# LCFF Budget Overview for Parents

## LCFF Budget Overview for Parents Template

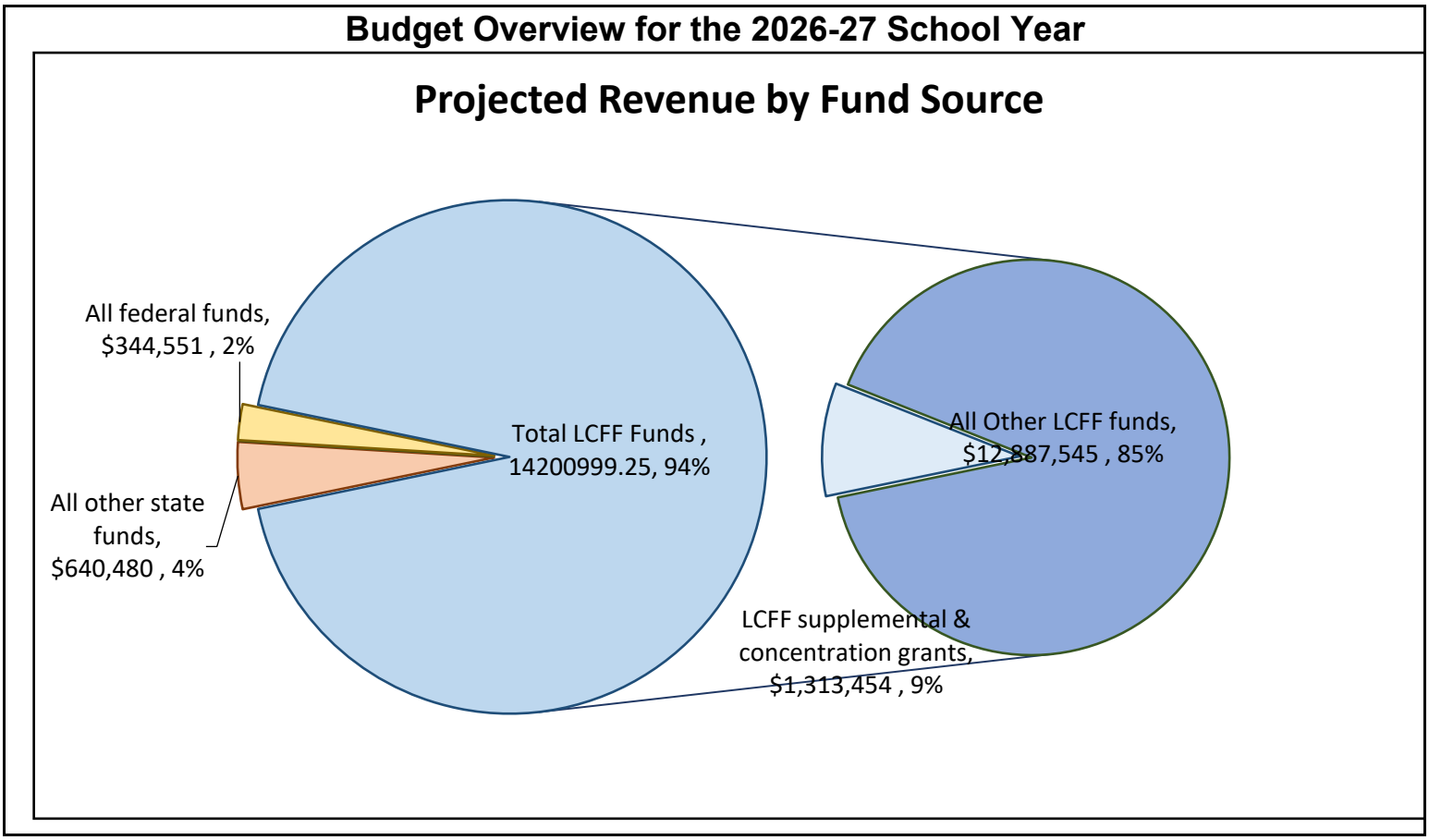
Local Educational Agency (LEA) Name: Pomelo Community Charter

CDS Code: 19-64733-6018774

School Year: 2026-27

LEA contact information: Janice Greenberg, Principal, jgreenbe@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).

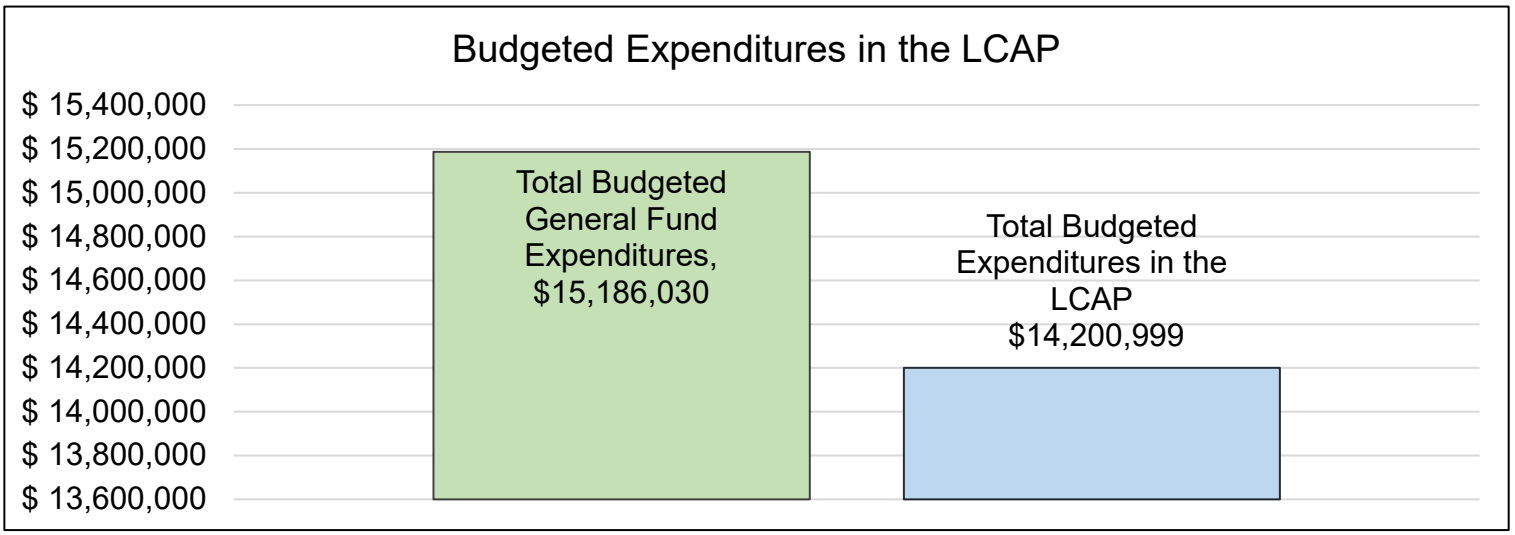



This chart shows the total general purpose revenue Pomelo Community Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pomelo Community Charter is $15,186,030.25, of which $14,200,999.25 is Local Control Funding Formula (LCFF), $640,480.00 is other state funds, $0.00 is local funds, and $344,551.00 is federal funds. Of the $14,200,999.25 in LCFF Funds, $1,313,454.21 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 Pomelo Community Charter 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: Pomelo Community Charter plans to spend $15,186,030.25 for the 2026-27 school year. Of that amount, $14,200,999.25 is tied to actions/services in the LCAP and $985,031.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

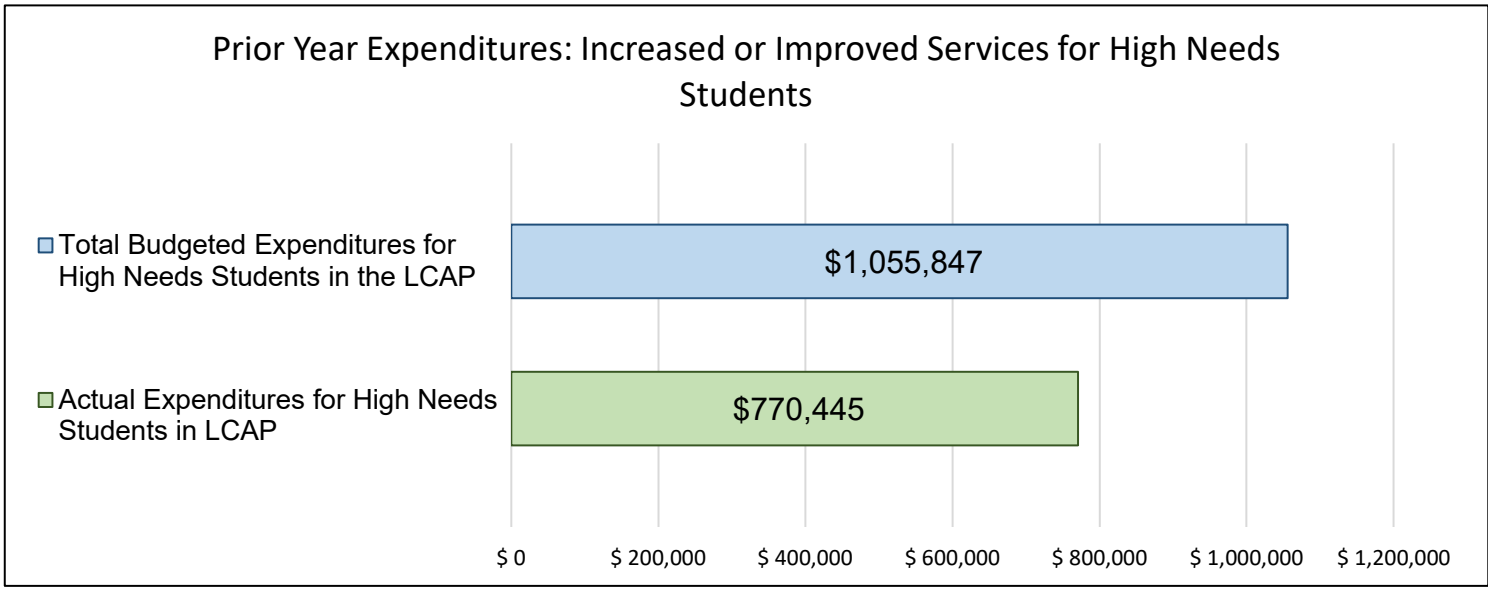
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Pomelo Community Charter is projecting it will receive $1,313,454.21 based on the enrollment of foster youth, English learner, and low-income students. Pomelo Community Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Pomelo Community Charter plans to spend $1,313,454.21 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




This chart compares what Pomelo Community Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pomelo Community Charter 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, Pomelo Community Charter's LCAP budgeted $1,055,847.00 for planned actions to increase or improve services for high needs students. Pomelo Community Charter actually spent $770,445.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $285,402.00 had the following impact on Pomelo Community Charter'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 |
|---|---|---|
| Pomelo Community Charter | Janice Greenberg, Principal | jgreenbe@lausd.net; 818-887-9700 |

# 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.

**Pomelo Community Charter**, a California Distinguished School and School for Advanced Studies demonstration site since 2021, has served the West Hills community for over 50 years. The school continues to demonstrate strong academic performance and consistently exceeds District averages.

