LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

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

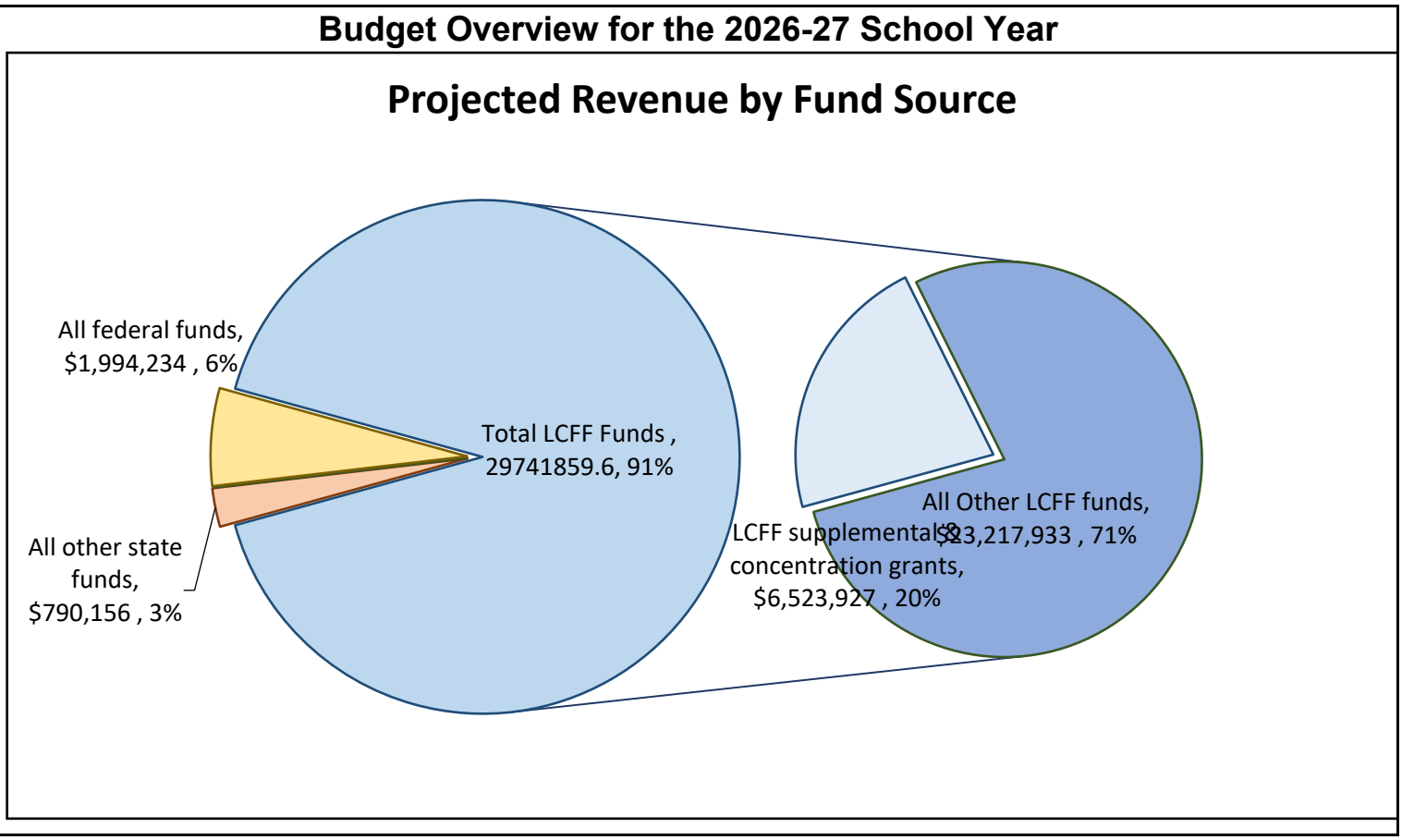
CDS Code: 19 64733 1938554

School Year: 2026-27

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

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

Budget Overview for the 2026-27 School Year

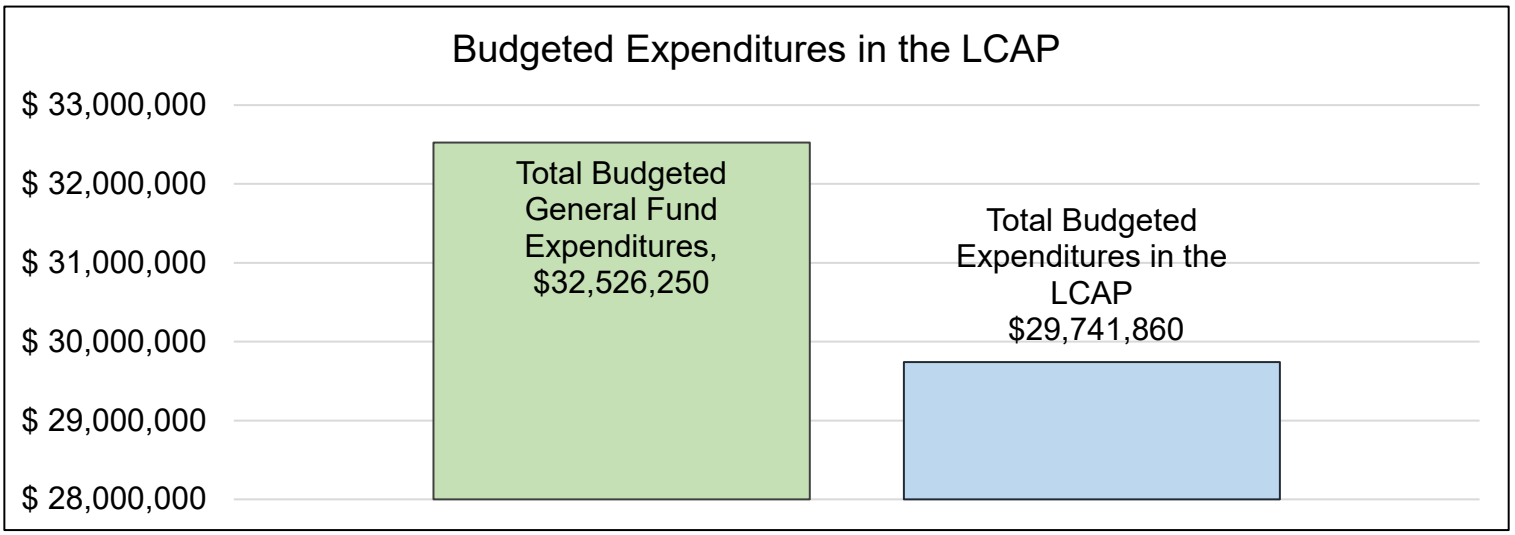


This chart shows the total general purpose revenue Sylmar Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sylmar Charter High School is $32,526,249.60, of which $29,741,859.60 is Local Control Funding Formula (LCFF), $790,156.00 is other state funds, $0.00 is local funds, and $1,994,234.00 is federal funds. Of the $29,741,859.60 in LCFF Funds, $6,523,926.90 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 Sylmar 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: Sylmar Charter High School plans to spend $32,526,249.60 for the 2026-27 school year. Of that amount, $29,741,859.60 is tied to actions/services in the LCAP and $2,784,390.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

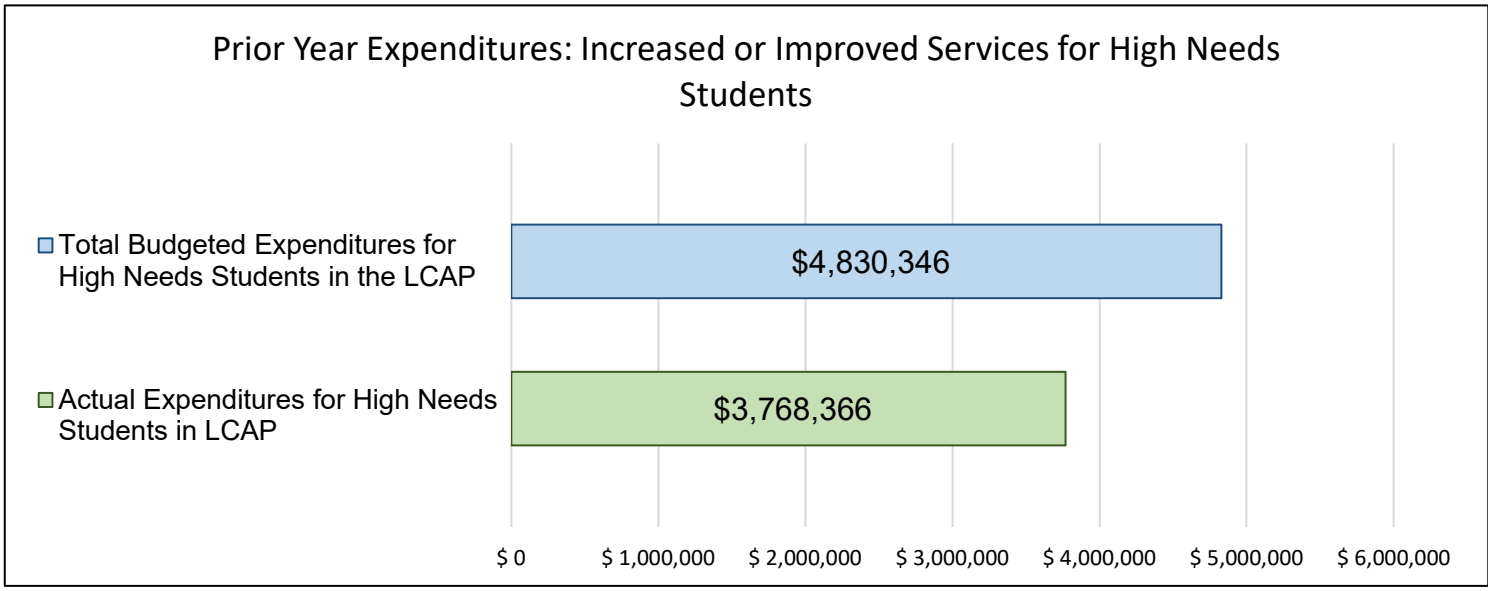
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Sylmar Charter High School is projecting it will receive $6,523,926.90 based on the enrollment of foster youth, English learner, and low-income students. Sylmar Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Sylmar Charter High School plans to spend $6,523,926.90 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 Sylmar Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sylmar Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Sylmar Charter High School's LCAP budgeted $4,830,346.00 for planned actions to increase or improve services for high needs students. Sylmar Charter High School actually spent $3,768,366.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $1,061,980.00 had the following impact on Sylmar Charter High School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sylmar Charter High School	Rodney Wright, Principal	rodney.wright@lausd.net, (818) 833-3700

Plan Summary [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.

Sylmar High Charter School (SCHS) was established on September 11, 1961 and it became an affiliated charter on July 1, 2016. Sylmar Senior High Math/Science and Technology Magnet opened September 13, 1994. SCHS belongs to Region North within Los Angeles Unified and is located within the City of Los Angeles in the northeastern section of the San Fernando Valley. Sylmar is a hybrid between urban and rural communities consisting of horse zoned properties, multiple dwelling units, with some small family-owned businesses and a few major chain retail and fast food establishments. Olive View–UCLA Medical Center (a county hospital) and Mission College (a mid-sized community college) are located just a short distance from SCHS.

