems, and academic advising in helping students stay on track for graduation
and A-G completion. Our A-G completion rate exceeded the 70% goal, with 80.9% of students meeting UC/CSU eligibility in 2024–25,

AP Course Participation and Performance:
While participation in AP courses has remained stable and course offerings continue to be rigorous, our actions to increase AP exam passing rates have had limited effectiveness thus far. Over the three-year period:
2021–22: 27% passing rate (baseline year)
2022–23: 18% passing rate (lowest point)
2023–24: Slight increase to 18.3%
2024-25: 28.6%, an increase of 10.3%

We have implemented multiple strategies—including College Board-approved syllabi, summer retreats, mock exams, and professional development for teachers—the impact on exam outcomes has been significantly positive. This suggests that the foundation for rigor is in place, as additional efforts are introduced to reinforce growth and address gaps in academic preparation and test-taking readiness. Our focus on retaining trained teachers, strengthening instructional practices, and increasing access to academic supports are critical next steps.

College and Career Indicator (CCI):
Our actions have been effective in improving student readiness as measured by the College and Career Indicator. We observed a 5.4 percentage point increase in students classified as “Prepared,” with an overall readiness rate of 68.1%, which surpasses the state average of 51.7%.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 3.1 Counseling: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling:	• Counselor Support Specialist provides coaching and professional development to counselors who provide academic and college readiness advising.	$316,219.98	No

Action #	Title	Description	Total Funds	Contributing
		• School support is based on enrollment which drives the number of counselors on each site with a minimum of one at a MS and 2 at a HS • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Students have individual meetings with their counselors to track promotion progress and develop plans towards meeting high school graduation and college application requirements • Schools have a Coordination of Services Team (COST) which includes an Administrator, school psychologist, and a clinical or mental health supervisor that coordinates counseling and social-emotional services for students. Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services by the COST team which may include internal services or referrals to external agencies		
3.2	Parent Involvement:	• The school prioritized parent engagement and believes that parents are partners in the success of their students. Progress reports are sent home quarterly to inform students and parents of academic progress in each course. Parent Square has been adopted to increase communication about school events and opportunities for parents to engage with the school community. • Every school has a full -time Parent Coordinator who leads parent engagement including hosting parent workshops to educate parents on how to best support their students. • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.	$48,806.88	No