Pomelo's mission is to educate the whole child—preparing students to thrive in college, career, and life as creative thinkers, problem solvers, and responsible global citizens. Through research-based instructional practices, teachers engage students in rigorous, standards-based learning that fosters mastery of 21st-century skills while addressing the social-emotional needs of all learners.

Pomelo currently serves approximately 643 students in TK–5th grade, including two Special Day Classes. Of these, 500 students live within LAUSD boundaries or were admitted through the school's lottery, and 144 are enrolled in the magnet program. The student population reflects the rich diversity of Los Angeles: 40.5% White, 23.8% Latino, 10% Asian, 7.7% Two or More Races, 3.8% African American, 3.1% Filipino, and 11.1% unknown.

Pomelo serves students of all abilities and backgrounds, including 8.91% Gifted and Talented, 3.6% English Learners, 17.5% Students with Disabilities, and 30% Socio-Economically Disadvantaged. The school is committed to closing opportunity gaps and ensuring that all students meet or exceed grade-level standards through differentiated instruction, intervention supports, and enrichment opportunities.

All teachers at Pomelo are highly qualified and use formative and summative assessment data to drive instruction and monitor progress toward LCAP goals. Priority areas include increasing student achievement in ELA and Mathematics, supporting English Learners' reclassification rates, and improving attendance to 96% or higher.

Pomelo benefits from strong family and community partnerships. Parents actively support the school's mission and vision through volunteerism, fundraising, and participation in governance and school events. Together, the staff and community continue to foster a safe, inclusive, and nurturing environment where all students are supported to achieve academic excellence and develop a lifelong love of learning.

# 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 | Two or More Races | Socioeconomically / Disadvantaged | N/A |
| Suspension Rate | N/A | N/A | N/A |
| Graduation Rate | - | - | - |
| College/Career | - | - | - |
| English Language Arts | Students with Disabilities | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| English Learner Progress Indicator (ELPI) | N/A | N/A | N/A |

Pomelo Community Charter continued to demonstrate significant gains in student performance across all academic and social-emotional areas. Overall student outcomes reflect steady improvement, indicating the effectiveness of targeted instructional practices and supports. Chronic absenteeism has shown improvement schoolwide; however, it remains a priority area of focus. Continued attention is being directed toward reducing absenteeism for all students, with particular emphasis on the Asian student subgroup, which remains in the orange performance band. Targeted outreach, family engagement, and attendance supports will continue to be implemented to ensure equitable access to learning and improved outcomes for all students.

## 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 | For elementary students, the LCAP student engagement process was designed to be age-appropriate and inclusive. Students shared their ideas and experiences through classroom discussions, simple surveys, student councils, and guided activities led by teachers and staff. These opportunities allowed students to express how they feel about their learning, school environment, and supports in ways that are accessible and meaningful. Student input was considered alongside other educational partners feedback and helps inform LCAP goals, actions, and resources that support a positive, engaging, and equitable elementary school experience. |
| Parents | At Pomelo Community Charter, parents were actively included in school decision-making through participation on the School Site Council/Governance Council and the Local School Leadership Council, where they served as valued members. The Parent Center was open daily to support family engagement, and parents were invited to attend informational meetings, parent workshops, and monthly Coffee with the Principal sessions. These meetings provided opportunities to address concerns, ask questions, and engage in open dialogue with school leadership. Pomelo encouraged parent volunteerism and continued to process volunteer applications. In addition to district-wide engagement efforts, Pomelo engaged educational partners through monthly committee meetings, the Local School Leadership Council, Governance Council, PTA, parent meetings, weekly staff meetings, and professional development. Parents were kept informed of current and upcoming events through a weekly newsletter sent every Sunday at 5:30 p.m., and classroom teachers maintained regular communication with families. |
| Staff (Certificated and Classified) | The staff engagement process ensured that certificated and classified staff had meaningful opportunities to contribute to district and school planning. At Pomelo, staff participated in district-mandated and school-focused professional development sessions aligned to instructional priorities and student needs. Certificated and classified staff also served on governance and local leadership councils alongside |

| | |
|---|---|
| | parents, promoting shared decision-making and collaboration. Input gathered through surveys, meetings, committees, and professional learning activities was reviewed with other stakeholder feedback and used to inform LCAP goals, actions, and resource decisions that supported staff effectiveness, student success, and overall school improvement. |
| Community | Pomelo engaged the community through the following processes: monthly committees, Local School Leadership Council, Governance Council, PTA, parent meetings, weekly staff meetings, and professional development. |

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

As a result of our comprehensive school-level engagement process, Pomelo incorporated educational partner feedback into our LCAP-aligned plans and TSP budget allocations. Educational partners—including families, staff, and community members—provided input that directly influenced our expenditure decisions. Based on data analysis and identified needs of our unduplicated pupil groups, stakeholders prioritized funding for a TSP Coordinator to strengthen implementation of LCAP goals.

This position directly supports increased achievement for English Learners and other targeted student groups by providing focused coordination, monitoring student progress, supporting instructional strategies, and ensuring alignment to district priorities. Through collaborative data review and discussion, educational partners agreed that investing in a TSP Coordinator is a strategic and impactful use of funds to advance equity, improve student outcomes, and meet our LCAP performance targets.

# 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.

Pomelo Community Charter is committed to ensuring that all students are supported to achieve academic excellence and are fully prepared for college, career, and life. From the earliest grades, students are nurtured as scholars through personalized instruction that meets their individual needs, interests, and aspirations. High-quality, standards-aligned teaching fosters critical thinking, creativity, and problem-solving, while access to visual and performing arts enriches the educational experience and supports the development of the whole child.

Students with disabilities are provided equitable access to rigorous instruction, individualized supports, and inclusive opportunities that empower them to reach their fullest potential as contributing and responsible members of society. Through this comprehensive approach, Pomelo builds a strong foundation for lifelong learning, continuous improvement, and success beyond graduation.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5** | **2022-2023**<br>**All Students:**<br>19.7<br>**African American/Black:**<br>-17.9<br>**Hispanic/Latino:**<br>6.4<br>**RFEP:**<br>29.2<br>**Standard English Learner:**<br>4.1<br>**Students with Disabilities:**<br>-76.6<br>**Low Income:**<br>-7.7<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>24.2<br>**African American/Black:**<br>No Data<br>**Hispanic/Latino:**<br>-5.2<br>**RFEP:**<br>-28.6<br>**Standard English Learner:**<br>8.7<br>**Students with Disabilities:**<br>-57.4<br>**Low Income:**<br>-22.3<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>35.8<br>**African American/Black:**<br>-3.7<br>**Hispanic/Latino:**<br>0.7<br>**RFEP:**<br>-11.3<br>**Standard English Learner:**<br>16.9<br>**Students with Disabilities:**<br>-36.6<br>**Low Income:**<br>0.6<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>52.8<br>**African American/Black:**<br>-12.9<br>**Hispanic/Latino:**<br>52.4<br>**RFEP:**<br>33.2<br>**Standard English Learner:**<br>9.2<br>**Students with Disabilities:**<br>-72.6<br>**Low Income:**<br>23.7 | **All Students:**<br>+16.1<br>**African American/Black:**<br>+14.2<br>**Hispanic/Latino:**<br>-5.7<br>**RFEP:**<br>-40.5<br>**Standard English Learner:**<br>+12.8<br>**Students with Disabilities:**<br>+40.0<br>**Low Income:**<br>+8.3 |
| 2 | **Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5** | **2022-2023**<br>**All Students**:<br>5.2<br>**African American/Black:**<br>-13.8<br>**Hispanic/Latino:**<br>-12.5<br>**RFEP:**<br>-4.6<br>**Standard English Learner:**<br>-8.2<br>**Students with Disabilities:**<br>-75.3 | **2023-2024**<br>**All Students**:<br>5.8<br>**African American/Black:**<br>No Data<br>**Hispanic/Latino:**<br>-32.4<br>**RFEP:**<br>-62.1<br>**Standard English Learner:**<br>-20.3<br>**Students with Disabilities:**<br>-63.5 | **2024-2025**<br>**All Students:**<br>25.7<br>**African American/Black:**<br>-26.3<br>**Hispanic/Latino:**<br>-18.2<br>**RFEP:**<br>-33.3<br>**Standard English Learner:**<br>-7.6<br>**Students with Disabilities:**<br>-41.1 | **2025-2026**<br>**All Students:**<br>32.1<br>**African American/Black:**<br>-28.5<br>**Hispanic/Latino:**<br>18.4<br>**RFEP:**<br>0.6<br>**Standard English Learner:**<br>10.6<br>**Students with Disabilities:**<br>-44.8 | **All Students:**<br>+20.5<br>**African American/Black:**<br>-12.5<br>**Hispanic/Latino:**<br>-5.7<br>**RFEP:**<br>-28.7<br>**Standard English Learner:**<br>+0.6<br>**Students with Disabilities:**<br>+34.2<br>**Low Income:** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **Low Income:** -24.6 *Source: Open Data Dashboard* | **Low Income:** -36.6 *Source: Open Data Dashboard* | **Low Income:** -10.2 *Source: Open Data Dashboard* | **Low Income:** 7.9 | +14.4 |
| 3 | **Percent Met/Exceed Standard on California Science Test - Grade 5** | **2022-2023** **All Students:** 46.8% **Hispanic/Latino:** 42.9% **Standard English Learner:** 41.7% **Students with Disabilities:** 5.9% **Low Income:** 29.6% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 34.9% **Hispanic/Latino:** 30.4% **Standard English Learner:** 29.2% **Students with Disabilities:** 11.1% **Low Income:** 20% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 50.0% **Hispanic/Latino:** 22.7% **Standard English Learner:** 27.3% **Students with Disabilities:** 10.5% **Low Income:** 37.5% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 50.8% **Hispanic/Latino:** 46.9% **Standard English Learner:** 45.7% **Students with Disabilities:** 15.6% **Low Income:** 33.6% | **All Students:** +3.2% **Hispanic/Latino:** -20.2% **Standard English Learner:** -14.4% **Students with Disabilities:** +4.6% **Low Income:** +7.9% |
| 4 | **Percent of Students Meeting Early Literacy Benchmarks in Kindergarten** | **2022-2023** **All Students:** 88.1% **Hispanic/Latino:** 87.5% **Standard English Learners:** 85.7% **Students with Disability:** 66.7% **Low Income:** 92.3% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 83.8% **Hispanic/Latino:** 81.3% **Standard English Learners:** 78.9% **Students with Disability:** No Data **Low Income:** 69.6% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 79.4% **Hispanic/Latino:** 79.3% **Standard English Learner:** 78.6% **Students with Disabilities:** 31.2% **Low Income:** 69.7% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 92.1% **Hispanic/Latino:** 91.5% **Standard English Learner:** 89.7% **Students with Disabilities:** 70.7% **Low Income:** 96.3% | **All Students:** -8.7% **Hispanic/Latino:** -8.2% **English Learner:** ±0 **Standard English Learners:** -7.1% **Students with Disabilities:** -35.5% **Low Income:** -22.6% |
| 5 | **Percent of Students Meeting Early Literacy Benchmarks in Grade 1** | **2022-2023** **All Students:** 80.6% **Hispanic/Latino:** 60.9% | **2023-2024** **All Students:** 86.6% **Hispanic/Latino:** 76.5% | **2024-2025** **All Students:** 76.8% **Hispanic/Latino:** 73.7% | **2025-2026** **All Students:** 92.1% **Hispanic/Latino:** 84.5% | **All Students:** -3.8% **Hispanic/Latino:** +12.8% **Standard English Learners:** +4.2% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **Standard English Learner:** 65.4% **Students with Disabilities:** 56.3% **Low Income:** 61.9% *Source: Open Data Dashboard* | **Standard English Learner:** 81.8% **Students with Disabilities:** 62.5% **Low Income:** 77.8% *Source: Open Data Dashboard* | **Standard English Learner:** 69.6% **Students with Disabilities:** 42.9% **Low Income:** 55.6% *Source: Open Data Dashboard* | **Standard English Learner:** 89.8% **Students with Disabilities:** 72.5% **Low Income:** 90.0% | **Students with Disabilities:** -13.4% **Low Income:** -6.3% |
| 6 | **Percent of Students Meeting Early Literacy Benchmarks in Grade 2** | **2022-2023 All Students:** 87.6% **Hispanic/Latino:** 77.8% **Standard English Learner:** 76.2% **Students with Disability:** 58.8% **Low Income:** 84.2% *Source: Open Data Dashboard* | **2023-2024 All Students:** 83.3% **Hispanic/Latino:** 75.0% **Standard English Learner:** 76.9% **Students with Disability:** 45.5% **Low Income:** 80.0% *Source: Open Data Dashboard* | **2024-2025 All Students:** 83.3% **Hispanic/Latino:** 71.4% **Standard English Learner:** 74.1% **Students with Disabilities:** 50.0% **Low Income:** 61.3% *Source: Open Data Dashboard* | **2025-2026 All Students:** 91.6% **Hispanic/Latino:** 81.8% **Standard English Learner:** 80.2% **Students with Disabilities:** 62.8% **Low Income:** 88.2% | **All Students:** -4.3% **Hispanic/Latino:** -6.4% **Standard English Learners:** -2.1% **Students with Disabilities:** -8.8% **Low Income:** -22.9% |
| 7 | **English Learner Reclassification Rate** | **2022-2023 All Students:** 47.1% *Source: Open Data Dashboard* | **2023-2024 All Students:** 45.5% *Source: Open Data Dashboard* | **2024-2025 All Students:** 13.6% *Source: Open Data Dashboard* | **2025-2026 All Students:** 51.1% | **All Students:** -33.5% |
| 8 | **Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)** | **2022-2023 All Students:** 69.2% *Source: Open Data Dashboard* | **2023-2024 All Students:** No Data *Source: Open Data Dashboard* | **2024-2025 All Students:** 26.7% *Source: Open Data Dashboard* | **2025-2026 All Students:** 73.2% | **All Students:** -42.5% |
| 9 | **Percent of English Learners Meeting ELPAC** | **2022-2023 All Students:** 45.5% | **2023-2024 All Students:** 40.0% | **2024-2025 All Students:** 4.5% **Low Income:** | **2025-2026 All Students:** 49.5% **Low Income:** | **All Students:** -41.0% **Low Income:** N/A |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Performance Level 4** | **Low Income:** 46.2% *Source: Open Data Dashboard* | **Low Income:** 50% *Source: Open Data Dashboard* | No Data *Source: Open Data Dashboard* | 50.2% | |
| 10 | **Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day** | **2022-2023** **All Students:** 74.1% **Hispanic/Latino:** 69.0% **Standard English Learner:** 74.2% **Low Income:** 56.3% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 74.3% **Hispanic/Latino:** 66.7% **Standard English Learner:** 80.0% **Low Income:** 56.8% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 78.2% **Hispanic/Latino:** 81.2% **Standard English Learner:** 90.9% **Low Income:** 68.6% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 78.1% **Hispanic/Latino:** 73.0% **Standard English Learner:** 80.0% **Low Income:** 60.3% | **All Students:** +4.1% **Hispanic/Latino:** +12.2% **Standard English Learners:** +16.7% **Low Income:** +12.3% |
| 11 | **Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines** | **2022-2023** **All Students:** 90.9% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 80.0% *Source: Open Data Dashboard* | **2024-2025** **All Students:** N/A *Source: Open Data Dashboard* | **2025-2026** **All Students:** 94.9% | **All Students:** ±0 |
| 12 | **Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)** | **2022-2023** **All Students:** 80.6% **Hispanic/Latino:** 85.7% **Standard English Learner:** 86.2% **Low Income:** 80.0% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 89.1% **Hispanic/Latino:** 92.0% **Standard English Learner:** 100.0% **Low Income:** 82.9% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 73.8% **Hispanic/Latino:** 72.7% **Standard English Learner:** 69.2% **Low Income:** 76.7% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 90.0% **Hispanic/Latino:** 95.0% **Standard English Learner:** 100.0% **Low Income:** 84.0% | **All Students:** -6.8% **Hispanic/Latino:** -13.0% **Standard English Learners:** -17.0% **Low Income:** -3.3% |