The Sylmar community is made up of more than 96,000 people. They are mostly Hispanic (48.33%), followed by Other (28.67%) and white (15.13%). There are small populations of Black residents (2.48%), Asian (3.82%), and American Indian (1.51%). The median household income in Sylmar is $95,480. The median home price is $641,100. The median rent is $1,965. 67.74% of occupied housing is made up by owners, with renters making up 32.26%. 20.10% of adults have a bachelor's degree or higher. The current enrollment for Sylmar Charter High School is 1,350, with 371 of those students enrolled in the Magnet.

Ethnic/Racial Breakdown:

- Hispanic: 1,276
- White: 21
- Black: 22
- Other: 21 1,123 of the students enrolled qualify for free or reduced lunch.

There are 334 students identified as Gifted and 216 students enrolled in a Special Education program. There are 150 English Learners
- Newcomers: 55
- Potential LTEL: 5
- LTEL: 50 The school has 565 students that have reclassified, with 208 of those students being monitored.

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

Reflections: Annual Performance

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

In the 2023 CA School Dashboard, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate	N/A	N/A	N/A
Graduation Rate	English Learners	English Learners	English Learners
College/Career	Students with Disabilities	N/A	N/A
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities	Socioeconomically Disadvantaged, Students with Disabilities
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

In 2025, Sylmar Charter High School's CA Dashboard data identified significant performance concerns in Mathematics (Socioeconomically Disadvantaged, Students with Disabilities) and Graduation (English Learners).

In response, the school implemented a comprehensive intervention system that included iReady-driven small group instruction, high-dose tutoring, structured literacy programs, foundational math routines, targeted Tier II interventions, enhanced Integrated/Designated ELD, newcomer supports, expanded counseling and credit recovery options, and strengthened attendance and SEL systems. These efforts directly addressed the needs of students in the Low and Very Low bands and aimed to improve both academic outcomes and overall student well-being.

The CA Dashboard indicated that Sylmar charter maintained suspension rates from the previous year along with College/ Career indicator. There was measurable progress made in English Language Arts and increased 14.2 points from the previous year, and English Learner

Progress, increased by 10.2%. The Science indicator showed an increase by 3.2 points, performing better than the state.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Sylmar Charter High School actively engaged students as partners in school improvement throughout the 2025–2026 school year by incorporating their voices into governance, data review, and decision-making. Students served on the School Site Council and other leadership bodies, contributing input on budget priorities, schoolwide goals, and program implementation. Their feedback through the School Experience Survey also played a significant role in identifying areas of need—such as declines in growth mindset and self-efficacy for English Learners and Students with Disabilities—which directly shaped the school's Joy & Wellness priorities. Students also participated in discussions with the School Climate Advocate, counseling staff, and wellness teams, informing the development of schoolwide events, SEL supports, and attendance interventions. Their input helped refine the Spartan Attendance Recovery Program (SARP) and influenced strategies to increase belonging, strengthen mental-health supports, and address barriers contributing to chronic absenteeism. Student feedback gathered during these sessions and midyear needs-assessment meetings helped the school adjust its approaches to SEL routines, engagement structures, and climate-building activities. Beyond formal structures, students engaged in enrichment opportunities—including cultural celebrations, performances, college visits, and career-connected workshops—which deepened their connection to the school community and informed planning for future academic and wellness initiatives. Through these varied avenues of participation, Sylmar Charter High School ensured students were not just recipients of support but active contributors to shaping a positive, inclusive, and academically focused school environment.

Parents	Sylmar Charter High School was committed to engaging parents and guardians as essential partners in the educational process, recognizing that meaningful family participation strengthened student outcomes and supported responsive school decision-making. Throughout the 2025–2026 school year, families were involved in key structures such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Local School Leadership Council (LSLC), where they contributed to discussions on school budgets, program development, and SPSA goals. Families also provided input through the annual Needs Assessment survey, which helped inform priorities across academic, wellness, and engagement initiatives. To ensure ongoing communication and capacity-building, the Community Representative hosted a series of parent workshops focused on technology navigation, Parent Portal use, academic monitoring, and strategies for supporting student learning. These workshops, along with targeted outreach through Blackboard Connect messages, flyers, and multilingual resources, helped families access school tools and better understand student progress. The school also maintained high levels of digital engagement, with 91% of parents registered on the Parent Portal. Families were further engaged through major events such as Back to School Night, Open House, and parent conferences, which fostered collaboration between home and school. In preparation for the 2026–2027 school year, Sylmar CHS gathered family feedback through surveys, meetings, and workshop discussions to better understand community needs, identify barriers, and adjust plans accordingly. This input shaped engagement strategies such as expanding virtual workshop options, strengthening communication systems, and creating multilingual toolkits to support families. Through these efforts, Sylmar Charter High School ensured that parents and guardians were not only informed participants but active contributors to shaping school improvement and student success.
Staff (Certificated and Classified)	Sylmar Charter High School actively engaged both certificated and classified staff as partners in shaping school goals, instructional priorities, and resource allocation. Staff input was embedded throughout the continuous improvement cycle, beginning with data analysis during department meetings and extending through SPSA development and budget planning. As part of this shared-leadership approach, staff members served on key governance bodies, including the School Site Council (SSC) and Local School Leadership Council (LSLC), where they participated in discussions on budget decisions, instructional needs, and schoolwide policies. Instructional leadership was further strengthened through regular collaboration within departments and the school's instructional teams. Teachers met with the Categorical Program Adviser, counselors, and instructional leads to analyze iReady data, review intervention results, assess student progress toward A–G goals, and identify instructional gaps in ELA, Math, and EL programs. Department chairs played a central role by facilitating discussions on PDSA cycles, alignment to CCSS, and strategies for improving literacy, foundational math skills, and supports for English Learners and Students with Disabilities. These

	meetings ensured that staff voices directly informed professional development priorities, instructional adjustments, and intervention planning. In preparation for the 2026–2027 SPSA and budget, staff contributed feedback through needs-assessment meetings, focus groups, and structured discussions led by administrators, coaches, and the Categorical Program Adviser. Teachers identified needs such as additional collaboration time, stronger alignment of interventions across departments, culturally responsive instructional materials, improved attendance systems, and expanded SEL supports. This input guided decisions around staffing, instructional materials, professional development, and program funding. Through these collaborative structures, Sylmar Charter High School fostered a culture of shared leadership, transparency, and collective responsibility for continuous improvement.
Community	Sylmar Charter High School recognized the importance of engaging community members as partners in supporting students and contributing to school improvement. Community representatives participated in school governance through seats on the School Site Council (SSC), where they engaged in discussions about budget priorities, academic programs, and student supports. These governance structures ensured that community voices were included in shaping decisions that impacted the school. The school also fostered community collaboration by hosting workshops, cultural events, parent meetings, and campuswide celebrations that welcomed both families and local stakeholders. During the 2025–2026 school year, community members participated in needs-assessment meetings aligned to the district's Academic Excellence, Joy & Wellness, and Engagement & Collaboration pillars. These gatherings provided opportunities for community members to review data, hear school presentations, and share perspectives on attendance, college readiness, wellness resources, and school climate. Additionally, Sylmar CHS continued to strengthen partnerships with local organizations, colleges, and service providers to expand opportunities for students. These partnerships supported dual enrollment, mental-health referrals, career pathways, academic workshops, and access to community resources—helping the school more effectively respond to neighborhood needs. Through these efforts, Sylmar Charter High School affirmed its commitment to being a community-centered institution where local voices were valued in shaping programs and improving student outcomes.

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

The adopted LCAP was directly shaped by feedback gathered from students, families, staff, and community members through a series of structured engagement activities conducted during the 2025–2026 school year. The school facilitated needs assessment meetings with departments, counselors, the School Climate Advocate, PSWs, PSA, and the Targeted Student Populations (TSP) team. These groups reviewed student performance data in ELA, Math, EL Progress, attendance, and social-emotional indicators, identifying core issues such as

foundational skill gaps, chronic absenteeism, inconsistent SEL implementation, and the need for stronger support for English Learners and Students with Disabilities. Their feedback directly informed LCAP-aligned SPSA priorities in Academic Excellence, Joy & Wellness, and Engagement & Collaboration.

Parents and community members influenced the LCAP through participation in SSC, ELAC, and family engagement meetings where they reviewed data on graduation, attendance, SEL competencies, and college readiness. Families emphasized the need for clearer communication systems, expanded workshops, improved access to Parent Portal support, and culturally responsive engagement opportunities. The school responded by incorporating actions such as increasing parent workshops, offering multilingual family toolkits, expanding communication channels, and strengthening attendance outreach through SARP, each directly aligned to LCAP Goal 3 (Engagement & Collaboration). Parent feedback also guided resource allocation for counseling, college readiness supports, and family events.

Student input further shaped the LCAP by highlighting needs in academic rigor, belonging, and wellness. Through survey data, student forums, attendance conversations, and counseling-led academic planning, students identified key barriers such as inconsistent SEL routines, limited real-world connections in coursework, and gaps in mental-health support. This feedback led to strengthened strategies under Joy & Wellness, including embedding daily SEL routines, expanding schoolwide cultural events, and increasing partnerships for mental-health and wraparound services. Students also influenced Academic Excellence actions by identifying areas where literacy and math instruction needed more relevance, scaffolding, and targeted intervention, leading to expanded PDSA cycles, small-group instruction, and structured iReady-aligned interventions.

Through these combined contributions, the adopted LCAP reflects the priorities and concerns of all educational partners and integrates their input into the school’s goals, actions, and resource decisions.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SCHS has set ambitious goals to increase graduation rates, particularly for historically underserved groups. While the overall graduation rate stands at a strong 92.6%, disparities persist: Emergent multilingual students have a graduation rate of 76.5% while students with disabilities have a graduation rate of 71.2%. To address these gaps, SCHS will conduct Individual Graduation Plan (IGP) meetings with Tier 2 students and their families, expand credit recovery programs, fund additional counselors and support staff to reduce caseloads and provide personalized interventions.