Action #	Title	Description	Total Funds	Contributing
3.3	Curriculum:	Curriculum: • Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • revised Placement process is data driven to ensure that all students who demonstrated academic readiness have access to AP courses. In addition to the data- driven placement, AP courses are open to all students. • Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress	$143,933.42	No
3.4	Test Preparation:	• A data driven placement process was adopted to increase access to AP courses. In addition to the data- driven placement, AP courses are open to all students. • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CAASPP in ELA and Math will contribute to student college readiness scores used for the College and Career Indicator on the California School Dashboard	$251,430.65	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Focus on school culture: • School will maintain a high Average Daily Attendance (“ADA”) rate greater than 90% • School will decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10% • School will decrease suspension rate by 3% per year or to a rate at or below 5% • School will maintain an expulsion rate of 0.5% or less"<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To maintain a high attendance rate.
To maintain a low chronic absenteeism rate.
To decrease the number of pupil suspensions.
To decrease the number of pupil expulsions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4a ADA: Maintain a high Average Daily Attendance (“ADA”) at a rate greater than 90%. Data Source: Student Information System (SIS)	All Students: 91% Low Income: 92% African American: 91% Latinx: 92% English Learners: 92% LTEL: No Data Students with Disabilities: 94% Homeless: <30	All Students: 93% SED: 93% African American: 93.4% LatinX: 92.9% English Learner: 91.3% LTEL: Less than 30 students	All Students: 91.1% SED: 91.1% African American: 91.2% LatinX: 91.1% English Learner: 87.0%	All Students: 90% Low Income: 90% African American: 90% Latinx: 90% English Learners: 90% Long Term EL: 90%	All Students: +0.1% SED: -0.9% African American: +0.2% LatinX: -0.9% English Learner: -5.0% LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: <30 Source: Student Information System (SIS) (2022-23)	SWD: 94.5% Homeless: Less than 30 students Foster: Less than 30 students Source: Student Information System (SIS) Year: 2023-24	LTEL: Less than 30 students SWD: 91.5% Homeless: Less than 30 students Foster: Less than 30 students Source: Student Information System (SIS) Year: 2024-25	Students with Disabilities: 90% Homeless: 90% Foster Youth: 90%	Students with Disabilities: -2.5% Homeless: N/A Foster Youth: N/A
4.2	4b Chronic Absenteeism: Decrease student chronic absenteeism rate by 3 percentage points per year or to a rate at or below 10%. Data Source: DataQuest: Chronic Absenteeism Rate	All Students: 30% Low Income: 31% African American: 30% Latinx: 27% English Learners: 32% LTEL: No Data Students with Disabilities: 21% Homeless: 42% Foster Youth: No Data Source: Dataquest:Chronic Absenteeism Rate (2022-23)	All Students: 20% SED: 20.2% African American: 15.8% LatinX: 21.9% English Learner: 30.8% LTEL: Less than 30 students SWD: 12.2% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2023-24	All Students: 27.5% SED: 27.7% African American: 26.2% LatinX: 28.3% English Learner: 36.1% LTEL: Less than 30 students SWD: 23.8% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2024-25	All Students: 21.03% Low Income: 21.61% African American: 21.46% Latinx: 18.44% English Learners: 23.43% Long Term EL: 10.00% Students with Disabilities: 11.69% Homeless: 32.54% Foster Youth: 10.00%	All Students: -2.5% SED: -3.3% African American: -3.8% LatinX: +1.3% English Learner: +4.1% LTEL: N/A Students with Disabilities: +2.8% Homeless: N/A Foster Youth: N/A
4.3	4c Suspension Rate: Decrease suspension rate by 3 percentage	All Students: 0% Low Income: 0% African American: 0% Latinx: 0%	All Students: 0.3% SED: 0.4% African American: 0.7%	All Students: 0.6% SED: 0.7% African American: 0.8%	All Students: <5.00% Low Income: <5.00%	All Students: +0.6% SED: +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	points per year or to a rate at or below 5%. Data Source: California School Dashboard: Suspension Rate Indicator	English Learners: 0% LTEL: No Data Students with Disabilities: 0% Homeless: <30 Foster Youth: No Data Source: CA School Dashboard: Suspension Rate Indicator (2022-23)	LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: CA School Dashboard: Suspension Rate Indicator Year: 2023-24	LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: CA School Dashboard: Suspension Rate Indicator Year: 2024-25	African American: <5.00% Latinx: <5.00% English Learner: <5.00% Long Term EL: <5.00% Students with Disabilities: <5.00% Homeless: <5.00% Foster Youth: <5.00%	African American: +0.8% LatinX: 0% English Learner: 0% LTEL: 0% Students with Disabilities: 0% Homeless: N/A Foster Youth: N/A
4.4	4d Expulsion Rate: Decrease expulsion rate by 2 percentage points per year or to a rate at or below 2%. Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate	All Students: 0% Low Income: 0% African American: 0% Latinx: 0% English Learners: 0% LTEL: No Data Students with Disabilities: 0% Homeless: <30 Foster Youth: No Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate (2022-23)	All Students: 0.3% SED: 0.4% African American: 0.7% LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest: Suspension and Expulsion Data > Expulsion Rate Year: 2023-24	All Students: 0.3% SED: 0.3% African American: 0% LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest: Suspension and Expulsion Data > Expulsion Rate Year: 2024-25	All Students: <2% Low Income: <2% African American: <2% Latinx: <2% English Learners: <2% Long Term EL: <2% Students with Disabilities: <2% Homeless: <2% Foster Youth: <2%	All Students: +0.3% SED: +0.3% African American: 0% LatinX: 0% English Learner: 0% LTEL: N/A Students with Disabilities: 0% Homeless: N/A Foster Youth: N/A

Goal Analysis [2025-26]

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

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

All actions were implemented as planned and there were no substantive differences between planned actions and implementation. At CHA, cultivating a positive and inclusive school culture has been a top priority, and one of our strongest areas of implementation since the 2021–22 school year. Our efforts to foster a supportive climate for students, families, and staff have resulted in significant progress, with multiple indicators showing positive trends. One major area of growth has been our chronic absenteeism rate, which increased by 7.5 percentage points to 27.5% chronically absent in 2024-25 from the previous year of 20%, bringing us further from our pre-pandemic levels. A major success was that CHA maintained an average daily attendance rate above the 90% target. In 2024–25, overall ADA was 91.1%, with Socioeconomically Disadvantaged students at 91.1%, African American students at 91.2%, Latinx students at 91.1%, and Students with Disabilities at 91.5%. These results show that the school continued to maintain overall attendance above the LCAP target, even as attendance recovery remains a continued area of need for specific student groups.