# 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: General Fund School Program**

Pomelo implemented this action by providing standards-aligned core instruction in ELA and Math supported by differentiated lessons and targeted small-group instruction during the instructional day. Teachers used i-Ready diagnostics and classroom-based assessments to monitor progress and adjust instruction to meet the diverse needs of students, particularly English Learners and other targeted student groups. These efforts contributed to increased student engagement and measurable academic growth. Teachers also participated in ongoing collaboration and professional development to strengthen instructional strategies and ensure alignment across grade levels.

**Action 2: Magnet Program**

Pomelo implemented the Magnet Program by providing enriched, standards-based instruction designed to support academic achievement and student engagement. Teachers delivered differentiated lessons and used i-Ready and classroom data to plan targeted instruction and small-group interventions. Students identified as below grade level through assessment data were referred to high-dose tutoring for intensive academic support. Staff participated in ongoing professional development to strengthen instructional practices and ensure program consistency.

Teachers used i-Ready diagnostics and classroom assessment data to differentiate instruction, plan targeted small-group support, and identify students in need of additional intervention. Students performing below grade level were referred to high-dose tutoring, providing intensive academic support and helping to address learning gaps. Ongoing professional development strengthened instructional practices and supported consistency across grade levels. Focus included scheduling high-dose tutoring and getting students to attend on a regular basis and minimizing the impact of student attendance on intervention effectiveness. Although Pomelo has implemented the Magnet Program there is a lack of enriched, standards-based instruction designed to promote academic achievement and student engagement on a regular basis and across all grade levels.

**Action 3: Special Education Supports**

Pomelo implemented this action by providing specialized instruction and services aligned to students' IEP goals and grade-level standards. Students received push-in and pull-out support based on individual learning needs, along with access to specialized materials and assistive technology. Staff used i-Ready diagnostics and progress monitoring tools to track growth and adjust instruction frequently. General education and special education teachers collaborated regularly and communicated with families to ensure consistent support across school and home.

Pomelo implemented this action by providing specialized instruction and services aligned to students' IEP goals and grade-level standards, including push-in and pull-out support based on individual needs. Students had access to specialized materials and assistive technology to increase access and engagement. Staff utilized i-Ready diagnostics and ongoing progress monitoring to track growth and adjust instruction accordingly. Collaboration between general and special education teachers, along with consistent communication with families, strengthened alignment of supports across settings. Overall, the action supported improved access to instruction and data-informed practices while highlighting the need for continued refinement of scheduling and service delivery structures.

**Action 4: Class Size Reduction**

Pomelo implemented class size reduction by staffing classrooms to allow for smaller learning groups and increased instructional attention for students. Teachers provided more frequent small-group instruction and individualized feedback in ELA and Math. Students also received targeted intervention support through small group instruction and high-dose tutoring opportunities. Growth and progress were monitored through i-Ready early literacy benchmarks (K–2) and SBA ELA and Math results.

Pomelo demonstrated several strengths in implementing class size reduction, including increased opportunities for small-group instruction, more individualized feedback in ELA and Math, and targeted intervention through high-dose tutoring. The use of i-Ready early literacy benchmarks (K–2) and SBA ELA and Math results supported ongoing progress monitoring and data-driven instructional adjustments. Focus included maintaining staffing levels to sustain smaller class sizes, ensuring consistent implementation of high-quality small-group instruction across classrooms, and addressing varying levels of student readiness within groups. Smaller class sizes became a challenge with increase in enrollment.

**Action 5: The Charter School Categorical Block Grant**

Pomelo used Charter School Categorical Block Grant funds to support classroom instruction through instructional aides and supervision aides who provided additional student support. The school ensured all students had access to technology and digital learning programs, including Zearn, to reinforce standards-aligned math instruction. Teachers were provided with instructional materials and print resources needed to deliver engaging lessons. Program implementation and student progress were monitored using SBA, i-Ready, and attendance data aligned to LCAP goals.

Pomelo demonstrated several successes in the implementation of Charter School Categorical Block Grant funds by enhancing classroom instruction through the support of instructional and supervision aides, which increased student engagement, safety, and individualized assistance. Ensuring all students had access to technology and digital learning programs such as Zearn strengthened standards-aligned math instruction and provided additional opportunities for practice and reinforcement. The school's use of SBA, i-Ready, and attendance data aligned to LCAP goals supported ongoing monitoring of program effectiveness and informed instructional adjustments. Focus included maintaining consistent staffing and training for aides to maximize impact, ensuring effective integration of digital tools to support—not replace—high-quality instruction, addressing varying levels of student access and engagement with technology, and continuously analyzing multiple data sources to drive timely interventions. Overall, the use of funds increased instructional capacity and student access to resources while highlighting the need for sustained coordination and data-driven refinement

**Action 6: Supplemental Arts Education**

Pomelo implemented Supplemental Arts Education by providing arts integration opportunities across grade levels to support creativity, engagement, and student expression. Visual and performing arts activities were incorporated into instruction to strengthen learning in core academic areas through hands-on, experiential lessons. The program ensured equitable access to high-quality arts experiences for historically underserved student groups. Student participation and engagement were monitored through attendance trends and overall schoolwide performance measures.

Arts-integrated lessons across grade levels contributed to higher levels of student engagement. Hands-on, experiential activities supported meaningful participation for all students, including those historically underserved. A focus is to address limited teacher availability.

**Action 7: Supplemental Afterschool Programs**

Pomelo implemented supplemental afterschool programs to provide extended learning time in ELA, Math, and Science for students in grades 3–5. Small-group instruction, hands-on activities, and targeted interventions supported students' foundational skills and reinforced classroom learning. Staff provided personalized strategies to build confidence and address individual academic needs. Student progress and participation were monitored using SBAC results, California Science Test data, and other academic growth indicators.

Increased access to extended learning, improved engagement and participation, stronger foundational skills supported through small-group instruction, and positive trends in monitored academic indicators.

**Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA**

Pomelo implemented this action by funding family engagement and student support services for English Learners, Foster Youth, and Low-Income students. A Parent Center Representative provided outreach, family workshops, and consistent communication to strengthen home-school partnerships. The school monitored student progress using SBAC data, early literacy benchmarks, science outcomes, and EL reclassification rates, and reviewed implementation through family survey feedback and participation trends.

Increased family engagement, improved communication with underserved student groups, expanded access to workshops and support services, and more consistent monitoring of academic indicators to guide intervention.

**Action 9: SENI Investments towards Academic Excellence**

Pomelo implemented SENI-funded supports by providing supervision aides and additional resources to strengthen instructional access for all students, including English Learners and Low-Income students. The school purchased additional computer licenses and maintained a technology reserve to ensure consistent access to digital learning platforms such as Zearn. SENI funds also supported substitute coverage so teachers could engage in lesson study, collaboration, and professional development. Implementation was monitored through family feedback, instructional quality indicators, and student access to academic supports.

Increased supervision and instructional access for priority student groups.

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

Material differences between budgeted and estimated actual expenditures were primarily due to staffing vacancies, enrollment fluctuations, and adjustments in program implementation timelines.

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

**Action 1: General Fund School Program**

Smarter Balanced Assessment (SBA) ELA scores,(Standard Exceeded increased 2.97%, Standard Met increased 4.24%, Nearly Met decreased 1.82% and Standard Not Met decreased 5.39%) Math Smarter Balanced.

Assessment (SBA) Math scores,(Standard Exceeded increased 16.02%, Standard Met decreased 6.23%, Nearly Met decreased 4.63% and Standard Not Met increased .84%) (iReady Reading from BOY to MOY showed growth in all areas. At or above increase of 15.93%, 1 Grade Level Below decrease of 3.44%, 2 Grade Level Below decrease of 1.34%, 3 or more Grade Level Below 11.45%) (iReady Math from

BOY to MOY showed growth in all areas. At or  above increase of 23.57%, 1 Grade Level Below increase 2.26%, 2 Grade Level Below decrease of 15.98%, 3 or more Grade Level Below decrease of 9.94%). The data above indicate that our students are demonstrating academic growth across all areas, and those performing below grade level are making consistent progress toward meeting grade-level expectations as evidenced by SBA and i-Ready assessments. See chart below.

The slight increase in students not meeting standards indicated a continued need for targeted support for struggling learners. i-Ready Reading and Math data from beginning to end of year showed growth across performance bands, including substantial increases in students performing at mid or above grade level and notable decreases in students performing one or more grade levels below. These results suggest that differentiated instruction, targeted small-group intervention, data-driven lesson planning, and ongoing teacher collaboration positively impacted student achievement. Continued focus on supporting students at the lowest performance levels, particularly in Math, will further strengthen the effectiveness of these actions aligned to LCAP goals.

**Action 2: Magnet Program**

Smarter Balanced Assessment (SBA) ELA scores , (Standard Exceeded increased 8.95%, Standard Met decreased 3.36%, Nearly Met decreased 3.82% and Standard Not Met decreased 1.77%) Math Smarter Balanced Assessment (SBA) Math scores, (Standard Exceeded increased 6.36%, Standard Met increased 1.1%, Nearly Met decreased 8.42% and Standard Not Met increased .95%), i-Ready ELA and Math growth and proficiency, (iReady Reading from BOY to MOYowed growth in all areas. At or  above increase of 12.61%, , 1 Grade Level Below increase of 2.26%, 2 Grade Level Below decrease of 15.98%, 3 or more Grade Level Below decrease of 9.94%)(iReady Math from BOY to MOY showed growth in all areas. At or above grade increase of 32..2%, 1 Grade Level Below increase of 1.48%, 2 Grade Level Below decrease of 27.32%, 3 or more Grade Level Below decrease of 6.36%) The data above indicates that our students are demonstrating academic growth across all areas. Those performing below grade level are making consistent progress toward meeting grade-level expectations as evidenced by SBA and i-Ready assessments.

The data indicated that the action was largely effective in promoting overall academic growth, as evidenced by i-Ready Reading and Math results showing increases in students performing at mid or above grade level and decreases in students performing one or more grade levels below. These trends suggested that differentiated instruction, targeted small-group intervention, data-driven lesson planning, and ongoing teacher collaboration positively impacted student achievement. However, the slight increase in students not meeting standards highlights an area of partial ineffectiveness, indicated that current supports were not sufficient for all struggling learners. This underscored the need to strengthen and intensify targeted interventions—particularly in Math—to ensure students at the lowest performance levels make accelerated progress toward meeting grade-level standards in alignment with LCAP goals.

**Action 3: Special Education Supports**

i-Ready Early Literacy Benchmarks for grades K–2 and SBAC ELA and Math results for students with disabilities, (iReady Reading from BOY to MOYshowed growth in all areas. At or above increase of 14.18%, 1 Grade Level Below increase of 3.15%, 2 Grade Level Below decrease of 3.15%, 3 or more Grade Level Below decrease of 7.87%)(iReady Math from BOY to EOY showed growth in all areas. At or above increase of 10.61%, 1 Grade Level Below decrease of 1.61%2 Grade Level Below increase .94%, 3 or more Grade Level Below decrease of 11.29%) SBA Smarter Balanced Assessment (SBA) ELA scores,(Standard Exceeded increased 6.07%, Standard Met increased 15.02%, Nearly Met increase 8.12% and Standard Not Met decreased 29.23%) Smarter Balanced Assessment (SBA) Math scores,(Standard Exceeded increased 6.07%, Standard Met increased 8.95%, Nearly Met decreased 13.88% and Standard Not Met decreased .98%)

The data above indicated that our students are demonstrating academic growth across all areas, and those performing below grade level are making consistent progress toward meeting grade-level expectations as evidenced by SBA and i-Ready assessments.

The data indicated that the action was effective in improving outcomes for students with disabilities in both early literacy and overall academic achievement. i-Ready Early Literacy results for grades K–2 showed growth across performance bands, including increases in students performing at or above grade level in Reading (+13.07%) and Math (+11.59%), as well as meaningful decreases in students performing two or more grade levels below, particularly in Math (-13.63% at two grade levels below).The overall upward movement demonstrates progress toward grade-level proficiency.These outcomes suggested that targeted small-group instruction, alignment of IEP goals with core instruction, frequent progress monitoring using i-Ready diagnostics, and coordinated push-in and pull-out services positively impacted student achievement. Access to specialized materials, assistive technology, collaborative planning between general and special education teachers, and consistent family communication further strengthened implementation. Continued refinement of intensive math interventions helped ensure sustained growth for students performing below grade level in alignment with LCAP goals.

**Action 4: Class Size Reduction**

SBA ELA and Math performance Smarter Balanced Assessment (SBA) ELA scores, (Standard Exceeded increased 2.97%, Standard Met increased 4.24%, Nearly Met decreased 1.82% and Standard Not Met decreased 5.39%) Math Smarter Balanced Assessment (SBA) Math scores,(Standard Exceeded increased 16.02%, Standard Met decreased 6.23%, Nearly Met decreased 4.63% and Standard Not Met increased .84%) and students meeting early literacy benchmarks in grades K–2 based on iReady. (iReady Reading from BOY to EOY showed growth in all areas. Mid or above increase of 40.06%, Early On increase of .93%, 1 Grade Level Below decrease of 36.31%, 2 Grade Level Below decrease of 4.68%).

Similar growth trends were observed among students who participated in high-dose tutoring and small-group intervention with Pomelo teachers, suggesting that targeted intervention and additional instructional time contributed positively to student outcomes. Continued focus on strengthening math supports will help ensure more balanced growth across content areas in alignment with LCAP goals.

**Action 5: The Charter School Categorical Block Grant**

SBA and iReady data, along with a review of attendance identified in the adopted LCAP, including student achievement, enrichment participation, and program-specific outcomes. Collectively, these measures provide a comprehensive view of student progress and the effectiveness of each program in supporting academic growth and equity. Smarter Balanced Assessment (SBA) ELA scores,(Standard Exceeded increased 2.97%, Standard Met increased 4.24%, Nearly Met decreased 1.82% and Standard Not Met decreased 5.39%) Math Smarter Balanced Assessment (SBA) Math scores, (Standard Exceeded increased 16.02%, Standard Met decreased 6.23%, Nearly Met decreased 4.63% and Standard Not Met increased .84%) (iReady Reading from BOY to MOY showed growth in all areas. At or above increase of 15.93%, ,1 Grade Level Below decrease of 3.14%, 2 Grade Level Below decrease of 1.34%, 3 or more Grade Level Below decrease of 11.45%) (iReady Math from BOY to MOY showed growth in all areas. At or above increase of 45.39%, 1 Grade Level Below increase of 2.26%, 2 Grade Level Below decrease of 15.98%,  3 or more Grade Level Below decrease of 9.94%). The data above indicate that our students are demonstrating academic growth across all areas, and those performing below grade level are making consistent progress toward meeting grade-level expectations as evidenced by SBA and i-Ready assessments. Attendance showed improvement throughout the year with an increase in . Results show significant academic growth across all areas, with students performing below grade level making steady gains toward proficiency.

To ensure every learner had access to rigorous, standards-aligned instruction, Pomelo provided instructional and supervision aides who support classroom learning and provide individualized attention where needed. All students had access to functioning technology and digital learning resources, including Zearn, a digital math program aligned with our curriculum, to reinforce classroom instruction and support

mastery of core skills. Teachers were provided with necessary instructional materials, including print resources from the Toshiba printer, to deliver effective and engaging lessons.

**Action 6: Supplemental Arts Education**

Student attendance data is used to look at the percent of students with excellent attendance (96% or higher) and chronic absenteeism rates (district calculation: 91% or lower). Strong engagement and consistent attendance indicate that students are benefiting academically, socially, and creatively.

This program provided targeted arts integration opportunities that enhance learning across the curriculum, foster creativity, critical thinking, and problem-solving, and promote student engagement. By incorporating visual and performing arts into instruction, students experience hands-on, experiential learning that strengthened understanding of core academic concepts while building confidence and self-expression.

Supplemental Arts Education at Pomelo was designed to address equity by ensuring that historically underserved student populations have access to high-quality arts instruction. The program supports student achievement by providing interdisciplinary learning opportunities that complement core instruction and reinforce standards-aligned skills. Success was measured using multiple indicators, including Smarter Balanced Assessment Consortium (SBAC) ELA and Math results, student attendance (percent of students with excellent attendance at 96% or higher), and reduction in chronic absenteeism (district calculation: 91% or lower).

Through this initiative, Pomelo aimed to create a rich, inclusive learning environment where all students can thrive academically, socially, and creatively. The action fostered both academic and personal growth, ensuring that students have equitable access to opportunities that prepare them for future success in school and beyond.

Student attendance data was used to monitor the percentage of students with excellent attendance (96% or higher) and rates of chronic absenteeism (district-defined as 91% or lower). Strong engagement and consistent attendance demonstrate that students are benefiting academically, socially, and creatively.

This program provided targeted arts integration opportunities that enhance learning across the curriculum while fostering creativity, critical thinking, and problem-solving skills. By incorporating visual and performing arts into instruction, students engage in hands-on, experiential learning that deepens understanding of core academic concepts and builds confidence and self-expression.