Only 53% of students currently meet A-G requirements with a grade of C or better, with lower rates among emergent multilingual students (30.8%) and students with disabilities (42.9%). SCHS will identify students at risk of not meeting A-G requirements early (by 10th grade), provide targeted interventions, tutoring, and credit recovery, and promote a college-going culture through awareness campaigns, dual enrollment, and career technical education (CTE) pathways. SCHS developed these goals to address persistent disparities in student outcomes, particularly among historically underserved groups. These efforts aim to raise the graduation rate for emergent multilingual students by 3% and the A-G completion rate by 5% by June 2026.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Four-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 89.7% **Hispanic/Latino:** 90.1% **English Learner:** 65.9% **RFEP:** 94.6% **Standard English Learners:** 91.7% **Students with Disabilities:** 69.5% **Low Income:** 88.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.4% **Hispanic/Latino:** 92.2% **English Learner:** 73.3% **RFEP:** 94.3% **Standard English Learners:** 95.4% **Students with Disabilities:** 68.5% **Low Income:** 92.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 89.2% **Hispanic/Latino:** 89.3% **English Learner:** 65.5% **RFEP:** 93.2% **Standard English Learners:** 93.6% **Students with Disabilities:** 70.0% **Low Income:** 89.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.0% **Hispanic/Latino:** 95.0% **English Learner:** 80.0% **RFEP:** 96.0% **Standard English Learners:** 97.0% **Students With Disabilities:** 73.0% **Low Income:** 96.0%	**All Students:** -0.5% **Hispanic/Latino:** -0.8% **English Learner:** -0.4% **RFEP:** -1.4% **Standard English Learners:** +1.9% **Students with Disabilities:** +0.5% **Low Income:** +0.3%
2	**Five-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 93.7% **Hispanic/Latino:** 93.4% **English Learner:** 74.0% **Students With Disabilities:** 74.0% **Low Income:** 93.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 91.3% **Hispanic/Latino:** 91.5% **English Learner:** 73.8% **Students With Disabilities:** 78.0% **Low Income:** 90.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.4% **Hispanic/Latino:** 92.2% **English Learner:** 73.3% **Students with Disabilities:** 68.5% **Low Income:** 92.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.0% **Hispanic/Latino:** 96.0% **English Learner:** 77.0% **Students With Disabilities:** 80.0% **Low Income:** 96.0%	**All Students:** -1.3% **Hispanic/Latino:** -1.2% **English Learner:** -0.7% **Students with Disabilities:** -5.5% **Low Income:** -1.0%
3	**Four-Year Cohort Dropout Rate**	**2022-2023** **All Students:** 5.8%	**2023-2024** **All Students:** 2.7%	**2023-2024** **All Students:** 6.3%	**2025-2026** **All Students:** 2.0%	**All Students:** +0.5%

		Hispanic/Latino: 5.5% **English Learner:** 14.6% **RFEP:** 3.9% **Standard English Learners:** 5.3% **Students with Disabilities:** 8.5% **Low Income:** 6.2% *Source: Open Data Dashboard*	**Hispanic/Latino:** 2.9% **English Learner:** 16.7% **RFEP:** 1.4% **Standard English Learners:** 0.7% **Students with Disabilities:** 3.7% **Low Income:** 2.6% *Source: Open Data Dashboard*	**Hispanic/Latino:** 6.1% **English Learner:** 27.6% **RFEP:** 1.9% **Standard English Learners:** 3.2% **Students with Disabilities:** 5.0% **Low Income:** 6.1% *Source: Open Data Dashboard*	**Hispanic/Latino:** 1.0% **English Learner:** 13% **RFEP:** 1.0% **Standard English Learners:** 0.0% **Students With Disabilities:** 2.0% **Low Income:** 2.0%	**Hispanic/Latino:** +0.6% **English Learner:** +13.0% **RFEP:** -2.0% **Standard English Learners:** -2.1% **Students with Disabilities:** -3.5% **Low Income:** -0.1%
4	**A-G Completion Rate (Meeting UC-CSU Entrance Requirements)**	**2022-2023 All Students:** 49.7% **Hispanic/Latino:** 49.0% **English Learner:** 34.1% **RFEP:** 55.0% **Standard English Learners:** 47.4% **Students with Disabilities:** 18.6% **Low Income:** 47.8% *Source: Open Data Dashboard*	**2023-2024 All Students:** 51.8% **Hispanic/Latino:** 51.5% **English Learner:** 20.0% **RFEP:** 60.0% **Standard English Learners:** 51.0% **Students with Disabilities:** 27.8% **Low Income:** 51.0% *Source: Open Data Dashboard*	**2023-2024 All Students:** 52.9% **Hispanic/Latino:** 53.2% **English Learner:** 17.2% **RFEP:** 58.4% **Standard English Learners:** 59.0% **Students with Disabilities:** 18.3% **Low Income:** 53.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 55.0% **Hispanic/Latino:** 53.0% **English Learner:** 35.0% **RFEP:** 63.0% **Standard English Learners:** 54.0% **Students With Disabilities:** 30.0% **Low Income:** 55.0%	**All Students:** +3.2% **Hispanic/Latino:** +4.2% **English Learner:** -16.9% **RFEP:** +3.4% **Standard English Learners:** +11.6% **Students with Disabilities:** -0.3% **Low Income:** +5.2%
5	**Career Technical Education (CTE) Completion Rate**	**2022-2023 All Students:** 10.3% **Hispanic/Latino:** 11%	**2023-2024 All Students:** 18.2% **Hispanic/Latino:** 17.9%	**2023-2024 All Students:** 26.2% **Hispanic/Latino:** 27.0%	**2025-2026 All Students:** 21.0% **Hispanic/Latino:** 22.0%	**All Students:** +15.9% **Hispanic/Latino:** +16.0%

		English Learner: 2.4% **RFEP:** 13.2% **Standard English Learner:** 10.3% **Students with Disabilities:** 6.8% **Low Income:** 10.7% *Source: Open Data Dashboard*	**English Learner:** 6.7% **RFEP:** 19.3% **Standard English Learner:** 19.4% **Students with Disabilities:** 16.7% **Low Income:** 18.6% *Source: Open Data Dashboard*	**English Learner:** 5.2% **RFEP:** 32.9% **Standard English Learners:** 27.4% **Students with Disabilities:** 25.0% **Low Income:** 27.1% *Source: Open Data Dashboard*	**English Learner:** 9.0% **RFEP:** 22.0% **Standard English Learner:** 22.0% **Students With Disabilities:** 20.0% **Low Income:** 22.0%	**English Learner:** +2.8% **RFEP:** +19.7% **Standard English Learners:** +17.1% **Students with Disabilities:** +18.2% **Low Income:** +16.4%
6	**Combined A-G and CTE Completion Rate**	**2022-2023** **All Students:** 5.2% **Hispanic/Latino:** 5.5% **English Learner:** 0% **RFEP:** 8.5% **Standard English Learner:** 3.7% **Students with Disabilities:** 0% **Low Income:** 5.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 8.2% **Hispanic/Latino:** 8.1% **English Learner:** 3.3% **RFEP:** 9.3% **Standard English Learner:** 8.4% **Students with Disabilities:** 7.4% **Low Income:** 8.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 13.0% **Hispanic/Latino:** 13.2% **English Learner:** 1.7% **RFEP:** 16.8% **Standard English Learners:** 13.4% **Students with Disabilities:** 8.3% **Low Income:** 13.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 10.0% **Hispanic/Latino:** 10.0% **English Learner:** 5.0% **RFEP:** 13.0% **Standard English Learner:** 10.0% **Students With Disabilities:** 10.0% **Low Income:** 10.0%	**All Students:** +7.8% **Hispanic/Latino:** +7.7% **English Learner:** +1.7% **RFEP:** +8.3% **Standard English Learners:** +9.7% **Students with Disabilities:** +8.3% **Low Income:** +8.0%
7	**Advanced Placement (AP) Exams with a Score of 3 or Higher**	**2022-2023** **All Students:** 24.1% **African American/Black:** 23.1%	**2023-2024** **All Students:** 28.4% **African American/Black:** 36.4%	**2023-2024** **All Students:** 35.5% **African American/Black:** 30.8%	**2025-2026** **All Students:** 30.0% **African American/Black:** 40.0%	**All Students:** +11.4% **African American/Black:** +7.7%

		Hispanic/Latino: 24.1% **RFEP:** 23% **Standard English Learner:** 23.2% **Students with Disability:** 9.1% **Low Income:** 23.3% *Source: Open Data Dashboard*	**Hispanic/Latino:** 28% **RFEP:** 29.3% **Standard English Learner:** 27.1% **Students with Disability:** 5.9% **Low Income:** 28.0% *Source: Open Data Dashboard*	**Hispanic/Latino:** 35.0% **RFEP:** 34.6% **Standard English Learners:** 35.3% **Students with Disabilities:** 5.9% **Low Income:** 35.3% *Source: Open Data Dashboard*	**Hispanic/Latino:** 30.0% **RFEP:** 34.0% **Standard English Learner:** 33.0% **Students with Disability:** 10.0% **Low Income:** 34.0%	**Hispanic/Latino:** +10.9% **RFEP:** +11.6% **Standard English Learners:** +12.1% **Students with Disabilities:** -3.2% **Low Income:** +12.0%
8	**11th Graders Prepared for College-Level English**	**2022-2023 All Students:** 17% **Hispanic/Latino:** 17.3% **RFEP:** 18.8% **Standard English Learners:** 16.1% **Students with Disabilities:** 0.0% **Low Income:** 16.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 15.3% **Hispanic/Latino:** 14.3% **RFEP:** 14.0% **Standard English Learners:** 18.0% **Students with Disabilities:** 2.5% **Low Income:** 14.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** 18.3% **Hispanic/Latino:** 18.2% **RFEP:** 18.8% **Standard English Learners:** 21.7% **Students with Disabilities:** 0.0% **Low Income:** 17.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 26.0% **Hispanic/Latino:** 20.0% **RFEP:** 20.0% **Standard English Learners:** 23.0% **Students With Disabilities:** 5.0% **Low Income:** 26.0%	**All Students:** +1.3% **Hispanic/Latino:** +0.9% **RFEP:** 0.0% **Standard English Learners:** +5.6% **Students with Disabilities:** 0.0% **Low Income:** +0.3%
9	**11th Graders Prepared for College-Level Mathematics**	**2022-2023 All Students:** 4.6% **Hispanic/Latino:** 4.5% **RFEP:** 3.1% **Standard English Learners:** 6.8%	**2023-2024 All Students:** 6.3% **Hispanic/Latino:** 5.6% **RFEP:** 4.5% **Standard English Learners:** 8.0%	**2023-2024 All Students:** 4.8% **Hispanic/Latino:** 4.4% **RFEP:** 2.8% **Standard English Learners:** 7.5%	**2025-2026 All Students:** 8.0% **Hispanic/Latino:** 7.0% **RFEP:** 6.0% **Standard English Learners:** 10.0%	**All Students:** +0.2% **Hispanic/Latino:** -0.1% **RFEP:** -0.3% **Standard English Learners:**

		Low Income: 4.8% *Source: Open Data Dashboard*	**Low Income:** 6.4% *Source: Open Data Dashboard*	**Low Income:** 4.7% *Source: Open Data Dashboard*	**Low Income:** 8.0%	+0.7% **Low Income:** -0.1%
10	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11**	**2022-2023** **All Students:** -11.5 **Hispanic/Latino:** -10.1 **English Learner:** -132.7 **RFEP:** -5.6 **Standard English Learner:** -9.4 **Students with Disabilities:** -146.9 **Low Income:** -9.8 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -28.8 **Hispanic/Latino:** -31.2 **English Learner:** -174.7 **RFEP:** -29.1 **Standard English Learner:** -10.0 **Students with Disabilities:** -121.8 **Low Income:** -34.5 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -13.5 **Hispanic/Latino:** -13.4 **English Learner:** -155.3 **RFEP:** -8.5 **Standard English Learners:** 7.1 **Students with Disabilities:** -90.5 **Low Income:** -17.3 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0 **Hispanic/Latino:** 0.0 **English Learner:** -120.0 **RFEP:** 10.0 **Standard English Learner:** 0.0 **Students With Disabilities:** -110.0 **Low Income:** 0.0	**All Students:** -2.0 **Hispanic/Latino:** -3.3 **English Learner:** -22.6 **RFEP:** -2.9 **Standard English Learners:** +16.5 **Students with Disabilities:** +56.4 **Low Income:** -7.5
11	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11**	**2022-2023** **All Students:** -120.4 **Hispanic/Latino:** -118.4 **English Learner:** -261.8 **RFEP:** -117.1 **Standard English Learner:** -111.5 **Students with Disabilities:** -199.3 **Low Income:** -119.8	**2023-2024** **All Students:** -119.6 **Hispanic/Latino:** -122.8 **English Learner:** -258.6 **RFEP:** -127.5 **Standard English Learner:** -95.0 **Students with Disabilities:** -222.7 **Low Income:** -121.8	**2023-2024** **All Students:** -117.4 **Hispanic/Latino:** -117.8 **English Learner:** -210.5 **RFEP:** -115.2 **Standard English Learners:** -101.5 **Students with Disabilities:** -204 **Low Income:** -123	**2025-2026** **All Students:** -100.0 **Hispanic/Latino:** -100.0 **English Learner:** -175.0 **RFEP:** -100.0 **Standard English Learner:** -80.0 **Students With Disabilities:** -175.0 **Low Income:** -100.0	**All Students:** +3.0 **Hispanic/Latino:** +0.6 **English Learner:** +51.3 **RFEP:** +1.9 **Standard English Learners:** +10.0 **Students with Disabilities:** -4.7 **Low Income:** -3.2