At the same time, chronic absenteeism was a significant implementation challenge. Overall chronic absenteeism increased from 20.0% in 2023–24 to 27.5% in 2024–25, moving the school further from the Year 2 target. Chronic absenteeism was also elevated for several student groups, including Socioeconomically Disadvantaged students at 27.7%, African American students at 26.2%, Latinx students at 28.3%, Emerging Bilingual students at 36.1%, Students with Disabilities at 23.8%, and students experiencing homelessness at 36.2%. These results indicate that while the planned attendance systems were implemented, additional refinement is needed to increase the impact of interventions and better support students and families facing barriers to consistent attendance.
CHA also experienced success in maintaining low exclusionary discipline rates. The overall suspension rate was 0.6% in 2024–25, which remained well below the 5% target. Suspension rates for Latinx students, Emerging Bilingual students, and Students with Disabilities were 0%. The school continued to implement restorative practices, alternatives to suspension, response-to-intervention practices, mental health supports, and Green Dot's three-tiered discipline matrix, which prohibits suspension for willful defiance and emphasizes supportive responses to behavior.

We continue to refine interventions, parent outreach strategies, and leverage the strong relationships cultivated between students and school staff. Our attendance team continues to proactively identify at-risk students, provide support services, and re-engage families in the learning process. Our school has also outperformed both state and local averages on all school culture and climate measures. This includes high levels of safety. The implementation of restorative practices, wellness programming, and culturally responsive events contributed to these outcomes. Overall, CHA implemented nearly all actions outlined in the LCAP to support school climate and culture, with minor adjustments made in response to staffing limitations. We continue to develop school connectedness measures, illustrating that our efforts must continue to have measurable, positive impact on the overall student experience.

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

Overall, Goal 4 actions were effective in maintaining a safe and supportive school environment and sustaining low suspension and expulsion rates. The actions were also effective in maintaining ADA above the 90% target. However, the actions were only partially effective in reducing chronic absenteeism, as chronic absenteeism increased in 2024–25 and remains a priority area for continued refinement.

The attendance actions were effective in supporting overall Average Daily Attendance but were not yet effective enough to reduce chronic absenteeism at the desired rate. CHA continued to take attendance daily through PowerSchool, conduct daily parent outreach for absences and tardies, use the SART process, provide ParentSquare communication, send letters home, hold parent meetings, create student agreements, and conduct frequent check-ins with counselors and administrators for students in higher phases of attendance intervention. The school also used a data dashboard to monitor chronic absenteeism and guide targeted outreach, including phone calls on high-absence days and before or after extended weekends and breaks.

These actions supported CHA in maintaining ADA above the 90% target. In 2024–25, overall ADA was 91.1%, with Socioeconomically Disadvantaged students at 91.1%, African American students at 91.2%, Latinx students at 91.1%, and Students with Disabilities at 91.5%. This demonstrates that attendance systems were effective in sustaining overall daily attendance. However, Emerging Bilingual students, students experiencing homelessness, and foster youth remained below the 90% ADA target, indicating the need for more targeted subgroup support.

The chronic absenteeism data shows that the attendance actions require continued refinement. CHA did not meet its goal of decreasing chronic absenteeism by 3% annually or reaching a rate at or below 10%. Overall chronic absenteeism increased from 20.0% in 2023–24 to 27.5% in 2024–25. Chronic absenteeism was also high among key student groups, including Latinx students at 28.3%, African American students at 26.2%, Emerging Bilingual students at 36.1%, Students with Disabilities at 23.8%, and students experiencing homelessness at 36.2%.

Although the chronic absenteeism outcome was not met, the implementation of targeted attendance strategies showed some promising impact. CHA focused on building strong family relationships rather than only addressing absences through compliance-based communication. Among targeted students, 54% demonstrated improved attendance. In 2024–25, the school strengthened attendance monitoring through daily personal calls during the first week of school, weekly follow-ups during the first four weeks, continued use of the real-time attendance dashboard, interviews with previously chronically absent students to identify effective strategies, and individual student conferences to better understand barriers to attendance.