Supplemental Arts Education at Pomelo promoted equity by ensuring historically underserved student populations have access to high-quality arts instruction. The program supports student achievement through interdisciplinary learning experiences that complement core instruction and reinforce standards-aligned skills. Success is measured using multiple indicators, including Smarter Balanced Assessment Consortium (SBAC) ELA and Math results, the percentage of students with excellent attendance (96% or higher), and reductions in chronic absenteeism (district-defined as 91% or lower).

Through this initiative, Pomelo strived to cultivate a rich, inclusive learning environment where all students can thrive academically, socially, and creatively. Supplemental Arts Education supported both academic and personal growth, ensuring equitable access to meaningful learning experiences that prepare students for long-term success in school and beyond.

**Action 7: Supplemental Afterschool Programs**

Smarter Balanced Assessment (SBA) ELA and Math scores, as well as California Science Test performance for grade 5 students who meet or exceed standards. Results show increases in ELA Standard Exceeded (+2.97%) and Standard Met (+4.24%) and decreases in Standard

Not Met (−5.39%), while Math Standard Exceeded increased (+16.02%). Monitoring these outcomes helps demonstrate the effectiveness of the programs in supporting academic growth and reinforcing standards-aligned skills.

These programs provided extended learning opportunities in ELA, Math, and Science for students in grades 3–5, reinforcing classroom instruction, providing targeted intervention, and promoting overall engagement and academic growth. By focusing on skill development and standards mastery, the programs help students meet or exceed expectations on the Smarter Balanced Assessment Consortium (SBAC) and the California Science Test.

The afterschool programs were designed to ensure equitable access to high-quality learning opportunities. Small-group instruction, hands-on activities, and personalized learning strategies support students who may need additional academic assistance, strengthening foundational skills, building confidence, and fostering the habits of learning necessary for long-term success. These programs also promoted social-emotional growth, collaboration, and a love of learning, ensuring that all students, especially those from historically underserved populations, have the resources and support needed to achieve academic excellence.

**Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA**

SBAC ELA and Math results for grades 3–5, percent of students meeting early literacy benchmarks in K–2 , California Science Test performance for grade 5, and the English Learner reclassification rate.

Collectively, these measures provided a comprehensive view of student progress, program effectiveness, and the impact of targeted resources in supporting academic achievement, attendance, and overall student success.

Based on our School Experience Survey results show that this action has been effective in strengthening family engagement and communication between home and school. Overall, 83% of families agreed the school effectively engages parents, and 86% felt comfortable supporting their child's learning—demonstrating strong connections built through the Parent Center Representative's outreach and workshops. High satisfaction levels in instructional quality (86%) and student learning (83%) reflected the positive impact on EL, Foster Youth, and Low Income students.

**Action 9: SENI Investments towards Academic Excellence**

This action has been effective in supporting equitable access to learning and improving instructional quality for all students, particularly English Learners (EL) and Low Income students. Recent data show strong parent confidence in instructional quality, with 86% of families agreeing that the school provides high-quality instruction and 83% satisfied with their child's learning. The use of supervision aides and additional computer licenses ensured that all students, including EL and Low Income groups, have consistent access to technology and individualized support during instruction.

Maintaining a technology reserve allowed classrooms to fully integrate digital learning programs like Zearn, reinforcing core academic skills. Additionally, funding for substitutes has provided teachers with valuable collaboration time for lesson study and professional development, contributing to improved instructional practices and positive student outcomes.

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.

Pomelo Community Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Pomelo Community Charter LCAP.

**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 Instructional Supports, including General Fund School Program | Pomelo Community Charter will provide quality first instruction to all students to reach Academic Excellence. | District Cost: $4,088,249<br>**School Discretionary Fund Cost: $433,220** | N |
| 2 | Magnet Program | Pomelo Community Charter will continue to implement the following magnet program to support our students: The Pomelo Arts & Sciences Magnet Center provides students with thematic learning that integrates the arts and the sciences throughout the curriculum. This innovative program is open to all students within the LAUSD boundaries, and will provide students of all ethnicities and socio-economic backgrounds with a diverse and engaging experiential learning environment. | District Cost: $101,383 | N |
| 3 | Special Education Supports | Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Pomelo Community Charter to provide quality first instruction to all students to reach Academic Excellence. | District Cost: $4,878,324 | N |
| 4 | 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 Pomelo Community Charter. | District Cost: $928,854 | Y |
| 5 | Charter School Categorical Block Grant | Pomelo Community Charter supplements the instructional program by providing instructional and supervision aides. We will also continue to ensure that all students have functioning technology. We ensure students have access to Zearn which is a digital app/program aligned to our math program. We ensure teachers have access to print materials from the Toshiba Printer. Go Guardian is also purchased for grades 3-5 to to promote student safety and productivity. | **School Discretionary Fund Cost: $310,915** | N |
| 6 | Supplemental Arts Education | Pomelo Community Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school. | District Cost: $120,023 | Y |

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|---|---|---|---|---|
| | Supplemental Afterschool Programs | Pomelo Community Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in NPomelo Community Charter LCAP. | | |
| 7 | Charter Supplemental/Concentration Funds in Lieu of EIA | Pomelo Community Charter will be using this program to fund our Parent Center Representative. | **School Discretionary Fund Cost: $18,800** | Y |
| 8 | SENI Investments towards Academic Excellence | Pomelo Community Charter shifted priorities to address current school needs. We are using this program to fund supervision aides, additional computer licenses, and tech reserve fund to ensure access to all students. We also will be using the funds for day-to-day subs to allow teachers to collaborate and observe each other and allow time for grade-level specific trainings. The final amount will be used for incentivizing positive behavior and attendance. | **School Discretionary Fund Cost: $203,696** | 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.

In order for students to thrive academically, socially, and emotionally, they must feel safe, cared for, connected, and respected. Pomelo Community Charter, are committed to maintaining a safe and orderly environment that is conducive to learning, where all students and staff feel supported and protected.

Good attendance is fundamental to student proficiency and long-term success. To increase enrollment, reduce chronic absenteeism, and promote consistent engagement, Pomelo Community Charter implements data-driven attendance plans that incorporate strategies for dropout prevention, student recovery, prompt enrollment, and the leveraging of community resources. These plans ensure that every student has access to high-quality instruction within a welcoming and nurturing environment, supported by tiered interventions tailored to individual needs.

By prioritizing safety, respect, and a sense of belonging, Pomelo Community Charter fosters the conditions necessary for the whole child to succeed. Through these efforts, the school continues to strengthen a positive school climate, support consistent attendance, and promote academic and social-emotional growth 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 All Students with Excellent Attendance (96% or Higher)** | **2022-2023**<br>**All Students:**<br>39.7%<br>**African American/Black:**<br>47.8%<br>**Hispanic/Latino:**<br>27.8%<br>**English Learner:**<br>12.5%<br>**RFEP:**<br>26.3%<br>**Standard English Learner:**<br>32.0%<br>**Students with Disabilities:**<br>34.3%<br>**Low Income:**<br>32.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>47.3%<br>**African American/Black:**<br>59.1%<br>**Hispanic/Latino:**<br>38.4%<br>**English Learner:**<br>27.8%<br>**RFEP:**<br>45.0%<br>**Standard English Learner:**<br>41.3%<br>**Students with Disabilities:**<br>43.4%<br>**Low Income:**<br>36.3%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>51.8%<br>**African American/Black:**<br>33.3%<br>**Hispanic/Latino:**<br>39.6%<br>**English Learner:**<br>30.4%<br>**RFEP:**<br>20.0%<br>**Standard English Learner:**<br>40.5%<br>**Students with Disabilities:**<br>54.6%<br>**Low Income:**<br>38.0%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>51.0%<br>**African American/Black:**<br>63.0%<br>**Hispanic/Latino:**<br>40.0%<br>**English Learner:**<br>30.0%<br>**RFEP:**<br>48.0%<br>**Standard English Learner:**<br>44.0%<br>**Students with Disabilities:**<br>45.0%<br>**Low Income:**<br>40.3% | **All Students:**<br>+12.1%<br>**African American/Black:**<br>-14.5%<br>**Hispanic/Latino:**<br>+11.8%<br>**English Learner:**<br>+17.9%<br>**RFEP:**<br>-6.3%<br>**Standard English Learners:**<br>+8.5%<br>**Students with Disabilities:**<br>+20.3%<br>**Low Income:**<br>+5.4% |
| 2 | **State Chronic Absenteeism Rate (90% or Lower) - Grades K-8** | **2022-2023**<br>**All Students:**<br>21.1%<br>**African American/Black:**<br>8.7%<br>**Hispanic/Latino:**<br>28.8%<br>**English Learner:**<br>57.1%<br>**RFEP:**<br>33.3% | **2023-2024**<br>**All Students:**<br>15.0%<br>**African American/Black:**<br>29.0%<br>**Hispanic/Latino:**<br>17.0%<br>**English Learner:**<br>7.0%<br>**RFEP:**<br>30.0% | **2024-2025**<br>**All Students:**<br>13.0%<br>**African American/Black:**<br>36.4%<br>**Hispanic/Latino:**<br>16.3%<br>**English Learner:**<br>22.7%<br>**RFEP:**<br>18.8% | **2025-2026**<br>**All Students:**<br>12.0%<br>**African American/Black:**<br>20.0%<br>**Hispanic/Latino:**<br>12.0%<br>**English Learner:**<br>5.0%<br>**RFEP:**<br>20.0% | **All Students:**<br>-8.1%<br>**African American/Black:**<br>+27.7%<br>**Hispanic/Latino:**<br>-12.5%<br>**English Learner:**<br>-34.4%<br>**RFEP:**<br>-14.5% |

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|---|---|---|---|---|---|---|
| | | **Standard English Learner:** 23.5% **Students with Disabilities:** 25.2% **Low Income:** 25.2% *Source: Open Data Dashboard* | **Standard English Learner:** 18.0% **Students with Disabilities:** 18.0% **Low Income:** 25.0% *Source: Open Data Dashboard* | **Standard English Learner:** 18.3% **Students with Disabilities:** 17.9% **Low Income:** 17.5% *Source: Open Data Dashboard* | **Standard English Learner:** 14.0% **Students with Disabilities:** 12.0% **Low Income:** 20.0% | **Standard English Learner:** -5.2% **Students with Disabilities:** -7.3% **Low Income:** -7.7% |
| 3 | **Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)** | **2022-2023** **All Students:** 26.2% **African American/Black:** 8.7% **Hispanic/Latino:** 34.6% **English Learner:** 56.3% **RFEP:** 26.3% **Standard English Learner:** 28.7% **Students with Disabilities:** 25.9% **Low Income:** 29.6% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 21.6% **African American/Black:** 31.8% **Hispanic/Latino:** 26.0% **English Learner:** 38.9% **RFEP:** 30.0% **Standard English Learner:** 26.3% **Students with Disabilities:** 24.8% **Low Income:** 33.0% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 18.1% **African American/Black:** 41.7% **Hispanic/Latino:** 23.5% **English Learner:** 43.5% **RFEP:** 26.7% **Standard English Learner:** 25.8% **Students with Disabilities:** 17.6% **Low Income:** 25.0% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 17.0% **African American/Black:** 4.7% **Hispanic/Latino:** 21.0% **English Learner:** 29.0% **RFEP:** 22.3% **Standard English Learner:** 24.7% **Students with Disabilities:** 21.9% **Low Income:** 25.6% | **All Students:** -8.1% **African American/Black:** +33.0% **Hispanic/Latino:** -11.1% **English Learner:** -12.8% **RFEP:** +0.4% **Standard English Learner:** -2.9% **Students with Disabilities:** -8.3% **Low Income:** -4.6% |
| 4 | **Percent of Staff with Excellent Attendance (96% or Higher)** | **2022-2023** **All Staff:** 60% *Source: Open Data Dashboard* | **2023-2024** **All Staff:** 82.2% *Source: Open Data Dashboard* | **2024-2025** **All Staff:** 74.4% *Source: Open Data Dashboard* | **2025-2026** **All Staff:** 88.0% | **All Staff:** +14.4% |
| 5 | **Single Student Suspension Rate** | **2022-2023** **All Students:** 0.34% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 0% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 0.2% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 0% | **All Students:** -0.14% |