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
12	**Percent Met/Exceed Standard on California Science Test - Grade 11**	**2022-2023** **All Students:** 15.5% **Hispanic/Latino:** 15.7% **RFEP:** 16.2% **Standard English Learners:** 16.7% **Students with Disability:** 0.0% **Low Income:** 16.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 14.5% **Hispanic/Latino:** 14.1% **RFEP:** 13.8% **Standard English Learners:** 16.4% **Students with Disability:** 2.6% **Low Income:** 13.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 22.8% **Hispanic/Latino:** 22.6% **RFEP:** 23.6% **Standard English Learners:** 25.4% **Students with Disabilities:** 4.8% **Low Income:** 21.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 20.0% **Hispanic/Latino:** 20.0% **RFEP:** 22.0% **Standard English Learner:** 22.0% **Students with Disability:** 8.0% **Low Income:** 22.0%	**All Students:** +7.3% **Hispanic/Latino:** +6.9% **RFEP:** +7.4% **Standard English Learners:** +8.7% **Students with Disabilities:** +4.8% **Low Income:** +4.9%
13	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 23.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 8.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 25.0%	**All Students:** -7.3%
14	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 47.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2023-2024** **All Students:** 41.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.0%	**All Students:** -5.6%
15	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 15.6% **Hispanic/Latino:** 15.8% **Low Income:** 15.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 6.3% **Hispanic/Latino:** 5.9% **Low Income:** 6.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 13.3% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 17.0% **Hispanic/Latino:** 17.0% **Low Income:** 17.0%	**All Students:** -2.3% **Hispanic/Latino:** ±0 **Low Income:** ±0

16	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 45.5% **Hispanic/Latino:** 45.9% **English Learner:** 29.6% **RFEP:** 43.4% **Standard English Learners:** 52.2% **Low Income:** 44.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 45.9% **Hispanic/Latino:** 46.7% **English Learner:** 8.3% **RFEP:** 46.2% **Standard English Learners:** 50.5% **Low Income:** 45.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 52.8% **Hispanic/Latino:** 52.6% **English Learner:** No Data **RFEP:** 49.6% **Standard English Learners:** 56.4% **Low Income:** 52.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 54.0% **Hispanic/Latino:** 54.0% **English Learner:** 36.0% **RFEP:** 51.0% **Standard English Learner:** 62.0% **Low Income:** 53.0%	**All Students:** +7.3% **Hispanic/Latino:** +6.7% **English Learner:** ±0 **RFEP:** +6.2% **Standard English Learner:** +4.2% **Low Income:** +7.9%
17	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 90.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 97.9%	**All Students:** ±0
18	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 51.3% **Hispanic/Latino:** 53.2% **English Learner:** 54.5% **RFEP:** 50.0% **Standard English Learner:** 54.5% **Low Income:** 50.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.4% **Hispanic/Latino:** 76.4% **English Learner:** No Data **RFEP:** 70.4% **Standard English Learner:** 85.7% **Low Income:** 77.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 70.4% **Hispanic/Latino:** 69.2% **English Learner:** No Data **RFEP:** 69.0% **Standard English Learners:** 72.6% **Low Income:** 70.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **English Learner:** 100.0% **RFEP:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** +19.1% **Hispanic/Latino:** +16.0% **English Learner:** ±0 **RFEP:** +19.0% **Standard English Learners:** +18.1% **Low Income:** +19.4%

Goal Analysis for [2025-2026]

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

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

Action 1: Career Technical Education

Implementation of Sylmar Charter High School's CTE initiatives progressed. The school effectively sustained its three primary pathways, horticulture, agriculture, and auto shop, leading to meaningful gains in student participation and completion. As a result, the CTE completion rate increased to 18.2% and the combined A–G + CTE completion rate rose to 8.2%, reflecting growing student engagement in skills-based, career-aligned coursework.

Action 2: Transition Services

Implementation of transition supports for students with disabilities at Sylmar Charter High School showed meaningful progress alongside notable areas for continued development. Data indicated that 52% of students with disabilities were included in the general education setting for at least 80% of the school day, reflecting the school's commitment to inclusive practices and to expanding access to rigorous, college- and career-aligned coursework. This level of inclusion aligned with SCHS's broader efforts to strengthen instructional supports, such as the use of an Intervention/Prevention Support Coordinator, teacher assistants, and data-driven instructional planning, to ensure students with disabilities could meaningfully participate in the general education curriculum.

SCHS made important strides in expanding access, improving collaboration between teams, and increasing exposure to college- and career-readiness experiences through general education integration. To further strengthen transition outcomes, the school would need to deepen coordination between general and special education teachers, increase access to paraprofessionals and targeted supports, and ensure that individualized transition planning began early, especially for students with intersecting needs such as emergent multilingual learners and foster youth.

Action 3: General Fund School Program

Implementation of the general fund school program at Sylmar Charter High School demonstrated steady progress toward improving academic outcomes, supported by data-driven instructional strategies and expanded supports funded through the schoolwide plan. Data showed that 78% of students in the Class of 2026 were on track to graduate, with 15% in Tier 1, 3% in Tier 2, and 5% in Tier 3, reflecting the ongoing impact of IGP meetings and counselor-led monitoring. A–G readiness stood at 58%, with significant numbers of students in Tier 2 and Tier 3 requiring intervention.

These outcomes aligned with the SPSA's emphasis on targeted support through counselors, the Intervention/Prevention Support Coordinator, credit-recovery opportunities, and teacher-led data cycles. Early academic indicators also showed modest but meaningful gains, with i-Ready ELA "early on" or "mid or above" grade-level performance increasing from 13.10% to 17.49%, and Math improving from 17.88% to 20.48%,

suggesting that professional development, instructional coaching, and departmental PDSA cycles were beginning to produce measurable improvement.

General fund investments—such as teacher auxiliary time, staff training, and supplemental instructional materials—supported progress in classroom instruction and early identification of students needing intervention. Continued alignment of general fund spending with performance data, including expanded tutoring, additional instructional support staff, and protected collaboration time, would be critical to accelerating academic growth and ensuring more students transitioned from Tier 2 and Tier 3 into on-track status.

Action 4: Magnet program

Implementation of Sylmar Charter High School's Math/Science/Technology Magnet program continued to demonstrate strong alignment with the school's goals for academic excellence, with student performance far exceeding overall schoolwide outcomes. Data showed that 89% of magnet students were on track to graduate, compared to 78% schoolwide, and 89% were on track for A–G eligibility, significantly higher than the schoolwide rate of 58%. Magnet students also outperformed peers on foundational academic measures: 32.69% met "early on" or "mid or above" grade-level benchmarks in i-Ready ELA, and 45.35% met these benchmarks in Math, nearly double the rates for the general student population. These results indicated that the magnet's structured environment, characterized by rigorous coursework, consistent instructional practices, and a strong college-going culture, was implemented effectively and was successfully supporting high levels of academic achievement.

The program largely operated as planned with no major disruptions in staffing or course offerings, its success highlighted opportunities to replicate key elements across the broader campus. Expanding access to magnet-like practices, such as enhanced academic supports, structured collaboration, and coherent pathway design, could help raise overall schoolwide performance and improve outcomes for student groups that continued to face achievement gaps.

Action 5: Special Education Supports

Implementation of special education supports at Sylmar Charter High School reflected both progress and persistent challenges in advancing academic outcomes for students with disabilities. Data showed that 53% of students with disabilities were on track to graduate, compared to 78% schoolwide, and 40% were on track for A–G eligibility, compared to 58% schoolwide, highlighting the continued need for targeted academic and transition supports. Early literacy and math indicators showed modest gains, with i-Ready ELA rates increasing from 0.47% to 3.89%, and Math from 2.38% to 4.98%, suggesting that expanded intervention structures, such as the Intervention/Prevention Support Coordinator, teacher assistants, and department-level data cycles, were beginning to positively influence achievement.

Action 6: Class Size Reduction and School Level Supports for Personalized Learning Interventions

Implementation of Class Size Reduction (CSR) and school-level personalized learning supports at Sylmar Charter High School contributed to maintaining graduation readiness and produced modest academic gains, particularly for students requiring additional instructional support. Data showed that 78% of students in the Class of 2026 were on track to graduate, and 58% were on track for A–G eligibility, with notable proportions of Tier 2 and Tier 3 students continuing to require targeted intervention. Improvements in early academic indicators, i-Ready ELA proficiency rising from 13.10% to 17.49% and Math from 17.88% to 20.48%, suggested that CSR staffing, teacher auxiliary time, and

intervention coordination helped stabilize performance and prevent further learning loss. These actions were supported by schoolwide structures such as the Intervention/Prevention Support Coordinator, counselor monitoring, and department-level PDSA cycles, which allowed teachers to identify at-risk students earlier and provide more individualized support.

Overall, CSR and personalized learning supports contributed positively to early academic growth and on-track status, accelerating progress would require deeper integration of CSR roles into data-driven intervention cycles, expansion of instructional support staff, and strengthened collaboration across departments to ensure more equitable access to rigorous, personalized learning experiences.

Action 7: Black Student Achievement Plan

BSAP services positively impact all students, as its interventions are made available to every student. Implementation of the Black Student Achievement Plan at Sylmar Charter High School showed meaningful progress in improving graduation readiness and A–G eligibility for Black students, supported by targeted interventions, counseling outreach, and data-driven monitoring. Data indicated that 80% of Black students were on track to graduate, slightly above the schoolwide rate of 78%, and 67% were on track to meet A–G requirements, outperforming the overall school rate of 58%. These positive trends suggested that supports such as IGP meetings, expanded counseling, and small-group interventions were helping Black students stay on track academically.

However, foundational skill gaps remained a significant challenge. i-Ready results showed that only 10% of Black students were “early on” or “mid or above” grade level in ELA, compared to 17.49% schoolwide, while 23.81% met these benchmarks in Math, slightly above the schoolwide rate of 20.48%. These disparities indicated that while students were progressing toward graduation and college eligibility, many still required deeper support in core literacy and numeracy skills. To accelerate academic growth, the school would need to strengthen culturally responsive instruction, expand access to personalized learning supports, and continue integrating BSAP strategies into broader schoolwide intervention systems. Sustained investment in inclusive practices, relevant coursework, and consistent progress monitoring would be essential to closing persistent gaps and ensuring long-term academic success for Black students.

Action 8: Supplemental A-G Interventions

Implementation of supplemental A–G supports at Sylmar Charter High School reflected a focused, tiered approach to increasing college eligibility for the Class of 2026. Data indicated that 58% of students were currently on track to meet A–G requirements, with 18% in Tier 1, 13% in Tier 2, and 16% in Tier 3, demonstrating both progress and a continued need for targeted intervention. These outcomes aligned with the school’s broader efforts, outlined in the SPSA, to identify at-risk students early, conduct Individual Graduation Plan (IGP) meetings, expand credit-recovery offerings, and provide tutoring and intervention support coordinated through counseling staff and the Intervention/Prevention Support Coordinator.