The services for systems of support actions were highly effective in maintaining low suspension and expulsion rates. Green Dot’s multi-tiered system of support provided academic, behavioral, and social-emotional interventions through positive behavior supports. CHA’s School Culture and Advisory Team analyzed data, created professional development, and supported schoolwide policies connected to a positive and safe learning environment. The team met regularly and received training connected to MTSS, Tier 1 practices, restorative practices, and bullying prevention.
These actions were effective in keeping exclusionary discipline rates low. CHA’s suspension rate remained well below the 5% target, increasing slightly from 0.3% in 2023–24 to 0.6% in 2024–25. Suspension rates for Latinx students, Emerging Bilingual students, and Students with Disabilities remained at 0%. Expulsion rates also remained low at 0.3%. These outcomes suggest that restorative practices,

alternatives to suspension, mental health supports, response-to-intervention systems, and the discipline review process were effective in supporting student behavior while limiting exclusionary discipline.
In summary, Goal 4 actions were most effective in maintaining strong ADA, sustaining low suspension and expulsion rates, and supporting a safe and restorative school culture. The actions were less effective in reducing chronic absenteeism, particularly for Emerging Bilingual students, students experiencing homelessness, Latinx students, African American students, and Students with Disabilities. Moving forward, CHA will continue refining its attendance actions by strengthening early identification, increasing individualized student and family outreach, using student voice to understand attendance barriers, and aligning attendance interventions with advisory, counseling, MTSS, and restorative support systems.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 4.2 Services for Systems of Support: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance:	• Attendance is taken daily and tracked via PowerSchool (Green Dot's Student Information System) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed, such as letters home and Parent Square communication. • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and frequent check-ins with a counselor or administrator.	$129,542.07	No

Action #	Title	Description	Total Funds	Contributing
		• The school utilizes a data dashboard to monitor chronic absenteeism and implement appropriate interventions Interventions include Parent Square communication, letters and targeted phone calls on high absence days, prior to the return from an extended weekend and or school break.		
4.2	Services for Systems of Support:	• Green Dot implements a multi-tiered system of support to support students with their academic, behavioral, and social emotional needs using positive behavior interventions and supports. • School has a School Culture and Advisory Team (designated group of teachers, counselors, classified staff and admin) who analyze data, create professional development and support school-wide policies to maintain a positive and safe environment for staff and students • The School Culture Team meets bi-monthly and attends centralized training provided by Green Dot's Equity Team. Topics include MTSS, including creating effective Tier 1 practices on campus, restorative practices, and bullying prevention. • Several data dashboards provide schools with timely school culture and climate data that is used to inform professional development on campus • Green Dot Education Team supports in implementing restorative practices, and has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance and actively supports schools in establishing alternatives to suspension, response to intervention practices, and mental health services to reduce the suspension rate • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	$295,418.88	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Parent, Student and Community Engagement: • School will have at least 4 School Advisory Council (“SAC”) meetings. • The school will host at least 4 District English Learner School Advisory Council (“DELAC”) meetings. • Students, families and the school community will feel a sense of connectedness.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To provide opportunities for parental input in school site decisions.
To provide opportunities for parental participation in school events and programs.
To increase the sense of safety and school connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5a SAC Meetings: The school will host at least 4 SACs each school year. Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory	4 Meetings Count of meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	8 Meetings Source: Internal Data Year: 2023-24	8 Meetings Source: Internal Data Year: 2025-26	4 Meetings	+4 Meetings
5.2	5b DELAC Meetings: The school will host at least 4 DELACs each school year.	4 Meetings Count of meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	4 Meetings Source: Internal Data Year: 2023-24	4 Meetings Source: Internal Data Year: 2025-26	4 Meetings	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory					
5.3	5c Family Surveys: At least 80% positive rating on "Would you Recommend this school to a friend?" for Internal Family Survey. Data Source: Internal Family Survey	All 91% Family Survey (2022-23)	91.3% Source: Family Survey Year: 2023-24	90.0% Source: Family Survey Year: 2024-25	80%	+10.0%
5.4	5d Parent Participation: At least 30% of parents/guardians participate in two or more events a year or increase by 3 percentage points from prior year. Data Source: Internal Counts from Parent Events	All 17% Counts from parent events (2022-23)	20% Source: Counts from Parent Events Year: 2023-24	45.6% Source: Counts from Parent Events Year: 2024-25	All Students: 26%	+18.6%
5.5	5e Student Survey: Increase by 3 percentage points annually or be at/above at least 80% positive rating "I feel safe at this school" on the Internal Student Survey	All Students: 78% Data Source: Internal Student Survey Year: 2023-24	N/A	N/A	At least 80%	N/A

Goal Analysis [2025-26]

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

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

All actions were implemented as planned and there were no substantive differences between planned actions and implementation. At CHA, we have been highly successful in maintaining strong engagement with our students, families, and community partners. Throughout the three-year LCAP cycle, CHA consistently implemented all planned actions related to stakeholder engagement with fidelity. This included regular communication, inclusive decision-making opportunities, and responsive outreach to ensure that all voices were heard and valued. We maintained positive and collaborative relationships with our stakeholders, as evidenced by consistent participation in parent meetings, student leadership forums, and community events.