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|---|---|---|---|---|---|---|
| 6 | **Instructional Days Lost to Suspension** | **2022-2023**<br>**All Students:**<br>0<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>0<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>0<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0% | **All Students:**<br>0 |
| 7 | **Expulsion Rate** | **2022-2023**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0.01% | **All Students:**<br>-0.01% |
| 8 | **Percent of Students Who Feel Safe at School (per School Experience Survey)** | **2022-2023**<br>**All Students:**<br>82.6%<br>**Hispanic/Latino:**<br>90.0%<br>**RFEP:**<br>57.1%<br>**Standard English Learners:**<br>84.1%<br>**Students with Disabilities:**<br>73.9%<br>**Low Income:**<br>89.2%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>79.1%<br>**Hispanic/Latino:**<br>90.2%<br>**RFEP:**<br>100.0%<br>**Standard English Learners:**<br>81.4%<br>**Students with Disabilities:**<br>64.7%<br>**Low Income:**<br>78.4%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>80.0%<br>**Hispanic/Latino:**<br>79.5%<br>**RFEP:**<br>81.8%<br>**Standard English Learner:**<br>77.8%<br>**Students with Disabilities:**<br>75.0%<br>**Low Income:**<br>71.7%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>86.6%<br>**Hispanic/Latino:**<br>94.0%<br>**RFEP:**<br>100.0%<br>**Standard English Learner:**<br>88.1 %<br>**Students with Disabilities:**<br>77.9%<br>**Low Income:**<br>93.2% | **All Students:**<br>-2.6%<br>**Hispanic/Latino:**<br>-10.5%<br>**RFEP:**<br>+24.7%<br>**Standard English Learners:**<br>-6.3%<br>**Students with Disabilities:**<br>+1.1%<br>**Low Income:**<br>-17.5% |
| 9 | **Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>83.9%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>79.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>83.8%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>87.9% | **All Parents:**<br>+0.0% |
| 10 | **Percent of Staff who Feel Safe at School (per School** | **2022-2023**<br>**All Staff:**<br>96.4%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Staff:**<br>98.2%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Staff:**<br>96.7%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Staff:**<br>100% | **All Staff:**<br>+0.3% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Experience Survey)** | | | | | |
| 11 | **Percent of Students Who Feel They are a Part of their School (per School Experience Survey)** | **2022-2023**<br>**All Students:**<br>75.5%<br>**Hispanic/Latino:**<br>86.1%<br>**RFEP:**<br>57.1%<br>**Standard English Learner:**<br>80.0%<br>**Students with Disabilities:**<br>81.8%<br>**Low Income:**<br>74.3%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>72.0%<br>**Hispanic/Latino:**<br>78.6%<br>**RFEP:**<br>91.7%<br>**Standard English Learner:**<br>72.7%<br>**Students with Disabilities:**<br>55.9%<br>**Low Income:**<br>60.8%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>75.0%<br>**Hispanic/Latino:**<br>75.0%<br>**RFEP:**<br>90.9%<br>**Standard English Learner:**<br>71.7%<br>**Students with Disabilities:**<br>70.7%<br>**Low Income:**<br>68.5%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>79.5%<br>**Hispanic/Latino:**<br>90.1%<br>**RFEP:**<br>90.9%<br>**Standard English Learner:**<br>84.0%<br>**Students with Disabilities:**<br>85.8%<br>**Low Income:**<br>78.3% | **All Students:**<br>-0.5%<br>**Hispanic/Latino:**<br>-11.1%<br>**RFEP:**<br>+33.8%<br>**Standard English Learners:**<br>-8.3%<br>**Students with Disabilities:**<br>-11.1%<br>**Low Income:**<br>-5.8% |
| 12 | **Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>90.9%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>88.1%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>85.1%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>94.9% | **All Parents:**<br>-5.8% |
| 13 | **Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)** | **2022-2023**<br>**All Staff:**<br>87.7 %<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Staff:**<br>58.2%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Staff:**<br>76.3%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Staff:**<br>91.7% | **All Staff:**<br>-11.4% |

# 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: Base-Funded Health Supports**

Pomelo had a full-time school nurse who provided daily health services for elementary students, including first aid, chronic condition management, medication administration, preventive care, and required health screenings. The nurse partnered closely with families to address health-related barriers that impacted attendance and learning. Wellness lessons and healthy-habits initiatives helped younger students build self-care skills and reduce classroom disruptions. Attendance data—such as the number of students with excellent attendance (344) and those in the basic attendance band (174)—was monitored to support consistent access to learning and guide families in improving attendance outcomes.

Successes included increased access to immediate health support, stronger management of chronic conditions common in elementary grades, improved communication with families to reduce instructional loss, and greater student awareness of healthy habits.

**Action 2: Base-Funded School Climate Support Staff**

Pomelo continued to fund school climate support staff to maintain a safe, structured, and positive learning environment. Staff reinforced behavioral expectations, supported campus supervision, and helped implement schoolwide SEL practices while collaborating with teachers and administrators to address student needs using restorative approaches. Pomelo had a full-time PSW who supported students in a variety of ways to help them feel valued and an important part of the Pomelo community. School Experience Survey data showed strengths, with 80% of students reporting they felt safe at school and 75% reporting they felt part of the school community, reflecting positive school climate outcomes. Pomelo also implemented the Leader in Me program, which focused on skills for effective students.

Successes included improved supervision, stronger SEL implementation, and increased student feelings of safety and belonging.

**Action 3: Supplemental School Climate Support Staff**

Pomelo provided supplemental school climate staff to support a safe, inclusive elementary learning environment and delivered targeted social-emotional and academic services for English Learners, Low-Income students, and other identified student groups. Staff offered small-group SEL lessons and engagement activities, while the daily PSW, High Dose Tutoring, and expanded English Learner supports strengthened both wellness and academic access. The school also launched the Leader in Me program to build leadership and social-emotional skills. School Experience Survey results showed strong outcomes, with 80% of students reporting they felt safe at school and 75% reporting they felt part of the school community.

Successes included increased student belonging, improved SEL support systems, and expanded access to interventions.

**Action 4: SENI Investments towards Joy and Wellness**

Pomelo used SENI funds to expand programs and staffing that promoted elementary student joy, wellness, and school connectedness. Additional SEL instruction, individualized supports, and structured engagement activities were implemented to strengthen positive

relationships and foster a stronger sense of belonging. The school continued providing a daily PSW, High Dose Tutoring, and targeted academic interventions for English Learners and Low-Income students. School Experience Survey results showed strong climate outcomes, with 80% of students reporting they felt safe at school and 75% reporting they felt part of the school community.

Successes included expanded SEL supports, increased student connectedness, and improved access to academic interventions.

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 Health Supports**

This action supported a full-time nurse who addressed student health needs, provided first aid and preventive care, and supported health education initiatives. By ensuring timely access to health services, students were better able to attend school consistently, fully participate in classroom activities, and engage in learning without disruption.

The effectiveness of these services was measured in part through student attendance data, particularly the percent of students maintaining excellent attendance (344 students) and basic attendance (174 students). By addressing health barriers and promoting wellness, Pomelo was able to support equitable access to learning for all students and foster a safe, healthy, and productive school environment.

**Action 2: Base-Funded School Climate Support Staff**

80% Percent of Students Reporting on the School Experience Survey: “I feel safe in this school”

75% of Students Reporting on the School Experience Survey: “I feel like I am part of this school”

Staff members worked to maintain a positive and orderly learning environment, reinforced behavioral expectations, supported social-emotional learning (SEL) initiatives, and addressed student needs as they arose.

Effectiveness was measured through the School Experience Survey, including metrics such as the percent of students who reported feeling safe at school and the percent of students who felt they were part of the school community. By fostering a safe, inclusive, and supportive environment, staff contributed to student engagement, attendance, and overall well-being, ensuring that all students had the conditions necessary to succeed academically, socially, and emotionally.

**Action 3: Supplemental School Climate Support Staff**

80% Percent of Students Reporting on the School Experience Survey: “I feel safe in this school”

75% of Students Reporting on the School Experience Survey: “I feel like I am part of this school”

These staff members offered targeted interventions, including small-group social-emotional learning (SEL) lessons, individualized support, and engagement activities designed to address the unique needs of these student populations. Effectiveness was measured through the School Experience Survey, including the percent of students who reported feeling safe at school and the percent of students who felt they

were part of the school community. By providing additional support, Pomelo fostered an inclusive and equitable learning environment, promoted student engagement, and helped all students develop the social-emotional skills necessary to succeed academically and socially.

Pomelo was able to continue providing a daily PSW to all students and High Dose Tutoring to support all students. English Learner (EL) students greatly benefitted from additional academic support. The school also began rolling out a new program called “Leader in Me,” which supported all students in their social-emotional development.

**Action 4: SENI Investments towards Joy and Wellness**

80% Percent of Students Reporting on the School Experience Survey: “I feel safe in this school”

75% of Students Reporting on the School Experience Survey: “I feel like I am part of this school”

These staff members offered targeted interventions, including small-group social-emotional learning (SEL) lessons, individualized support, and engagement activities designed to address the unique needs of these student populations.

Effectiveness was measured through the School Experience Survey, including the percent of students who reported feeling safe at school and the percent of students who felt they were part of the school community. By providing additional support, Pomelo fostered an inclusive and equitable learning environment, promoted student engagement, and helped all students develop the social-emotional skills necessary to succeed academically and socially.

This action was effective in strengthening school climate and student well-being, as reflected in the School Experience Survey results. A high percentage of students reported feeling safe at school and connected to the school community, demonstrating progress in creating a positive and inclusive environment. The continued presence of a daily PSW and implementation of programs such as High Dose Tutoring and “Leader in Me” provided essential academic and social-emotional support for all students, particularly English Learners (EL) and Low-Income students. These efforts enhanced student engagement, fostered a stronger sense of belonging, and supported both academic growth and social-emotional development.