While these strategies helped stabilize A–G readiness and prevent further decline, the data showed that a substantial portion of students still required intensive, personalized academic support to stay on track. The high percentages of Tier 2 and Tier 3 students underscored the need for deeper instructional scaffolding, increased access to rigorous and relevant coursework, and expanded opportunities for differentiated tutoring, particularly for historically underserved groups. Continued investment in data-driven monitoring, targeted interventions, and consistent teacher collaboration time would be essential to accelerating A–G completion rates and closing equity gaps.

Action 9: SENI Investments towards Academic Excellence

Sylmar Charter High School's SENI-funded investments played a key role in supporting graduation readiness, A–G completion, and early academic growth, though results remained mixed and highlighted areas needing deeper support. Data showed that 78% of students in the Class of 2026 were on track to graduate, with targeted SENI actions—such as expanded counseling, Individual Graduation Plan (IGP) meetings, and credit recovery—helping stabilize outcomes, particularly for historically underserved groups. A–G readiness stood at 58%, with sizable Tier 2 and Tier 3 populations indicating a continued need for intensive intervention. Gains in early academic proficiency, reflected in i-Ready ELA improvements from 13.10% to 17.49% and Math improvements from 17.88% to 20.48%, suggested that SENI-funded instructional supports, staff training, and teacher auxiliary time were contributing to modest academic improvement.

SENI investments strengthened progress monitoring and expanded student support structures, fully realizing the goal of academic excellence would require more robust intervention capacity, increased staff collaboration time, and targeted resource allocation aligned with student performance data.

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

No material differences.

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

Sylmar Charter High School made meaningful progress toward its Academic Excellence goals, particularly in strengthening instructional practices, improving college and career readiness, and expanding access to rigorous learning experiences. Investments in data-driven instruction, teacher collaboration, instructional coaching, and targeted student supports led to steady improvement in literacy outcomes, increased engagement in advanced coursework, and positive momentum in career pathway participation. The school's multi-tiered approach, combining early academic intervention, Individual Graduation Plan meetings, increased access to AP and dual enrollment, and supportive counseling, contributed to more students demonstrating readiness for postsecondary pathways.

However, progress was uneven across student groups, and several academic goals were not yet realized at the desired pace. Improvement in key areas such as A–G completion, mathematics proficiency, and language development for English Learners was slower than anticipated. Many students, particularly emergent multilingual learners and students with disabilities, continued to struggle with foundational literacy and numeracy skills, which limited their access to and success in A–G courses. This gap underscored the need for intensified Tier I instruction, consistent small-group intervention, and stronger alignment between designated and integrated supports.

The school's strategies were most effective when instructional teams implemented regular cycles of assessment, collaborative planning, and targeted re-teaching. Expanded supports such as Intervention Coordinators, Teacher Assistants, and specialized counselors improved monitoring and responsiveness to student needs. Programs such as the magnet and CTE pathways demonstrated that when students experienced rigorous, relevant, and well-supported learning environments, they outperformed schoolwide averages. These examples highlighted the importance of expanding high-quality instructional models schoolwide.

Overall, Sylmar Charter High School's actions to date showed effectiveness in advancing its Academic Excellence goals. The foundation for improvement was strong, and several initiatives were producing promising results. To accelerate progress, the school would need to deepen its focus on high-quality Tier I instruction, strengthen targeted interventions, and ensure that staffing, time, and resources were aligned to the highest-leverage needs. Sustained investment in professional development, collaboration structures, and inclusive instructional practices would be essential to ensuring that all students, not just some, met the school's expectations for college, career, and academic success.

Action 1: Career Technical Education

Data: CTE Completion Rate: 18.2% (up 7.9 percentage points from last year). Combined A-G + CTE Completion Rate: 8.2% (up 3.0 percentage points)

Sylmar Charter High School made steady progress in using Career Technical Education to advance Academic Excellence. Rising CTE and combined A–G/CTE completion rates showed that more students were engaging in career-aligned pathways that increased relevance, motivation, and readiness for postsecondary options. Students in pathways such as Agriculture, Automotive, Culinary Arts, Design, and Video Production benefited from hands-on learning that supported persistence in their academic courses.

While these gains were encouraging, overall completion rates remained relatively low, indicating that not all students were fully accessing or completing pathways. Continued improvement would require increasing pathway enrollment, strengthening alignment between CTE coursework and A–G expectations, and providing targeted supports to help students complete both the academic and technical components of their programs.

Action 2: Transition Services

Data: 52% of students with disabilities are enrolled in the general education program for at least 80% of the school day.

Sylmar Charter High School continued to make progress in expanding inclusive practices, with just over half of students with disabilities participating in general education settings for the majority of the school day. This level of inclusion provided essential access to rigorous instruction, social integration, and college and career readiness experiences, which were critical components for students with disabilities, especially those who were also English Learners or foster youth. Many students with disabilities continued to require more targeted academic, language, and executive-function support to successfully navigate grade-level coursework.

The school took positive steps by implementing class-size reduction, expanding support staff, and strengthening data-driven instructional practices. To improve long-term outcomes, the school would need to deepen collaboration between general education and special education teachers, ensure timely and aligned interventions, and strengthen early transition planning for students with complex or intersecting needs.

Action 3: General Fund School Program
Data:

-Graduation Readiness (Class of 2026): 92% of students are currently on track to graduate
-A–G Readiness (Class of 2026): 45% of students are on track to meet A–G eligibility, with sizable groups still needing targeted interventions to earn Cs or better in required courses.

- i-Ready ELA: Early indicators show improvement, with 13% of students scoring at “mid or above” and 18.44% scoring “early on” grade level.
- i-Ready Math: Early indicators show improvement, with 15.34% of students scoring at “mid or above” and 20.27% scoring “early on” grade level.

General Fund–supported instructional strategies led to modest but steady academic progress, particularly in foundational literacy and math skills. The school’s use of data-driven planning, targeted support periods, and focused re-teaching began to move more students toward grade-level proficiency and graduation readiness. Early gains on i-Ready suggested that Tier I instruction and intervention structures were becoming more consistent across classrooms. At the same time, the data showed that a significant percentage of students remained in need of intensified supports, especially in A–G gatekeeper courses such as English 9/10 and Algebra 1.

To improve effectiveness, General Fund resources needed to continue to prioritize instructional staff, paraprofessionals, and tutoring, all of which expanded students’ access to timely intervention. Overall, the General Fund School Program was effective, contributing to early academic gains and improved tracking of student progress. Continued alignment of spending to high-leverage needs, such as co-teaching, foundational skill development, and targeted A–G support, would be crucial for accelerating student outcomes in the coming months.

Action 4: Magnet program

Data:

-Graduation Readiness: 100% of magnet students are currently on track to graduate, compared to 92% schoolwide.
-A–G Readiness: 77% of magnet students are on track to meet A–G eligibility, significantly outperforming the schoolwide rate of 47%.
-i-Ready ELA: 54.74% of magnet students score “mid or above” or “early on” grade level, compared to 31.33% schoolwide.
-i-Ready Math: 64.74% of magnet students are “mid or above” or “early on” grade level, compared to 35.61% schoolwide.

The magnet program continued to be a high-performing and highly effective academic pathway at Sylmar Charter High School. Magnet students outperformed schoolwide averages in every major indicator: graduation readiness, A–G eligibility, and foundational academic skills in both ELA and math. Achieving 100% graduation on-track reflected a consistently strong system of academic support, rigorous curriculum, and a well-established college-going culture. Magnet students also showed significantly stronger performance on i-Ready diagnostics, suggesting that core instructional practices, such as structured collaboration, consistent data use, scaffolded academic tasks, and relevant learning experiences, were being implemented with fidelity. These practices contributed to higher engagement, improved persistence in A–G courses, and stronger overall academic outcomes.

The magnet program’s success illustrated the impact of coherence, rigorous expectations, and strong teacher collaboration, making it an important model for schoolwide instructional improvement. To maximize effectiveness, the school would need to continue identifying transferable elements, such as weekly PLC cycles, high-quality task design, and proactive academic monitoring, and expand them into other pathways so more students experienced the same level of support and challenge.

Action 5: Special Education Supports

Data:

- Graduation Readiness: 68% of students with disabilities are on track to graduate.
-A–G Readiness: 24% of students with disabilities are on track to meet A–G requirements.
-i-Ready ELA: 3.92% of SWD are “mid or above” grade level, and 4.92% are “early on” grade level.
-i-Ready Math: 4.83% of SWD are “mid or above” grade level, and 6.76% are “early on” grade level.

Sylmar Charter High School made meaningful efforts to strengthen supports for students with disabilities, and the data showed gradual improvement in both literacy and math readiness. Expanded counseling, individualized graduation planning, credit recovery access, and more consistent instructional support helped more students move toward graduation eligibility. The increases in “mid or above” and “early on” grade-level performance on i-Ready suggested that targeted interventions and professional development were beginning to positively influence foundational skills.

Despite this growth, overall academic performance for students with disabilities remained well below grade level, and current A–G readiness showed that many students were still struggling to meet the demands of college-preparatory coursework. Significant foundational gaps in reading comprehension, writing, and mathematics continued to limit access to A–G courses, reinforcing the need for intensive and well-coordinated supports.

Action 6: Class Size Reduction and School Level Supports for Personalized Learning Interventions

Data:

-Graduation Readiness (Class of 2026): 92% of students are currently on track to graduate, indicating strong overall persistence.
-A–G Readiness (Class of 2026): 45% of students are on track to meet A–G eligibility, with a substantial portion still requiring targeted intervention to earn Cs or better in required courses.
-i-Ready ELA: 13% of students score “mid or above” grade level, and 18.44% score “early on,” reflecting early improvement in literacy.
-i-Ready Math: 15.34% of students score “mid or above” grade level, and 20.27% score “early on,” showing gains in foundational math skills.

Class Size Reduction (CSR) teachers continued to provide moderate effectiveness in supporting student success, especially for those who benefited from smaller instructional environments and additional individualized feedback. CSR placements helped stabilize academic performance, allowed for more frequent checks for understanding, and created conditions where students received differentiated support that contributed to maintaining high graduation readiness.

While CSR supported early growth in literacy and math, as reflected in rising i-Ready “mid or above” and “early on” levels, the impact remained uneven, particularly in A–G gatekeeper courses where many students still struggled to earn passing grades. CSR was most effective when paired with well-structured collaboration routines, common formative assessments, and intentional small-group intervention.

Action 7: Black Student Achievement Plan

Data:

-Graduation Readiness: 67% of Black students are currently on track to graduate.

-A–G Readiness: 42% of Black students are on track to meet A–G requirements.
-i-Ready ELA: 26.92% of Black students score “mid or above” or “early on” grade level.
-i-Ready Math: 48% of Black students score “mid or above” or “early on” grade level.

Sylmar Charter High School made positive progress toward improving academic outcomes for Black students, particularly in foundational skill development. i-Ready data reflected significant gains in both literacy and math, with nearly half of Black students performing on or near grade level in math and a strong upward trend in ELA performance. These improvements suggested that targeted supports, such as IGP meetings, increased counselor contact, and more intentional academic monitoring, were contributing to improved readiness for graduation and college-prep coursework.

Action 8: Supplemental A-G Interventions

Data:

-A-G Readiness (Class of 2026): 45% of students are currently on track to meet A-G eligibility, with a substantial number of students in need of targeted support to earn a C or better in required courses.