Our stakeholders have continued to provide us with supportive and affirming feedback, reinforcing the strength of the connections we have built. There were no substantive differences between the engagement-related actions as described in the adopted LCAP and how those actions were carried out in practice. CHA remained fully aligned to its vision for stakeholder engagement and continued to prioritize transparency, communication, and shared leadership in all implementation efforts. While we did not face significant challenges in this area, we recognize the importance of ongoing attention to equity and access, ensuring all stakeholder groups—particularly those who may have historically been underrepresented—continue to have meaningful opportunities to engage.

Overall, the implementation of engagement actions has been highly effective, and we will continue building on this strong foundation in the years ahead.

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

All actions were effective in supporting our metric outcomes. Focus is on ensuring action effectiveness in future school years. Over the three-year LCAP cycle, CHA has demonstrated a strong commitment to fostering stakeholder engagement through consistent and intentional implementation of planned actions. The effectiveness of these actions is evident across several key areas:
1. School Advisory Council (SAC) Meetings – Effective
The goal of holding at least four SAC meetings annually was consistently exceeded. CHA held eight SAC meetings in each of the 2021–22, 2022–23, 2023–24 and 2024-25 school years. This consistent level of engagement reflects a highly effective implementation of this action, offering families and community members ample opportunity to provide input and engage in school decision-making.
2. District English Learner Advisory Committee (DELAC) – Effective
Similarly, CHA exceeded the goal of hosting at least two DELAC meetings annually by holding five meetings each year from 2021–22 through 2024–25, with five also scheduled for the 2024–25 school year. This demonstrates a strong commitment to English learner family engagement and effective implementation of this action.

3. Student/Family Sense of Connectedness – Effective
Family satisfaction has remained consistently high. In 2021–22, 92% of families indicated they would recommend CHA to others. This rate remained strong at 94% in 2022–23 and increased to 0.3% in 2023–24, and was 90% in 2024-25 suggesting consistent family trust and connection to the school. In addition, students consistently report feeling safe on campus. These indicators reflect a high level of effectiveness in fostering a welcoming and connected school environment.
4. Staff Sense of Support – Partially Effective
While CHA has taken deliberate and sustained steps to support staff—through high-quality, collaborative professional development, leadership opportunities, and staff recognition—this metric remains an area for growth.

To address this, CHA has enhanced efforts through:
Implementation of weekly internal surveys to gather timely feedback, Differentiated PD pathways for new and veteran teachers, Opportunities for external professional learning, and A deeper focus on responsive leadership and staff collaboration. We believe these continued refinements will improve this metric over time.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 5.1 Parent Engagement and Participation: Added language regarding the parents/guardians of unduplicated student groups that are engaged during the school year.
- 5.3 Community Partnerships: Updated the action to a non-contributing action following closer review of the description and LCAP instructions. Updated language related to an educational partner that no longer is partnering with the LEA.

We have added an additional metric "5.5 Student Survey" to better align with and track progress towards our LCAP goal of better supporting school safety and connectedness.

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
5.1	Parent Engagement and Participation:	• The School Advisory Council (SAC) is comprised of the principal, teacher, staff members, parents and community members • Green Dot District English Learner Advisory Council bylaws ensure English Learner's parents/guardians are elected to the serve on the District English Learner Advisory Council (DELAC). • Parent participation on the SAC and DELAC allows for all parents and guardians as well as parents/guardians of Socioecnomically Disadvantaged students, English Learners, and Foster Youth students to have input into school policies and budget, and regularly reviews school data. • School has a Parent Coordinator whose responsibilities include planning activities, managing communications with parents/guardians, coordinating monthly parent workshops on relevant topics, supports in the hosting of meetings with our DELAC and SAC. ParentSquare is frequently used to communicate with parents, staff, and teachers on upcoming school events, celebrations, activities, and SAC/DELAC meetings and topics.	$144,553.02	Yes
5.2	Communications:	• School communicates with parents regularly via monthly letters, calendars, and the use of Parent Square • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.	$71,967.77	No
5.3	Community Partnerships:	• School looks to engage the community through partnerships that can provide services to families both on and off campus • Schools have partnerships with local community colleges to provide students with Dual Enrollment opportunities and exposure to post- secondary courses.		No