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 | Base-Funded Student Health Services | In order to ensure health access and equity for all students, Pomelo Community Charter will continue to receive additional nursing support. | District Cost: $176,882 | N |
| 2 | Base-Funded School Climate Support Staff | Pomelo Community Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school. | District Cost: $23,814 | N |
| 3 | Supplemental School Climate Support Staff | To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Pomelo Community Charter will also provide supplemental school climate support staffing. | District Cost: $7,940 | Y |
| 4 | SENI Investments towards Joy and Wellness | Pomelo Community Charter will provide students with incentives to abide by Pomelo's safety, attendance, and behavior policies. This will also support teacher trainings. | **School Discretionary Fund Cost: $19,384** | 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.

Pomelo Community Charter developed this goal to ensure that students, families, and staff are actively engaged in the educational process and feel connected to the school community. Research and best practices indicate that meaningful parental involvement, strong student engagement, and a positive school climate directly contribute to academic achievement, social-emotional development, and overall student success.

By prioritizing engagement and collaboration, Pomelo aims to create an inclusive and supportive environment where families are informed, involved, and empowered to participate in decision-making. Strengthening school-home partnerships helps students feel supported both academically and socially, improves attendance and behavior, and fosters a sense of belonging.

# 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**<br>**All Parents:**<br>74.3%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>70.7%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>70.2%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>78.3% | **All Parents:**<br>-4.1% |
| 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**<br>**All Parents:**<br>92.4%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>88.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>85.4%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>96.4% | **All Parents:**<br>-7.0% |
| 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**<br>**All Parents:**<br>77.2%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>80.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>73.8%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>85.0% | **All Parents:**<br>-3.4% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | **Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."** | **2022-2023**<br>**All Parents:**<br>92.2%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>90.1%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>88.3%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>96.2% | **All Parents:**<br>-3.9% |

# 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**

Pomelo Community Charter implemented a comprehensive approach to family and community engagement through the work of our Community Representative, who facilitates parent engagement and assists families in completing the necessary steps to become approved volunteers at Pomelo. The Community Representative also organizes parent workshops on topics including social-emotional learning, parenting strategies, student wellness and engagement, the LAUSD Every School Safe Blueprint, use of the parent portal, school governance, and other areas of interest to parents, guardians, and the community. These workshops, along with Family Game Nights, Lunch on the Lawn events, and the Sunday Panther Pulse, provide families with opportunities to connect with the school, engage with their children's learning, and stay informed about upcoming events, activities, and ways to be involved.

Pomelo also implemented the Leader in Me SEL program, which teaches students the Seven Habits of highly effective individuals. Through daily character lessons, goal-setting, and leadership opportunities, students develop essential social-emotional and leadership skills. In addition, the Pupil Services Worker (PSW) engages students in Monday Morning Chats on various topics, providing social-emotional guidance, promoting positive behavior, and fostering student voice and reflection. These programs collectively reinforce positive behavior, support a safe and welcoming environment, and enhance overall school climate.

With these systems in place, staff, students, and families report feeling safer, more supported, and more connected to the school community. Implementation of these programs has resulted in fewer accidents, improved student behavior, stronger relationships across the school community, increased parent participation, and growth in students' leadership and SEL competencies.

While implementation was successful, challenges include ensuring consistent family participation across all programs and reaching parents who may face barriers such as language, work schedules, or limited access to technology. Despite these challenges, successes include increased parent attendance at workshops and school events, a higher number of parent volunteers, improved perception of safety on campus, strengthened sense of community and collaboration among students, staff, and families, and enhanced student engagement and leadership development through the Leader in Me program and PSW-led initiatives, with families staying well-informed through the Sunday Panther Pulse newsletter.

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**

70% Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." 85% of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”

74% of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”

88% of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

This action provided Pomelo with a Community Parent Representative to further strengthen parent engagement, ensure families had a voice in school decisions, and enhance communication and collaboration between the school and families. Recent School Experience Data indicated that 318 parents had signed up to be volunteers. Parents felt comfortable participating in on-campus volunteer opportunities such as in classrooms making copies, working in small groups with students, participating in workshops with guest speakers, working on events for students, and more. The School Experience Survey results showed that parents felt confident being on campus and receiving information from teachers as well as the office and district. The school provided a safe space and an academic environment for all students.

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 | Pomelo Community Charter will fund a Community Parent Representative. | **School Discretionary Fund Cost: $14,757** | 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.

Pomelo Community Charter remains committed to providing all students with access to high-quality educational programs and services. The school continues to prioritize operational effectiveness by maintaining safe, clean, and well-functioning facilities that support student health and learning. All teachers are appropriately credentialed and assigned, ensuring that every classroom is led by qualified educators who meet the diverse needs of students.

Pomelo provides standards-aligned instructional materials for all core subjects and regularly reviews curriculum resources to ensure alignment with state standards and best practices. The school also continues to invest in staff development, supporting teachers and staff through professional learning opportunities that strengthen instructional quality and promote continuous improvement.
Through these ongoing efforts, Pomelo upholds its commitment to fostering a positive school climate, ensuring that students, families, and staff feel supported, safe, and empowered to thrive within a collaborative learning community.

## 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**<br>100.0% | **2023-2024**<br>100.0% | **2024-2025**<br>100.0% | **2025-2026**<br>100.0% | 0 |
| 2 | **Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach** | **2022-2023**<br>100.0% | **2023-2024**<br>100.0% | **2024-2025**<br>100.0% | **2025-2026**<br>100.0% | 0 |
| 3 | **Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements** | **2022-2023**<br>100.0% | **2023-2024**<br>100.0% | **2024-2025**<br>100.0% | **2025-2026**<br>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**

Pomelo Community Charter continued to successfully implement all components of basic services. School facilities are well-maintained, with any maintenance concerns or trouble calls addressed promptly and monitored monthly by the principal and plant manager to ensure timely resolution and ongoing compliance.

All teachers were appropriately credentialed and assigned in alignment with state requirements, ensuring students are taught by qualified educators in every classroom. The school also continued to meet Williams Act requirements, providing all students with current, standards-aligned instructional materials across all subject areas. Pomelo's consistent attention to operational effectiveness and compliance has supported a safe, clean, and equitable learning environment for all students.

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

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**

Pomelo Community Charter was highly effective in meeting all state requirements for Basic Services. The school maintains facilities in good repair, as evidenced by consistently strong Facilities Inspection Tool (FIT) ratings, ensuring that students learn in safe, clean, and well-functioning environments.

All teachers were fully credentialed and appropriately assigned, providing students with instruction from highly qualified educators who deliver rigorous, standards-aligned lessons. The school has also met all Williams Act requirements by providing every student with sufficient, up-to-date instructional materials, guaranteeing equitable access to curriculum across all grade levels.

These actions collectively demonstrated strong effectiveness in addressing State Priority 1: Basic Services, contributing to improved student achievement, engagement, and access to a comprehensive, high-quality education. Pomelo continues to monitor facilities, teacher credentials, and instructional materials through ongoing internal reviews and educational partner feedback to ensure compliance, responsiveness, and continuous improvement in meeting the needs of all students.

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, Pomelo Community Charter will continue to receive centralized supports for the operation of our school and its facilities. | District Cost: $2,874,758 | 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 |
|---|---|
| $256,637.00 (School Discretionary Funds- new S/C revenues)<br>$1,313,454.21 (Total District and School S/C funds including carryover) | $0 |

**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 |
|---|---|---|---|
| 34.49% | 0% | $0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP. | 34.49% |

**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<br>Action 4 | Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions<br>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 Pomelo Community Charter.<br>Scope: School-wide | Los Angeles Unified School District, including Pomelo Community 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.<br><br>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<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5<br>● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 1<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 |
| Goal 1<br>Action 6 | Action:<br>Supplemental Arts Education<br>Need:<br>Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, | Los Angeles Unified School District, including Pomelo Community Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be | For the identified student group(s): EL, LI, FY, ALL<br><br>● Smarter Balanced Assessment: ELA- Grades 3-5 |

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| | and students in foster care have less access to enriched arts education programs beyond the minimum state requirements.<br><br>In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education.<br>Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Pomelo Community Charter.<br>Scope: School-wide | assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements.<br><br>Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Pomelo Community Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and Programs.<br><br>In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide. | ● Smarter Balanced Assessment: Math-Grades 3-5<br>● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher)<br>● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5<br>● Implementation of Academic Standards (All Students) |
| Goal 1<br>Action 7 | Charter Funds in lieu of EIA<br>Pomelo Charter will continue to prioritize and strengthen supports for English Learners, low-income students, and students in foster care by providing targeted academic interventions, social-emotional supports, and equitable access to high-quality instruction and resources. | This action was designed to address the specific academic and engagement needs of English Learners, low-income students, and foster youth by strengthening both family involvement and foundational literacy instruction. The Community Representative plays a critical role in building meaningful partnerships with parents and community members, increasing participation in school events, workshops, and decision-making processes. | For the identified student group(s): EL, LI, FY, ALL<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5<br>● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten<br>● Percent of Students Meeting Early Literacy |

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| | | | Benchmarks in Grade 1<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 2<br>● Percent Met/Exceed Standard on California Science Test - Grade 5<br>● English Learner Reclassification Rate |
| Goal 1 Action 8 | Action: SENI Investments towards Academic Excellence<br>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.<br>Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care.<br>Pomelo Charter will continue to support English Learners, low-income students and students in foster care.<br>Scope: School-wide | Pomelo will implement a comprehensive academic language development approach aligned with the California ELD Standards and the EL Master Plan. This strategy prioritizes explicit language instruction, structured oral practice, and integrated use of academic vocabulary across all content areas. Through high-quality Designated and Integrated ELD, students receive daily opportunities to engage in structured conversations, respond to complex texts, and build foundational literacy skills. Research supports that explicit academic language instruction accelerates English proficiency and improves performance in ELA and Math, particularly for English Learners, low-income students, and students with limited background knowledge.<br><br>TSP Coordinator, EL Designee, ILT, Teacher, and Aide Roles & Responsibilities<br><br>Teachers require ongoing support in training, guidance, instructional strategies, and professional development to meet the requirements of Designated ELD (dELD) and | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 1<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 2<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 |

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| | | Integrated ELD (iELD) instruction. They also need guidance in designing and implementing differentiated lessons in core subjects to effectively meet the academic needs of low-income students and foster youth.<br><br>Administrators conduct classroom observations using strategies from professional development, providing individualized feedback to teachers<br><br>Aides provide essential instructional and progress-monitoring support for ELs, foster youth, and low-income students.<br><br>A comprehensive support system helps to ensure teachers are equipped, and students receive high-quality, differentiated instruction that promotes academic success for English Learners, foster youth, and low-income students.<br><br>Teacher scaffold instruction and use data to inform differentiated ELD supports aligns with research showing that scaffolding, differentiation, and collaborative data analysis are associated with gains in English language development and core academic achievement for historically underserved students.<br>Institute of Education Sciences | |
| Goal 2<br>Action 3 | Action: Supplemental School Climate Support Staff<br>Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Pomelo Charter will also provide supplemental school climate support staffing.<br><br>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 Pomelo Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. | For the identified student group(s): EL, LI, FY, ALL<br><br>● Percent of Students Who Feel Safe at School (per School Experience Survey)<br>● Percent of Students Who Feel They are a |