Sylmar Charter High School’s A–G intervention efforts continued to show partial but meaningful effectiveness. The current on-track rate indicated that nearly half of the Class of 2026 was positioned to meet A–G requirements, reflecting progress in early identification, IGP-aligned counseling, targeted tutoring, and access to credit recovery options. These supports helped stabilize performance in several key courses and contributed to preventing further academic slide among at-risk students.

However, the data also showed that a significant proportion of students remained in Tier 2 and Tier 3, signaling persistent challenges in passing gatekeeper courses such as English 9/10, Algebra 1, Geometry, and Chemistry.

To increase the effectiveness of A–G interventions, the school will expand personalized academic supports, including small-group instruction, targeted re-teaching cycles, and strategic use of tutoring and intersession programs. Strengthening instructional practices in A–G courses, improving alignment between classroom instruction and intervention, and maintaining consistent progress monitoring would be essential to raising A–G completion rates and closing equity gaps.

Action 9: SENI Investments towards Academic Excellence

Data:

-Graduation Readiness (Class of 2026): 92% of students are on track to graduate.
-A–G Readiness (Class of 2026): 45% of students are on track to meet A–G eligibility, with many students still requiring targeted interventions to earn qualifying grades.
-i-Ready ELA: 13% of students are “mid or above” grade level, and 18.44% are “early on,” reflecting early improvements in literacy.
-i-Ready Math: 15.34% of students are “mid or above” grade level, and 20.27% are “early on,” indicating gains in foundational math readiness.

Sylmar Charter High School's SENI-funded investments contributed to strong improvements in graduation readiness and early progress in foundational ELA and math skills. Support structures such as Individual Graduation Plan (IGP) meetings, expanded counseling, and targeted credit recovery helped more students maintain momentum toward graduation, particularly those in historically underserved groups. Professional development, instructional coaching, and strengthened use of progress-monitoring tools supported modest but consistent academic growth across core subjects.

SENI investments improved monitoring systems and helped stabilize supports, but continued progress would require deeper implementation of inclusive practices, earlier and more targeted intervention in A–G gatekeeper courses, and stronger alignment between academic, language, and social-emotional supports.

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.

While Supplemental/Concentration funded Districtwide A-G supports, will no longer be funded through the LCAP, the District and Sylmar Charter continues to prioritize ensuring these student groups meet grade-level standards in English Language Arts and math and remain on track to graduate A–G compliant.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education	Sylmar Charter High School will continue to provide Career Technical Education programs to support all students in graduating college and career ready.	District Cost: $272,919	N
2	Transition Services	Sylmar Charter High will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from LAUSD to college and career after graduation.	District Cost: $266,429	N
3	General Fund School Program	Sylmar Charter High will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $6,292,950 **School Discretionary Fund: $1,088,250**	N
4	Magnet program	Sylmar Charter will continue to implement the following magnet program to support our students. A nurturing atmosphere, dedicated staff, small classes, and a friendly student body contribute to our students' success.	District Cost: $208,392	N
5	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Sylmar Charter High to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $9,131,418	N
6	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Sylmar Charter High.	District Cost: $4,092,920	Y
7	Black Student Achievement Plan	Sylmar Charter High School will leverage BSAP funds to close equity gaps for Black students through school climate support.	District Cost: $89,727	N

	Supplemental A-G Interventions	Sylmar Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Sylmar Charter.		
8	SENI Investments towards Academic Excellence	The funds will be used to provide targeted academic intervention, high-dosage tutoring, structured literacy and math supports, and expanded counseling and IGP meetings, with a focus on English Learners, low-income students, foster youth, and students with disabilities. Resources will also fund key staffing, extended learning opportunities, teacher training, family engagement workshops, instructional materials, adaptive software, and field experiences to improve A-G completion, graduation readiness, and overall academic growth.	**School Discretionary Fund Cost: $1,129,676**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sylmar Charter High School developed the goal of strengthening students' social-emotional competencies—specifically growth mindset, self-efficacy, social awareness, and self-management—because these skills are essential to fostering academic success, engagement, and overall well-being. Schoolwide data trends from the School Experience Survey and other internal assessments revealed that students, particularly those in historically underserved groups such as emergent multilingual learners and students with disabilities, are struggling in these areas.

To respond to these needs, Sylmar Charter High School has committed to expanding restorative practices and trauma-informed supports across campus. The school has hired a Restorative Justice Teacher, PSA Counselor, Psychiatric Social Worker, Climate Advocate, and additional Campus Aides to create a more inclusive and supportive environment. These staff members are trained to foster positive relationships, reduce punitive discipline, and promote student agency through restorative circles and proactive interventions.

In addition, the school is providing professional development for teachers focused on equitable grading, trauma-informed instruction, and strategies that build growth mindset and student voice. A pilot program targeting ninth-grade students has been launched to build strong relationships early in their high school experience, laying the groundwork for long-term academic and social success.
By embedding social-emotional learning and restorative practices into the school's culture, Sylmar Charter High School aims to create a learning environment where all students feel safe, supported, and empowered to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 38.7% **African American/Black:** 43.3% **Hispanic/Latino:** 38.3% **English Learner:** 37.3% **RFEP:** 40.5% **Standard English Learner:** 36.9% **Students with Disabilities:** 29.3% **Low Income:** 37.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 43.4% **African American/Black:** 46.4% **Hispanic/Latino:** 43.4% **English Learner:** 34.6% **RFEP:** 46.8% **Standard English Learner:** 42.1% **Students with Disabilities:** 35.0% **Low Income:** 42.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 43.4% **African American/Black:** 65.2% **Hispanic/Latino:** 43.4% **English Learner:** 37.7% **RFEP:** 47.5% **Standard English Learner:** 41.4% **Students with Disabilities:** 39.4% **Low Income:** 42.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.0% **African American/Black:** 50.0% **Hispanic/Latino:** 50.0% **English Learner:** 40.0% **RFEP:** 50.0% **Standard English Learner:** 50.0% **Students With Disabilities:** 40.0% **Low Income:** 50.0%	**All Students:** +4.7% **African American/Black:** +21.9% **Hispanic/Latino:** +5.1% **English Learner:** +0.4% **RFEP:** +7.0% **Standard English Learner:** +4.5% **Students with Disabilities:** +10.1% **Low Income:** +5.7%
2	**Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12** **(District Calculation)**	**2022-2023** **All Students:** 35.2% **African American/Black:** 50.0% **Hispanic/Latino:** 34.9% **English Learner:** 39.5% **RFEP:** 33.4%	**2023-2024** **All Students:** 33.8% **African American/Black:** 35.7% **Hispanic/Latino:** 33.5% **English Learner:** 43.0% **RFEP:** 30.2%	**2023-2024** **All Students:** 31.7% **African American/Black:** 17.4% **Hispanic/Latino:** 31.4% **English Learner:** 45.0% **RFEP:** 28.8%	**2025-2026** **All Students:** 25.0% **African American/Black:** 25.0% **Hispanic/Latino:** 25.0% **English Learner:** 35.0% **RFEP:** 25.0%	**All Students:** -3.5% **African American/Black:** -32.6% **Hispanic/Latino:** -3.5% **English Learner:** +5.5% **RFEP:** -4.6%

		Standard English Learner: 35.8% **Students with Disabilities:** 47.4% **Low Income:** 36.4% *Source: Open Data Dashboard*	**Standard English Learner:** 34.5% **Students with Disabilities:** 44.5% **Low Income:** 35.1% *Source: Open Data Dashboard*	**Standard English Learner:** 30.2% **Students with Disabilities:** 40.2% **Low Income:** 32.3% *Source: Open Data Dashboard*	**Standard English Learner:** 25.0% **Students With Disabilities:** 25.0% **Low Income:** 25.0%	**Standard English Learner:** -5.6% **Students with Disabilities:** -7.2% **Low Income:** -4.1%
3	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023 All Staff:** 41.1% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 64.5% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 59.9% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 70.0%	**All Staff:** +18.8%
4	**Single Student Suspension Rate**	**2022-2023 All Students:** 0.14% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.60% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.2%	**All Students:** +0.56%
5	**Instructional Days Lost to Suspension**	**2022-2023 All Students:** 24 *Source: Open Data Dashboard*	**2023-2024 All Students:** 19 *Source: Open Data Dashboard*	**2023-2024 All Students:** 23 *Source: Open Data Dashboard*	**2025-2026 All Students:** 15	**All Students:** -1
6	**Expulsion Rate**	**2022-2023 All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.01%	**All Students:** 0%
7	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Students:** 67.5% **African American/Black:** 52.6% **Hispanic/Latino:** 67.7% **English Learner:** 61.5%	**2023-2024 All Students:** 64.1% **African American/Black:** 52.2% **Hispanic/Latino:** 64.3% **English Learner:** 66.4%	**2023-2024 All Students:** 63.5% **African American/Black:** 44.4% **Hispanic/Latino:** 63.8% **English Learner:** 68.8% **RFEP:**	**2025-2026 All Students:** 75.0% **African American/Black:** 59.0% **Hispanic/Latino:** 75.0% **English Learner:** 70.0%	**All Students:** -4.0% **African American/Black:** -8.2% **Hispanic/Latino:** -3.9% **English Learner:** +7.3%

		RFEP: 66.3% **Standard English Learner:** 69.6% **Students with Disabilities:** 65.6% **Low Income:** 67.2% *Source: Open Data Dashboard*	**RFEP:** 64.2% **Standard English Learner:** 63.4% **Students with Disabilities:** 54.6% **Low Income:** 64.1% *Source: Open Data Dashboard*	63.3% **Standard English Learner:** 62.4% **Students with Disabilities:** 58.8% **Low Income:** 63.4% *Source: Open Data Dashboard*	**RFEP:** 74.0% **Standard English Learner:** 70.0% **Students With Disabilities:** 65.0% **Low Income:** 75.0%	**RFEP:** -3.0% **Standard English Learner:** -7.2% **Students with Disabilities:** -6.8% **Low Income:** -3.8%
8	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023 All Parents:** 68.7% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 73.4% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 74.1% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 78.0%	**All Parents:** +5.4%
9	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Staff:** 89.5% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 85.3% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 92.3% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 95.0%	**All Staff:** +2.8%
10	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023 All Students:** 62.2% **African American/Black:** 68.4% **Hispanic/Latino:** 62.0% **English Learner:** 62.9% **RFEP:** 62.3%	**2023-2024 All Students:** 59.4% **African American/Black:** 56.5% **Hispanic/Latino:** 59.7% **English Learner:** 66.9% **RFEP:** 57.2%	**2023-2024 All Students:** 59.4% **African American/Black:** 61.1% **Hispanic/Latino:** 59.7% **English Learner:** 61.3% **RFEP:** 58.5%	**2025-2026 All Students:** 75.0% **African American/Black:** 82.0% **Hispanic/Latino:** 75.0% **English Learner:** 75.0% **RFEP:** 75.0%	**All Students:** -2.8% **African American/Black:** -7.3% **Hispanic/Latino:** -2.3% **English Learner:** -1.6% **RFEP:** -3.8%

		Standard English Learner: 61.2% **Students with Disabilities:** 56.8% **Low Income:** 62.2% *Source: Open Data Dashboard*	**Standard English Learner:** 60.1% **Students with Disabilities:** 47.3% **Low Income:** 60.2% *Source: Open Data Dashboard*	**Standard English Learner:** 60.1% **Students with Disabilities:** 51.5% **Low Income:** 59.8% *Source: Open Data Dashboard*	**Standard English Learner:** 73.0% **Students With Disabilities:** 68.0% **Low Income:** 75.0%	**Standard English Learner:** -1.1% **Students with Disabilities:** -5.3% **Low Income:** -2.4%
11	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 87.1% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 88.5% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 90.7% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 90.0%	**All Parents:** +3.6%
12	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 80.3% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 75.3% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 80.4% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 90.0%	**All Staff:** +0.1%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Student Health Services

Sylmar Charter High School successfully maintained its base-funded student health services, providing daily access to nursing and wellness support for all students. The health office managed chronic conditions, responded to medical needs, and coordinated care with families, helping reduce loss of instructional time due to preventable or quickly addressed health issues. Health staff also collaborated with the PSA and attendance team to verify medical absences and support re-entry meetings, contributing to the school's broader attendance and climate efforts.