Action #	Title	Description	Total Funds	Contributing
5.4	Staff Engagement:	• The School Advisory Council (SAC) is comprised of the school's principal, teachers, staff members, parents and community members • Teacher engagement on the SAC allows for teachers to have input into school policies and budget, and regularly review school data • Green Dot values its certificated and classified staff members, and has weekly staff meetings to maintain a positive work environment • Green Dot surveys staff twice a year to seek feedback from all stakeholders Data is analyzed and reviewed with stakeholders as needed to inform next steps and continual improvement.	$98,927.50	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,463,125	$114,946.35

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
28.607%	1.053%	$36,311.26	29.660%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic - Master Scheduling & Staffing: **Need:** Master Scheduling & Staffing To ensure the master schedule is data driven using universal assessment data to meet the needs of students.	We will assess student data on state assessments and universal screeners (RI and i- Ready) to develop a master schedule that is data driven and offers core and support classes.. The actions will provide students with opportunities for learning acceleration in support classes alongside access to a course of study for college readiness.	1a - Credentialed Teachers 1b - Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	See outcomes in the associated Goal metrics table and Actions descriptions for more details on identified needs. **Scope:** LEA-wide		
2.1	**Action:** Curriculum, Resources and Materials to Support Student Subgroups: **Need:** To ensure that student subgroups have access to curriculum and support resources to increase mastery of grade level standards. **Scope:** LEA-wide	We will provide training and development for the ELLevation platform to support students' language development. We will provide professional development for co-teaching pairs including Universal Design for Learning support Special Education students The actions will provide student subgroups with the materials to support and increase academic outcomes.	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math
2.2	**Action:** Support for EL Students: **Need:** To ensure that EL students have increased academic supports to foster language development and overall academic outcomes. **Scope:** LEA-wide	We will provide professional development to teachers to ensure integrated classrooms include a language objective and opportunities for discourse to foster language development for EL students. The actions will provide students with language opportunities in all courses to foster language development and increased language proficiency.	2d - EL Reclassification 2e - ELPI Levels
2.5	**Action:** Professional Development: **Need:**	We will provide 10 day of professional development for teachers during the school year including content focused days with student work analysis to progress monitor success,	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To ensure that teachers are provided the support needed to effectively meet the needs of students with rigorous classroom instruction. **Scope:** LEA-wide	The actions will provide teachers with the opportunity to learn from content leads, collaborate with colleagues across Green Dot's network of schools and progress monitor student outcomes for real- time intervention for students with re-teaching opportunities for key standards.	2g - CORE SGP Math
2.9	**Action:** Support for Long Term English Learners: **Need:** To ensure that Long Term EL students have increased academic support to foster language development and overall academic outcomes. **Scope:** LEA-wide	We will provide professional development and coaching on strategies in the Ellevation platform to ensure that language objectives are coupled with strategies for Long Term EL students. The actions will support language development for students, mastery of content and progress toward reclassification to being fully English proficient.	2d - EL Reclassification 2e - ELPI Levels
2.10	**Action:** Improving Mathematics Outcomes **Need:** To ensure students have access to rigorous Math instruction and targeted intervention to accelerate math outcomes. **Scope:** LEA-wide	We will implement the Illustrative Math curriculum and provide teachers with professional development to support implementation with appropriate scaffolds to close learning gaps for students. We will implement the i- Ready math curriculum to provide students a Math Support course in the 9th grade to accelerate learning for students two or more grade levels behind in math. The actions will provide students with differentiated supports that are data -driven and progress monitored through universal assessments of the i-ready placement diagnostic.	2b - SBAC Math 2g - CORE SGP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.1	**Action:** Parent Engagement and Participation: **Need:** To ensure that parents are meaningfully engaged in the student learning experience through frequent communication and opportunities to interact with the school. **Scope:** LEA-wide	We will establish a cadence of communication with parents to ensure timely feedback and opportunities to engage with the school. We will establish a calendar of events to engage parents in school activities and celebrations.	5a - SAC Meetings 5b - DELAC Meetings 5c - Family Surveys

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

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.