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| | | 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.<br><br>In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide. | Part of their School (per School Experience Survey) |
| Goal 2 Action 4 | Action: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness<br><br>**Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care.<br><br>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.<br><br>Scope: School-wide | Our school will implement a multi-tiered system of supports (MTSS) focused on attendance, social-emotional wellness, and engagement, grounded in evidence-based practices that link consistent attendance to improved academic outcomes. Research demonstrates that students who attend school regularly are more likely to achieve higher literacy and math outcomes, develop stronger social-emotional skills, and feel a stronger sense of belonging.<br><br>Key components of this strategy include:<br><br>Tiered Supports: Differentiated interventions for students based on attendance patterns—universal supports for all students, targeted supports for those at risk, and intensive supports for chronically absent students.<br><br>Family and Student Engagement: Proactive communication with families and students to address barriers to attendance and wellness, using culturally responsive strategies. | For the identified student group(s): EL, LI, FY, ALL<br><br>● Percent of All Students with Excellent Attendance (96% or Higher)<br>● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8<br>● Single Student Suspension Rate<br>● Percent of Students Who Feel Safe at School (per School Experience Survey)<br>● Percent of Students Who Feel They are a Part of their School (per School Experience Survey) |

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| | | Recognition Programs: Celebrating good or improved attendance to motivate and reinforce positive behaviors.<br><br>Data-Driven Early Intervention: Monitoring attendance trends and implementing timely interventions to prevent chronic absenteeism.<br><br>Barrier Reduction: Connecting students to counseling, mentorship, and community resources to address social, emotional, or logistical challenges.<br><br>Evidence Base:<br><br>Attendance interventions using MTSS frameworks have been shown to reduce chronic absenteeism and improve academic outcomes, particularly for students who are English Learners, Low-Income, or Foster Youth.<br><br>Positive reinforcement and recognition programs are linked to increased student engagement and motivation.<br><br>Family engagement interventions improve attendance and academic performance when paired with personalized outreach and barrier reduction strategies.<br><br>Expected Impact:<br>This strategy is designed to improve both social-emotional wellness and academic achievement, ensuring students feel supported, engaged, and empowered to succeed. Improving student attendance through a coherent, multi-tiered system of child welfare and attendance supports is a research-aligned and | |

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| | | effective use of funds to meet goals for students identified as English Learners, Low-Income, and Foster Youth. Chronic absenteeism—defined as missing 10% or more of school days—has been shown to significantly hinder academic achievement and widen opportunity gaps for disadvantaged students. Schools with high rates of chronic absence see lower academic performance and reduced long-term outcomes for students who miss instructional time, particularly those from low-income backgrounds. U.S. Department of Education<br><br>Research Evidence for Tiered Attendance Supports:<br>• Tiered Interventions Improve Attendance: Attendance Works, a national research-to-practice organization, highlights that implementing a three-tiered attendance intervention system (universal, targeted, intensive) increases school attendance by addressing barriers at multiple levels—whole school climate, personalized outreach, and individualized supports. These tiered models are linked to reductions in chronic absenteeism when consistently implemented. Attendance Works<br><br>• Multi-Tiered Systems of Support (MTSS) and Outcomes: Research on MTSS frameworks demonstrates that pairing attendance monitoring with data-based decision-making and differentiated supports improves attendance and student behavior outcomes. MTSS models help ensure that students receive the right level of intervention at the right time, promoting equity and improving outcomes for students who are disengaged or at risk of absenteeism. WestEd | |

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| | | • Academic and Long-Term Benefits: Chronic absenteeism is a strong predictor of lower academic performance and school dropout; regular attendance is linked to higher academic achievement, greater social-emotional development, and increased likelihood of high school completion. Research shows that if disadvantaged students (e.g., those eligible for free/reduced meals) attended school at rates similar to their peers, achievement gaps would narrow significantly.<br>California Department of Education<br><br>• Family Engagement and Barriers: Strong family engagement and supportive school climates are correlated with lower rates of chronic absenteeism. Schools that actively build trust and partnerships with families see better attendance outcomes, particularly for groups that historically face greater systemic barriers (e.g., ELs, Low-Income, Foster Youth).<br>California Department of Education<br><br>Equity and Targeted Impact:<br>Students from underserved populations, including English Learners, Low-Income, and Foster Youth, often face compounded attendance barriers related to transportation, health, housing instability, and family responsibilities. Tiered attendance strategies proactively identify and address such barriers by using data to guide early outreach, culturally responsive family engagement, mentoring, and interagency case management. This focus on addressing root causes—not just symptoms—helps narrow opportunity gaps and supports sustained academic progress.<br>U.S. Department of Education | |

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| | | Conclusion:<br>Given the documented negative effects of chronic absenteeism on academic outcomes and long-term success—especially for historically underserved student groups—investing in a structured, tiered system of attendance and child welfare supports is a research-based, equitable use of funds that directly advances student engagement, attendance rates, and achievement. Schools implementing these evidence-based practices see improvements in attendance and school climate, which are foundational to closing achievement gaps for ELs, Low-Income, and Foster Youth.<br>Attendance Works | |
| Goal 3<br>Action 1 | **Action:** SENI Investments towards Engagement and Collaboration<br><br>**Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. 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.<br><br>Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. | A research-based approach that supports student achievement through technology is the SAMR Model (Substitution, Augmentation, Modification, and Redefinition), developed by Dr. Ruben Puentedura. This model provides a framework for educators to evaluate how technology is integrated into instruction. At the lower levels—Substitution and Augmentation—technology acts as a direct replacement or enhancement of traditional tools. At the higher levels—Modification and Redefinition—technology transforms learning tasks, enabling new opportunities for collaboration, creativity, and critical thinking. Research indicates that when technology is implemented effectively, particularly at the Modification and Redefinition stages, it increases student engagement, supports deeper learning, and enhances academic achievement.<br>This strategy is an effective use of funds because it directly supports English Learners | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."<br>● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"<br>● Percent of parents reporting on the School Experience |

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| | **Scope:** School-wide | (ELs), low-income students, and foster youth by providing targeted instructional support, professional development, and access to essential resources that promote academic success. Research shows that structured professional development and instructional coaching significantly improve teacher practice and student outcomes, particularly for historically underserved populations (Darling-Hammond et al., 2017). At our school, the TSP Coordinator and EL team provide demonstration lessons, co-teaching, and data-driven planning, which have led to measurable gains: EL students demonstrated a 12% increase in ELPAC scores, and 78% of low-income and foster youth students met or exceeded grade-level benchmarks in foundational reading skills.<br><br>Additionally, access to updated technology and instructional materials supports differentiation, scaffolding, and engagement strategies aligned with the SAMR model (Puentedura, 2013), enabling deeper learning and equitable access for all students. Practice experience indicates that ongoing coaching, collaborative planning, and technology integration strengthen teacher effectiveness and student achievement, particularly in language acquisition and core academic skills. Research confirms that sustained, school-based support and equitable resource allocation improve outcomes for ELs and underserved students (Echevarria, Vogt, & Short, 2017).<br><br>Overall, this strategy ensures that funds are used efficiently to enhance teacher capacity, student engagement, and achievement for ELs, low-income students, and foster youth, aligning with district goals and equity priorities. | Survey: “This school provides instructional resources to help me support my child's education.”<br>● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand." |

**Limited Actions**

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| [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.

Pomelo Charter is not eligible for these funds.

| **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 | 31.99 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 641 students (As of May 01, 2026)<br><br>**Note that these figures are also included in the LAUSD LCAP.* | *Not applicable* |
| Staff-to-student ratio of certificated staff providing direct services to students | 40.56 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 641 students (As of May 01, 2026)<br><br>**Note that these figures are also included in the LAUSD LCAP.* | *Not applicable* |

## Pomelo Community 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 %) |
|---|---|---|---|---|---|
| Pomelo Community Charter 2026-2027 | $ 744,135 | $ 256,637 | 34.49% | 0.000% | 34.49% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 1,000,772 | $ - | $ - | $ - | $ 1,000,772.00 | $ 731,541 | $ 269,231 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Base Instructional Supports, including General Fun School Program | All Students | No | Schoolwide | | Schoolwide | Ongoing | $ 390,538 | $ 42,682 | $ 433,220 | $ - | $ - | $ - | $ 433,220 | 0.000% |
| 1 | 5 | Charter School Categorical Block Gran | All Students | No | Schoolwide | | Schoolwide | Ongoing | $ 122,978 | $ 187,937 | $ 310,915 | $ - | $ - | $ - | $ 310,915 | 0.000% |
| 1 | 7 | Charter Supplemental/Concentration Funds in Lieu of EIA | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 14,757 | $ 4,043 | $ 18,800 | $ - | $ - | $ - | $ 18,800 | 0.000% |
| 1 | 8 | SENI Investments towards Academic Excellence | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 179,130 | $ 24,566 | $ 203,696 | $ - | $ - | $ - | $ 203,696 | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 9,381 | $ 10,003 | $ 19,384 | $ - | $ - | $ - | $ 19,384 | 0.000% |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 14,757 | $ - | $ 14,757 | $ - | $ - | $ - | $ 14,757 | 0.000% |

## Pomelo Community 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 744,135 | $ 256,637 | 34.49% | 0.000% | 34.49% | $ 256,637 | 0.000% | 34.49% | **Total:** | $ 256,637 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 256,637 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Base Instructional Supports, including General Fund School Program | No | Schoolwide | | Schoolwide | $ - | 0.000% |
| 1 | 5 | Charter School Categorical Block Grant | No | Schoolwide | | Schoolwide | $ - | 0.000% |
| 1 | 7 | Charter Supplemental/Concentration Funds in Lieu of EIA | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 18,800 | 0.000% |
| 1 | 8 | SENI Investments towards Academic Excellence | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 203,696 | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 19,384 | 0.000% |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 14,757 | 0.000% |

# Pomelo Community Charter 2025-2026 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 1,055,847.00 | $ 770,445.00 |

| 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 | 1 | Base Instructional Supports, including General Fund School Program | No | $ 428,574 | $ 341,513 |
| 1 | 5 | Charter School Categorical Block Grant | No | $ 387,663 | $ 228,747 |
| 1 | 8 | Charter Supplemental/Concentration Funds in Lieu of EIA | Yes | $ 20,003 | $ 16,712 |
| 1 | 9 | SENI Investments towards Academic Excellence | Yes | $ 194,288 | $ 165,196 |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 10,569 | $ - |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | $ 14,750 | $ 18,277 |

## Pomelo Community 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) |
|---|---|---|---|---|---|---|
| $ 239,610 | $ 239,610 | $ 200,185 | $ 39,425 | 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 | 8 | Charter Supplemental/Concentration Funds in Lieu of EIA | Yes | $ 20,003 | $ 16,712 | 0.000% | 0.000% |
| 1 | 9 | SENI Investments towards Academic Excellence | Yes | $ 194,28 | $ 165,196 | 0.000% | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 10,56 | $ - | 0.000% | |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | $ 14,750 | $ 18,277 | 0.000% | 0.000% |

## Pomelo Community 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) |
|---|---|---|---|---|---|---|---|---|
| $ 816,237 | $ 239,610 | 0.000% | 29.355% | $ 200,185 | 0.000% | 24.525% | $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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