A key success was the consistent availability of health services, which supported students' sense of safety and well-being and aligned with stable School Experience Survey outcomes related to feeling safe at school. Many students faced non-medical barriers, such as transportation, housing instability, or mental health needs, that extended beyond what the health office alone could address. Additionally, increased student demand for wellness support strained health staff capacity at times. Overall, this action was implemented as intended and provided essential, foundational health services, but broader systemic challenges limited its influence on attendance and engagement outcomes.

Action 2: Base-Funded School Climate Support Staff

During the school year, base-funded school climate staff, including the dean, climate personnel, and campus supervision teams, to support student safety, positive behavior, and overall school climate. These staff members helped maintain structured supervision throughout the school day, responded to behavioral concerns, and supported teachers in implementing Tier 1 PBIS expectations and restorative practices. A key success was the school's ability to maintain a very low suspension rate across all major student groups, reflecting effective climate supports and consistent implementation of non-punitive behavior systems. Climate staff also contributed to schoolwide safety and belonging efforts, supporting lunchtime events, addressing student concerns, and helping clarify the new referral process developed in collaboration with the PBIS committee.

Student feedback and SEL survey data showed that some groups, particularly English learners and students with disabilities, continued to report lower levels of belonging and self-efficacy, indicating a need for deeper integration of climate practices with instructional support. Overall, this action was implemented as intended and contributed to a safe and structured school environment, but additional alignment with SEL, PBIS, and restorative systems is needed to strengthen belonging and engagement for all student groups.

Action 3: Supplemental School Climate Support Staff

Supplemental school climate staff to offer support for English Learners, foster youth, and low-income students. These staff members, including supplemental campus aides, climate personnel, and student support staff, were critical in providing expanded supervision,

increased student check-ins, and additional avenues for students to access help when experiencing academic, behavioral, or social-emotional challenges.

A major success was the contribution of supplemental staff to maintaining a strong safety climate, reflected in stable School Experience Survey responses related to feeling safe on campus. Supplemental staff also helped foster more positive interactions during unstructured times, supported restorative conversations, and assisted in monitoring areas where students historically reported lower feelings of connection. Their presence ensured that vulnerable student groups had more touchpoints with supportive adults throughout the day.

Action 4: SENI Investments towards Joy and Wellness

Sylmar Charter High used SENI Investments towards Joy and Wellness significantly increased the school's capacity to implement PBIS, restorative practices, and safety supervision across the campus. A major success of this action was the school's ability to maintain a very low suspension rate across all student groups, with English learners, homeless students, and white students performing at the Blue level. The presence of additional deans and campus aides strengthened proactive supervision, reduced behavioral incidents during unstructured times, and supported more restorative responses when conflicts occurred. The restorative justice teacher expanded access to relationship-building circles and supported ninth grade students, helping address lower connectedness reported in SEL data. SENI-funded staff also improved campus cleanliness and safety through increased facilities support, contributing to a more welcoming environment that aligns with the school's Joy & Wellness priorities.

The health office technician provided valuable support to address increased student wellness needs, reducing delays in care and freeing the nurse to focus on more complex cases. Challenges included the need for stronger alignment between restorative practices, Tier 1 SEL routines, and classroom instruction. While additional staff improved safety and responsiveness, SEL survey data showed continued declines in growth mindset and self-efficacy for key groups, especially English learners and students with disabilities, indicating that climate improvements did not yet translate into consistent instructional shifts. In addition, large-scale attendance challenges persisted, suggesting that SENI investments improved climate conditions but must be paired with stronger attendance MTSS structures to address barriers outside of behavior and supervision. Overall, Action 4 was implemented effectively and strengthened the school's foundational climate and wellness systems. These investments created safer, cleaner, and more supportive conditions for students, but further integration with SEL-instructional practices and attendance intervention systems is needed to maximize their impact on student engagement and belonging.

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

No material differences.

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

Action 1: Base-Funded Student Health Services

Data: In 2024–25, 45.8% of students were in the Excellence Attendance Band, reflecting a 2.9% increase from the previous year. 65.73% of students fall within this band, indicating a substantial improvement in overall attendance.

The increase in the Excellence Attendance Band to 65.73% suggests that base-funded health services at Sylmar Charter High School have been effective in improving student wellness and engagement. The presence of staff such as the PSA Counselor, Psychiatric Social Worker, and Restorative Justice Teacher likely contributed to this growth by addressing barriers to attendance through trauma-informed care, mental health support, and proactive interventions. This data reflected a positive shift in school climate and student well-being, validating the impact of these foundational health supports.

Action 2: Base-Funded School Climate Support Staff

Data: School Experience Survey (SES) results show that 64% of students reported feeling safe at school, and 59% felt like they are part of the school community, with no change from the previous year.

This data suggested that while base-funded school climate support staff—such as the Restorative Justice Teacher, PSA Counselor, and Campus Aides—have helped maintain a stable school environment, their impact on improving students' perceptions of safety and connectedness has been limited. Continued investment and strategic implementation may be needed to move these indicators forward and more effectively support student joy and wellness.

Action 3: Supplemental School Climate Support Staff

Data: School Experience Survey (SES) results show that 64% of students reported feeling safe at school, and 59% felt like they are part of the school community, with no change from the previous year.

Supplemental school climate support staff at Sylmar Charter High School have played a key role in maintaining student perceptions of safety and belonging. These stable results suggest that while supplemental staff have helped sustain a positive climate, additional targeted efforts may be needed to drive growth in these areas.

Action 4: SENI Investments towards Joy and Wellness

Data: Growth Mindset was reported by 67% of all students, with 67% of socioeconomically disadvantaged students and 66% of English learners expressing this trait. Self-Efficacy was lower overall at 59%, with socioeconomically disadvantaged students matching that rate, while only 50% of English learners reported confidence in their academic abilities.

Self-Management was the highest-rated competency at 72% for all students and socioeconomically disadvantaged students, but dropped to 66% for English learners. Social Awareness was reported by 64% of all students, 65% of socioeconomically disadvantaged students, and just 56% of English Learners. Proficient Attendance stands at 59.67% schoolwide, with 58.36% of socioeconomically disadvantaged students and 54.67% of English learners meeting the benchmark.

Investments in supplemental school climate support staff—such as the Restorative Justice Teacher, Dean of Students, Campus Aides, Health Office Technician, and Buildings and Grounds Workers—have contributed to improvements in student wellness, particularly for socioeconomically disadvantaged students and English learners. While students demonstrated growth in areas like mindset and self-management, challenges remain in self-efficacy, social awareness, and attendance among specific student groups,

indicating a continued need for targeted support.

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

No significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students Topeka Charter School will continue to receive additional nursing support.	District Cost: $153,728	N
2	Base-Funded School Climate Support Staff	Sylmar Charter High will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $96,597	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Sylmar Charter High will also provide supplemental school climate support staffing.	District Cost: $32,204	Y
4	SENI Investments towards Joy and Wellness	For 2026–2027, SENI funds will be used to strengthen Joy & Wellness by supporting a dean, restorative justice teacher, additional campus aides, buildings and grounds workers, and a health office technician to improve safety, supervision, restorative practices, and overall campus climate. These investments will help create cleaner, safer, and more supportive environments that promote attendance, belonging, and positive student behavior.	**School Discretionary Fund Cost: $863,147**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sylmar Charter High School developed the goal of increasing communication and participation among families and the broader community in response to ongoing challenges with family engagement. Schoolwide surveys and participation data revealed that family involvement in school events, governance, and feedback opportunities remained consistently low, particularly among families of students in historically underserved groups.

Recognizing that strong family-school partnerships are essential to student success, the school prioritized this goal to foster deeper connections with families and ensure they are informed, empowered, and actively involved in their children's education. Feedback gathered through engagement activities—such as Coffee with the Principal, ELAC, SSC, and LSLC meetings—highlighted the need for more accessible communication methods, culturally relevant outreach, and opportunities for families to build their own capacity to support student learning.

To address these needs, Sylmar Charter High School committed to increasing Parent Portal registrations and tailoring communication strategies based on family input, offering monthly workshops to help families better engage with staff and school systems, actively recruiting families to participate in governing bodies such as the School Site Council and Local School Leadership Council, creating opportunities for families to provide input on school events, budget priorities, and student support programs.

This goal reflects the school's belief that when families are engaged and supported, students benefit academically, socially, and emotionally. By building trust and collaboration with families and the community, Sylmar Charter High School aims to create a more inclusive and responsive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 84.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 89.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** +4.9%
2	**Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"**	**2022-2023** **All Parents:** 82.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 83.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** +0.6%
3	**Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."**	**2022-2023** **All Parents:** 85.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 86.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 91.0%	**All Parents:** +0.9%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 90.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 92.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +1.3%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Investments towards Engagement and Collaboration

During the 2025–2026 school year, SENI funds supported four office technicians whose primary role was to strengthen communication and outreach with families. These staff members provided bilingual phone, email, and in-person support; assisted with Parent Portal registration; maintained communication logs; and helped coordinate and publicize workshops, advisory meetings, and Survey Support Days. Their work ensured families, especially English Learners, Low-Income families, and Foster Youth, received timely, accessible information aligned with the school's Engagement & Collaboration strategy. This action contributed to several successes, including continued growth in Parent Portal registration, which increased to 91%, and improved School Experience Survey indicators across every major family-perception category (Parent Engagement, Parent Involvement, Customer Service, Resource Availability, etc.). Families consistently reported that they felt informed and supported.

Challenges included a decline in School Experience Survey participation to 28%, reflecting barriers such as work schedules, limited flexibility in workshop times, and varying levels of technology proficiency. While communication outreach improved, deeper engagement, such as active participation in surveys, workshops, and advisory groups, remained an area for growth. Staff also identified a need for more structured training and time to analyze engagement data and integrate strategies into instructional practice.

Overall, SENI-Investments towards Engagement and Collaboration funded office technicians that were essential in implementing the school's engagement work, significantly improving communication access and family perceptions while highlighting the need for expanded workshop options, targeted outreach, and stronger incentives to deepen parent participation.

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

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

Data: The School Experience Survey results from Sylmar Charter High School indicate strong perceptions of family engagement and communication:
89% of families agree that "This school includes me in important decisions about my child's education."
84% of families agree that "I can easily find information about parent workshops or other programs offered at this school."

92% of families agree that “This school provides me with information I can understand.”
Families also responded positively to the statement “This school provides instructional resources to help me support my child’s education,” though the exact percentage was not provided.