Our LEA has strategically invested Additional Concentration Grant funding to expand our team of highly qualified staff who deliver meaningful, student-centered services to our thriving unduplicated student populations. Below, we share how these investments are enhancing educational equity and opportunity for students eligible for Free and Reduced-Price Lunch, English Learners, and students in foster care. This funding has allowed us to increase the number of credentialed educators who provide personalized academic support, empowering students to meet and exceed grade-level expectations. We have also hired instructional staff who are expertly trained in implementing the i-Ready diagnostic and instructional program. These educators design and facilitate individualized learning pathways that build on each student's strengths and ensure progress toward academic success. Schools demonstrating a strong opportunity for growth through diagnostic tools and tailored instruction received additional staff to maximize the benefits of the i-Ready program. Furthermore, grant funds support the hiring of credentialed elective teachers who engage students in enriching, project-based learning across STEM and the arts, helping students explore their interests and develop real-world skills. As part of our commitment to student well-being and engagement, we are prioritizing efforts to support consistent attendance. By investing in additional staff dedicated to attendance initiatives, and partnering with programs such as Everyday Labs and Attendance Works, we are creating stronger connections between school and home that support students' daily engagement and sense of belonging. To further elevate the success of our English Learners, we have dedicated grant funding to staff who implement the Ellevation platform, enabling educators to access targeted instructional strategies that affirm linguistic assets and accelerate language development. We recognize and honor the resilience and brilliance of our students in foster care and those experiencing homelessness. Our LEA uses grant funds to support additional credentialed staff who implement specialized advisory programs that address both the social-emotional and academic needs of these students. Summer Bridge programs, staffed with caring educators, offer transitional support that helps students build confidence and community as they move between grade levels or school sites. In addition, we have invested in hiring case managers and partnering with community-based mental health organizations to provide holistic, trauma-informed support, ensuring students have access to the resources they need to thrive both in and out of the classroom.

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	5:299
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	20:299

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,114,548	1,463,125	28.607%	1.053%	29.660%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,656,642.43	$775,355.89	$0.00	$312,089.01	$5,744,087.33	$3,864,796.52	$1,879,290.81

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Credentialing:	All	No			All Schools		$60,759.68	$19,357.00	$80,116.68				$80,116.68	
1	1.2	Academic - Curriculum Design:	All	No			All Schools		$348,504.64	$115,287.00	$365,797.69	$86,465.25		$11,528.70	$463,791.64	
1	1.3	Academic - Master Scheduling & Staffing:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$75,536.76	$238,472.37	$242,467.42			$71,541.71	$314,009.13	
1	1.4	Facility Inspections:	All	No			All Schools		$1,412.25	$874,066.15	$219,928.79	$655,549.61			$875,478.40	
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:		Yes	LEA-wide		All Schools		$457,011.28	$5,447.16	$461,913.72	$544.72			$462,458.44	
2	2.2	Support for EL Students:	English Learners	Yes	LEA-wide	English Learners	All Schools		$162,544.18	$0.00	$120,659.12	$1,874.01		$40,011.05	$162,544.18	
2	2.3	Special Education:	Students with Disabilities	No			All Schools		$720,411.20	$566,420.00	$1,126,657.58	$30,922.30		$129,251.32	$1,286,831.20	
2	2.4	High Achieving Students:	All	No			All Schools		$31,317.08	$0.00	$31,317.08				$31,317.08	
2	2.5	Professional Development:		Yes	LEA-wide		All Schools		$127,404.38	$19,634.00	$87,282.15			$59,756.23	$147,038.38	
2	2.6	Interim Assessments:	All	No			All Schools		$108,396.53	$0.00	$108,396.53				$108,396.53	
2	2.7	Test Preparation	All	No			All Schools		$132,706.48	$0.00	$132,706.48				$132,706.48	
2	2.8	Credit Recovery:	All	No			All Schools		$164,543.92	$0.00	$164,543.92				$164,543.92	

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
2	**2.9**	Support for Long Term English Learners:	English Learners	Yes	LEA-wide	English Learners	All Schools		$14,055.10	$0.00	$14,055.10				$14,055.10	
2	**2.10**	Improving Mathematics Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools									
3	**3.1**	Counseling:	All	No			All Schools		$316,219.98	$0.00	$316,219.98				$316,219.98	
3	**3.2**	Parent Involvement:	All	No			All Schools		$39,668.98	$9,137.90	$48,806.88				$48,806.88	
3	**3.3**	Curriculum:	All	No			All Schools		$143,933.42	$0.00	$143,933.42				$143,933.42	
3	**3.4**	Test Preparation:	All	No			All Schools		$241,254.65	$10,176.00	$251,430.65				$251,430.65	
4	**4.1**	Attendance:	All	No			All Schools		$119,348.84	$10,193.23	$129,542.07				$129,542.07	
4	**4.2**	Services for Systems of Support:	All	No			All Schools		$289,868.88	$5,550.00	$295,418.88				$295,418.88	
5	**5.1**	Parent Engagement and Participation:		Yes	LEA-wide		All Schools		$139,003.02	$5,550.00	$144,553.02				$144,553.02	
5	**5.2**	Communications:	All	No			All Schools		$71,967.77	$0.00	$71,967.77				$71,967.77	
5	**5.3**	Community Partnerships:	All	No			All Schools									
5	**5.4**	Staff Engagement:	All	No			All Schools		$98,927.50	$0.00	$98,927.50				$98,927.50	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,114,548	1,463,125	28.607%	1.053%	29.660%	$1,070,930.53	0.000%	20.939 %	**Total:**	$1,070,930.53
								LEA-wide Total:	$1,070,930.53
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,467.42	
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	LEA-wide		All Schools	$461,913.72	
2	**2.2**	Support for EL Students:	Yes	LEA-wide	English Learners	All Schools	$120,659.12	
2	**2.5**	Professional Development:	Yes	LEA-wide		All Schools	$87,282.15	
2	**2.9**	Support for Long Term English Learners:	Yes	LEA-wide	English Learners	All Schools	$14,055.10	
2	**2.10**	Improving Mathematics Outcomes	Yes	LEA-wide	Low Income	All Schools		
5	**5.1**	Parent Engagement and Participation:	Yes	LEA-wide		All Schools	$144,553.02	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,243,227.49	$5,855,561.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Credentialing:	No	$80,124.07	$32,266.57
1	**1.2**	Academic - Curriculum Design:	No	$533,406.13	$650,611.53
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	$305,584.83	$353,092.37
1	**1.4**	Facility Inspections:	No	$1,089,906.66	$204,366.53
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$452,986.58	$539,370.09
2	**2.2**	Support for EL Students:	Yes	$166,779.25	$171,887.18
2	**2.3**	Special Education:	No	$1,270,006.51	$1,448,461.19
2	**2.4**	High Achieving Students:	No	$28,609.27	$29,228.96
2	**2.5**	Professional Development:	Yes	$145,773.76	$161,703.68
2	**2.6**	Interim Assessments:	No	$142,598.58	$144,603.17
2	**2.7**	Test Preparation	No	$149,024.24	$165,340.38

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)
2	2.8	Credit Recovery:	No	$186,825.80	$194,748.82
2	2.9	Support for Long Term English Learners:	Yes	$12,923.09	$12,793.77
2	2.10	Improving Mathematics Outcomes	Yes	$32,356.44	$27,435.32
3	3.1	Counseling:	No	$341,955.83	$405,006.26
3	3.2	Parent Involvement:	No	$58,535.41	$49,317.22
3	3.3	Curriculum:	No	$130,609.46	$137,758.26
3	3.4	Test Preparation:	No	$257,433.83	$283,255.20
4	4.1	Attendance:	No	$162,995.64	$148,615.99
4	4.2	Services for Systems of Support:	No	$318,366.26	$346,166.67
5	5.1	Parent Engagement and Participation:	Yes	$184,851.36	$160,531.33
5	5.2	Communications:	No	$71,444.57	$63,830.88
5	5.3	Community Partnerships:	No	$17,801.93	$10,303.70
5	5.4	Staff Engagement:	No	$102,327.99	$114,866.79

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,463,125	$1,122,206.70	$1,426,813.74	($304,607.04)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic - Master Scheduling & Staffing:	Yes	$234,708.18	$353,092.37		
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$452,797.32	$539,370.09		
2	2.2	Support for EL Students:	Yes	$126,521.36	$171,887.18		
2	2.5	Professional Development:	Yes	$87,741.27	$161,703.68		
2	2.9	Support for Long Term English Learners:	Yes	$12,923.09	$12,793.77		
2	2.10	Improving Mathematics Outcomes	Yes	$32,356.44	$27,435.32		
5	5.1	Parent Engagement and Participation:	Yes	$175,159.04	$160,531.33		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,447,184	1,463,125		42.444%	$1,426,813.74	0.000%	41.391%	$36,311.26	1.053%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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