Sylmar Charter High School effectively used funding to support its Engagement and Collaboration goal by investing in staff and outreach strategies that improved family communication and involvement. Office Technicians and an Assistant Principal played key roles in promoting Parent Portal registration, sharing student progress, and guiding engagement efforts. While challenges such as language barriers, digital literacy, and scheduling conflicts limited some families’ participation, targeted workshops and direct support led to increased engagement among those reached. Survey data reflected strong family perceptions of inclusion and communication, indicating meaningful progress and highlighting the need for continued refinement and support.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	In 2026–2027, these funds will be used to staff office technicians who provide multilingual communication, parent support, and consistent outreach to strengthen family engagement and collaboration. They will also support translation, workshop coordination, and outreach systems that help families access school information and participate meaningfully in school decision-making.	**School Discretionary Fund Cost: $405,980**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sylmar Charter High School developed the goal of investing in safe facilities and highly effective educators because these foundational elements are essential to creating an environment where students can thrive academically and socially. The school's actions emphasizes that a safe, clean, and welcoming campus—combined with rigorous, culturally responsive instruction—sets the stage for improved student outcomes, particularly for historically underserved groups such as emergent multilingual learners and students with disabilities.
Feedback from families, staff, and students during needs assessment activities highlighted the importance of maintaining a physically safe and emotionally supportive learning environment. In response, the school allocated resources to ensure campus cleanliness and safety through the hiring of Buildings and Grounds Workers and funding for general supplies. These efforts help foster a sense of belonging and readiness to learn.

At the same time, the school recognized that teacher effectiveness is a critical driver of student achievement. As a result, Sylmar CHS invested in professional development, instructional coaching, and collaborative planning time to build teacher capacity. Training in trauma-informed practices, culturally responsive pedagogy, and data-driven instruction equips educators to meet the diverse needs of students and deliver high-quality learning experiences.
This goal was developed to address both the physical and instructional conditions necessary for academic success. By focusing on safe facilities and strong teaching practices, Sylmar Charter High School aims to create a learning environment that supports equity, engagement, and excellence for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

Goal 4 Action 1 was implemented by coordinating closely with Los Angeles Unified's departments to support safe facilities, appropriately credentialed staffing, and full instructional materials compliance. Collaboration with Maintenance & Operations ensured timely repairs and strong campus upkeep, contributing to an Exemplary FIT rating. Work with Human Resources supported accurate teacher assignments and credential monitoring.
The school also partnered with district offices to maintain 100% Williams Act compliance, ensuring all students had standards-based instructional materials. Professional development and department-based collaboration further strengthened instructional planning and teamwork.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

Data: To evaluate the effectiveness of Sylmar Charter High School's goal of investing in safe facilities and highly effective educators, the following key data points were used:
FIT Tool Rating (SARC): Exemplary — indicating high standards in school facilities and safety.
Williams Act Compliance: 100% of students provided with standards-based instructional materials — ensuring equitable access to learning resources.

Sylmar Charter High School has made meaningful progress toward its goal of creating a safe and academically enriching environment. Facility upgrades, validated by an Exemplary FIT rating, have improved campus safety and cleanliness, while full compliance with the Williams Act ensures equitable access to instructional materials. Investments in professional development and department-based collaboration have strengthened instructional practices, with teachers reporting improved lesson planning and teamwork.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Sylmar Charter High will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $5,617,522	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,398,803.00 (School Discretionary Funds- new S/C revenues) $6,523,926.90 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
220.43%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	220.43%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Sylmar Charter. Scope: School-wide	Los Angeles Unified School District, including Sylmar Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly	To close achievement gaps and improve literacy and math outcomes for our targeted student populations, we will: 1. Analyze diagnostic and assessment data (i-Ready, SBAC, grades) to identify students needing intensive intervention and language support. 2. Provide high-dosage tutoring and structured literacy intervention, while supporting teachers to implement differentiated instruction and	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in

	the high-need student groups of English Learners, students from low income families, and students in foster care. Sylmar Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	language development strategies across all content areas. 3. Monitor progress through regular data reviews, classroom observations, and student goal-setting conferences to ensure interventions are effective and adjustments are made as needed. The strategy is grounded in ESSA Tier I and Tier II evidence-based practices proven to close achievement and equity gaps for English Learners, Low-Income students, and Foster Youth. Research from the Annenberg Institute (2021) identifies high-dosage tutoring as one of the most effective interventions for accelerating learning, showing gains of up to 3–15 months in a single year for students performing below grade level. Similarly, the National Reading Panel confirms that structured literacy interventions—explicit, systematic instruction in phonics, fluency, vocabulary, and comprehension—are essential for improving reading outcomes for struggling learners, including ELs and students with disabilities. For English Learners, embedding language objectives and academic discourse routines across all content areas through strategies is supported by research demonstrating significant improvements in both language acquisition and academic achievement. Additionally, trauma-informed practices and SEL supports, endorsed by the American Institutes for Research, improve engagement, attendance, and academic performance for students experiencing instability, such as Foster Youth. By combining these evidence-based approaches with extended learning time, targeted staffing (coordinators, instructional coaches, CTE teachers), and adaptive technology tools (i-Ready, IXL, DeltaMath), this strategy ensures	Math - Grade 11 ● A-G Completion Rate (Meeting UC-CSU Entrance Requirements) ● Four-Year Cohort Graduation Rate

		equitable access to rigorous instruction and personalized support. These investments directly address barriers identified in our needs assessment and are expected to increase SBAC proficiency rates, reduce chronic absenteeism, and improve A–G completion for targeted student populations.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Sylmar Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners,	To strengthen Joy & Wellness and improve engagement and attendance for our targeted student populations (English Learners, Low-Income, and Foster Youth), we will: 1. Analyze climate and engagement data (chronic absenteeism rates, School Experience	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher)

	students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	Survey results, discipline/referral trends, and SEL competency measures such as growth mindset, self-efficacy, self-management, and social awareness) to identify students and subgroups needing intensive belonging and wellness supports and to pinpoint Tier 2/3 attendance barriers (e.g., transportation, housing instability, mental health). 2. Provide multi-tiered wellness supports by implementing CASEL-aligned SEL routines, trauma-informed practices, and PBIS schoolwide; expand Check & Connect-style mentoring and re-engagement strategies for students in Basic and Chronic attendance tiers; and increase opportunities for student voice and belonging through inclusive schoolwide activities and advisory programs. 3. Monitor progress through monthly Joy & Wellness data huddles and regular classroom and common-area observations, using LCAP, Strategic Plan, and California School Dashboard metrics (chronic absenteeism rates, School Experience Survey safety and belonging indicators, suspension/referral rates) along with formative measures (mentor contact logs, SEL pulse checks, and movement from Basic to Proficient attendance), making timely adjustments to ensure measurable gains in engagement, attendance, and overall school climate. Our school's Joy & Wellness strategy is grounded in ESSA-aligned, evidence-based practices proven to improve attendance, engagement, and achievement for English Learners, low-income students, and foster youth. We will use climate and engagement data—including chronic absenteeism, SEL indicators, and discipline trends—to identify students needing targeted supports and address	● Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation) ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		Tier 2/3 barriers such as transportation, housing instability, and mental health. Research confirms that CASEL-aligned SEL routines and trauma-informed practices improve growth mindset, self-efficacy, and belonging, which are critical for ELs and students facing adversity. PBIS and restorative practices reduce exclusionary discipline and foster safe, inclusive environments; restorative approaches have Tier 1 evidence for narrowing equity gaps. To re-engage students with persistent attendance challenges, we will expand Check & Connect-style mentoring, an ESSA Tier 1 intervention shown to reduce absences and increase persistence. Additionally, we will strengthen student voice and cultural belonging through inclusive activities and advisory programs, supported by professional development on SEL integration and linguistically responsive instruction. These strategies collectively address systemic barriers, improve school climate, and close achievement gaps for our most vulnerable learners. Progress will be monitored through monthly data huddles, mentor logs, SEL pulse checks, and California Dashboard metrics, ensuring continuous improvement and measurable gains in engagement, attendance, and equity.	
Goal 3 Action 1	Action: SENI Investments towards Engagement and Collaboration **Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families,	To strengthen Engagement & Collaboration and accelerate achievement for our targeted student populations (English Learners, Low-Income, and Foster Youth), we will: 1. Analyze family engagement data (School Experience Survey family-school partnership indicators, workshop attendance, communication logs, and outreach participation) to identify families and subgroups needing intensive	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's

	and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Scope: Schoolwide	support and to pinpoint barriers to engagement (e.g., language access, scheduling conflicts, transportation). 2. Provide multi-tiered family engagement supports by implementing culturally and linguistically responsive communication strategies; offering regular bilingual family workshops on academic support, social-emotional learning, and community resources; and expanding outreach through home visits, parent advisory councils, and partnerships with community organizations to strengthen trust and collaboration. 3. Monitor progress through monthly Engagement & Collaboration data huddles and review of communication and workshop participation logs, using LCAP, Strategic Plan, and California School Dashboard metrics (family engagement indicators, chronic absenteeism rates) along with formative measures (family feedback surveys, outreach contact logs, and increased participation in school events), making timely adjustments to ensure measurable gains in family engagement and student achievement. This strategy is an effective use of funds because research consistently shows that strong family-school partnerships improve student achievement, attendance, and engagement, particularly for English Learners, Low-Income students, and Foster Youth. ESSA Tier 1 evidence demonstrates that structured family engagement programs lead to higher academic performance and reduced dropout rates for underserved populations. Providing bilingual communication and translation ensures equitable access for English Learner families, which studies link to improved attendance and achievement. Regular family workshops build parents' capacity to support learning at home, a	education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		practice supported by ESSA Tier 2 evidence for increasing student success. Funding office technicians to manage in-person and phone communication creates the infrastructure for consistent outreach and timely responses, which research identifies as critical for sustaining engagement and closing equity gaps. By removing barriers to communication and empowering families as partners, this strategy directly addresses achievement disparities and promotes positive outcomes for our most vulnerable students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

Additional Concentration Grant Funding

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable*	63.02 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,349 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	110.01 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,349 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Sylmar Charter 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Sylmar Charter 2026-2027	$ 1,088,250	$ 2,398,803	220.43%	0.000%	220.43%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,487,053	$ -	$ -	$ -	$ 3,487,053.00	$ 3,210,518	$ 276,535

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	3	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,025,445	$ 62,805	$ 1,088,250	$ -	$ -	$ -	$ 1,088,250	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 931,946	$ 197,730	$ 1,129,676	$ -	$ -	$ -	$ 1,129,676	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 847,147	$ 16,000	$ 863,147	$ -	$ -	$ -	$ 863,147	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 405,980	$ -	$ 405,980	$ -	$ -	$ -	$ 405,980	0.000%

Sylmar Charter 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,088,250	$ 2,398,803	220.43%	0.000%	220.43%	$ 2,398,803	0.000%	220.43%	**Total:**	$ 2,398,803
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 2,398,803

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	General Fund School Program	No	Schoolwide		Schoolwide		0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 1,129,676	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 863,147	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 405,980	0.000%

Sylmar Charter 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,830,346.00	$ 3,768,366.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	3	General Fund School Program	No	$ 1,107,616	$ 1,087,491
1	9	SENI Investments towards Academic Excellence	Yes	$ 1,850,204	$ 1,220,804
2	4	SENI Investments towards Joy and Wellness	Yes	$ 1,282,569	$ 982,850
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 589,957	$ 477,221

Sylmar Charter 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,722,730	$ 3,722,730	$ 2,680,875	$ 1,041,855	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	SENI Investments towards Academic Excellence	Yes	$ 1,850,204	$ 1,220,804	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 1,282,569	$ 982,850	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 589,957	$ 477,221	0.000%	0.000%

Sylmar Charter 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 25,145,303	$ 3,722,730	0.000%	14.80%	$ 2,680,875	0.000%	10.66%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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